



Course Name: Wealth and Poverty

Course Number: ANTH 484

Credits: 3 Credits

OSU catalog course description: ANTH 484. WEALTH AND POVERTY:

Summarizes the distribution of wealth observed cross-culturally and through time. Determines the relation between wealth distribution and economic productivity. Shows the impact of industrialization and economic wealth distribution in Western civilization and cross-culturally. Evaluates how cultural practices affect wealth distribution in Western and non-Western societies. (Bacc Core Course)

Prerequisites: 3 credits of social science

Recommended: Experience writing substantial term papers

This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

This course provides an introduction to how anthropologists approach the study of wealth and poverty. During the quarter, we will explore a range of questions including: *Why are some rich and others poor? How have modern nation-states attempted to reduce inequality? What are the main critiques of these approaches? Why does social stratification persist? What are the implications for the world's poorest citizens?*

Successful completion of this course partially fulfills OSU's Baccalaureate Core course requirements in the Synthesis category under Contemporary Global Issues. With a focus on the anthropological perspective, while considering ideas from other social sciences including economics, geography, and sociology, students will explore issues of wealth and poverty around the world and in the US. Using recent ethnographic scholarship, contextualized by an exploration of the history of development and inequality worldwide, we will examine the factors that contribute to economic disparities in different locations; the effect of inequality on groups and individuals; and local, regional, and global responses to these problems. Students will explore and synthesize course concepts, demonstrating their understanding through discussions, assignments, and an ethnographic research project.

The course starts with a discussion about the origin of today's global inequality and a presentation of key concepts related to affluence, poverty, and development. These ideas historically and currently frame interventions designed to decrease disparities between populations while facilitating progress. During the quarter we will read two ethnographies, in addition to a selection book chapters and articles. The first explores a rural, coastal community in the Philippines. We will focus on themes related to international aid, knowledge and power, the environment, and sustainability during this section of the course. For the second ethnography, we'll move to an inner-city in the US where we will look at the illegal drug trade. We'll consider issues related to race, class, gender, and health and wellbeing. The class will conclude with a discussion about recent ideas on how to address global inequality and alleviate poverty.

Course content:

Week 1: Introduction to the Course and Yali's Question

Week 2: Questioning the Meaning of Affluence and an Introduction to Ethnography

Week 3: Understanding the Global Divides (*Research Proposal and Plan Due*)

Week 4: Economic Development and International Aid (*Country Comparison Due*)

Week 5: Direct Aid, 'Sustainable' Aid, and Microfinance

Week 6: Consumption, Development, and the Environment (*Midterm*) (*Aid Debate Due*)

Week 7: Race, Class, and Inequality in the US (*Research Progress Report Due*)

Week 8: Food and Health

Week 9: Welfare

Week 10: Term Project Peer Review (*Research Peer Review Due*)

Week 11: Final exam (*Final Ethnography Due*)

Learning Outcomes/Course Objectives







Baccalaureate Core - Synthesis - Contemporary Global Issues learning outcomes

1. Analyze the origins, historical contexts, and implications of contemporary global issues.
2. Explain the complex nature and interdependence of contemporary global issues using a multi-disciplinary approach.
3. Articulate in writing a critical perspective on contemporary global issues using evidence as support.

Please see <http://oregonstate.edu/ap/curriculum/baccore.html> for additional information about Bacc Core courses and requirements.

Measurable student learning outcomes specific to the course:

Students will be evaluated on the following learning objectives via their participation in online discussions, tests, assignments and papers. By the end of the term, you will be able to:

-  Describe the goals, methods, and relevance of anthropology with respect to the study of wealth and poverty.
-  Explain key concepts including but not limited to poverty, affluence, wealth, social stratification, inequality, race, power, development, knowledge, and international aid.
-  Identify factors that play a role in historic and current inequality at multiple scales (i.e., global to local).
-  Describe and discuss processes and programs designed to address inequality.
-  Understand and apply methods and concepts learned in this course to a case study.
-  Analyze and write critically about this case.

Learning resources:

Required Books

NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website (<http://osubeaverstore.com/Academics/>). Sample syllabi may not have the most up-to-date information.

Available at the OSU Bookstore and on Course Reserve at the Valley Library-

Bourgois, Philippe

2003 In Search of Respect: Selling Crack in El Barrio (Second ed.). Cambridge, UK; New York: Cambridge University Press.

Eder, James

2008 Migrants to the Coasts: Livelihood, Resource Management and Global Change in the Philippines. Belmont, CA: Wadsworth, Cengage Learning.

Required Articles, Book Excerpts and Films

Available via Canvas or [OSU Library's E-journals](#). See the *Readings* sub-folder in each *Weekly Schedule* folder for details. You will be responsible for acquiring several of these readings through the OSU Library E-journals for yourself.

Several films/videos will be viewed throughout the term. When possible, they will be available for viewing through the course Canvas. You will be responsible for the acquisition of two films, both scheduled for Week 7. They all can be rented or purchased through online resources, or through brick-and-mortar DVD providers:

[The Dust Bowl](#)

[The House I Live In](#)

Notes and other materials

Instructor notes are in the *Weekly Schedule* folders. I frequently provide additional commentary and add observations or resources I feel are important to the subject at hand in the discussion forums. Students will be responsible for that additional material just as you would be for anything a professor says in a traditional lecture setting. A *Resources* folder on Canvas contains items that may help you with your projects and other class work.

Canvas and other tools

This course is delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the [Ecampus Course Demo](#). For technical assistance, please visit [Ecampus Technical Help](#).

Other computer-based tools you will use include the [United Nations Statistics Division](#), [Gapminder](#), the [CIA World Factbook](#), [OECD Statistics](#), [USAID's Demographic and Health Survey](#), [World Bank indicators](#) and other resources that may be relevant to students' chosen projects, such as [US Census](#) data. All of these sites and their data are freely accessible by anyone and do not require log-ins or special skills beyond basic research skills.

Evaluation of student performance:

Assignments & Tasks	Points
Online Discussion (10 points/ 8 weeks)	80
Introduction to the library	5
Research Ideas Forum	10
Ethnography Proposal & Plan	25
Country Comparison	20
Aid Debate	15
Midterm	30
Ethnography Progress Report & Peer Review	10
Final Project Peer Review	10
Final Ethnography Project	70
Final	<u>30</u>
Total Points Possible	305

Grading Scale: Your course grade will be determined on a standard percentage basis:
90%+ = A- / A; 80-89.9% = B- / B / B+; 70-79.9% = C- / C / C+; 60-69.9% = D- / D / D+
Any percentage below 60% is failing.

A-range: 95-100% = A; 90-94.9% = A-

B-range: 86.7-89.9% = B+; 83.4-86.6% = B; 80-83.3% = B-

C-range: 76.7-79.9% = C+; 73.4-76.6% = C; 70-73.3% = C-

D-range: 66.7-69.9% = D+; 63.4-66.6% = D; 60-63.3% = D-

Please note that I generally do not round the numbers. A 90% is an A- grade; an 89.9% is a B+. A 76.7% is a C+; a 76.6% is a C. I will only be flexible if a student has been diligent about turning all work in on time (including forum posts/responses) and has clearly taken assignments seriously.

Assignment Descriptions - Please see course Canvas for full details

Online Discussion

Weekly (Wednesday-Monday): Each week (except Weeks 5 and 10), students are required to participate in an online discussion related to the week's topic. The instructor will provide questions to help facilitate discussion. In addition, students may start their own threads with original questions and commentary. The goal is to thoughtfully engage the weekly readings, lectures, and other posts made by students, to make connections between different themes, and to reflect upon the ideas proposed by the authors, the instructor, and your classmates.

Initial post is due Wednesday of each, 11:59 p.m.; feedback to other students should be made by Monday of the following week, 5:00 p.m.

Research Ideas Forum

Week 1 (Thursday-Monday): The term project for this class is a mini-ethnography of an organization or group of people that are actively involved in addressing economic inequality and/or exemplify this disparity (see description below). During the first week, you will begin to explore ideas for this project on a board in the discussion forums.

Initial post is due Thursday of Week 1, 11:59 p.m.; feedback to other students should be made by Monday of Week 2, 5:00 p.m.

Introduction to the library webinar

Week 1 (Friday, 11:59 p.m.):

Listen to one of the recorded "webinars" on "[Introduction to the library](#)." Upon listening to that, submit a post to the 'Ask the Research Librarian' forum on our class discussion board with three things you learned from it.

Alternatively, if you have already attended or listened to that particular webinar, you may use "Database Power Searching" or "Using one good sources to find another" for this assignment.

Research Proposal & Plan

Week 2 (Turn in by Wednesday of Week 3, 11:59 p.m.): Submit a proposal and plan describing what you intend to do for your main term project (the mini-ethnography). The proposal should be approximately 3-5 pages.

Country Comparison Wiki

Week 3 (Complete by Friday of Week 4, 5 p.m.) - Please sign up for a country comparison working group by Saturday of Week 1. This is a group project; you will be expected to work with other members of the group to construct the wiki entries: Students will use Internet resources to compare a set of assigned countries. The goals are two-fold. First, students will learn how to locate and assess information related to a country's resources, society, and state of development. Second, students will compare and contrast this the countries and examine their links.

Students will use the data they find to answer a series of guiding questions to help construct the wiki entries for the countries.

Aid Debate

Week 5 (Wednesday-Monday): You will be randomly assigned a type of 'micro'-aid to argue in favor of in a designated discussion forum. Using three examples (GiveDirectly, Heifer International and Kiva) we will examine the merits and possible pitfalls of direct giving, small project funding and microfinance loans. In addition to posting arguments in favor of your assigned form of aid, you will respond in forms arguing for one of the other forms. At the end of the discussion period, you will complete a survey allowing you to express what you really think.

Initial argument, Wednesday of Week 5, 11:59 p.m.. Responses and rebuttals, Monday of Week 6, 5 p.m.

Research Progress Report

Week 7 (Friday, 11:59 p.m.): Submit approximately two pages (500 words) reporting on the status of your ethnography project. What have you accomplished? What problems have you encountered? What are your preliminary findings? Comment upon your experiences doing ethnography.

Research Peer Review

Week 10 (Tuesday & Friday, 11:59 p.m.): Students will present a draft of their term project to a discussion forum by Tuesday of Week 10, and provide feedback to other students by Friday. The feedback you receive in this forum may be useful to you as you finish your final drafts of the paper.

Ethnography (Term Project)

Finals Week (Tuesday, 11:59 p.m.): Students will conduct an ethnography of an organization or group of people that are actively involved in addressing economic inequality and/or exemplify this disparity. The goals for this project are:

1. to use ethnographic methods to assess inequality in the student's community
2. to apply concepts learned in this course and through additional secondary research
3. to write an ethnography that synthesizes the student's findings with ideas about wealth and poverty learned during the course.

This project will last throughout the term. Students will identify a topic, prepare a proposal for their ethnography, and write a plan discussing how they will conduct the project (see Research Intent, Proposal and Progress Report above).

This project requires you to conduct undertake original field research using ethnographic methods (participant observation

and interviews with informants). The finished project should be approximately 2,000 words (aim for 8-15 pages) and an additional of references cited section and appendices (if used).

Tests

Sunday-Friday, Week 6 and Saturday-Thursday, Week 11 (Finals Week): There will be one midterm made available between Sunday (midnight/12:00 a.m.) and Thursday (11:59 p.m.) Week 6. A final will be available Saturday-Thursday of Week 11 (Finals Week). Both exams are worth 30 points each, and will consist of the definition of terms and explanation key concepts. Format will be short essay.

These will not be timed tests, but more along the lines of 'take-home' tests that you may work on throughout the weeks they are available. You should plan on spending a total of about two hours working on each, if you have kept up with the course material and feel comfortable with the readings, etc..

Extra Credit

I do not provide extra credit opportunities in the class.

Course Policies:

Grading Concerns

If you feel you received a grade in error or unfairly, within one week of receiving the grade, please submit the graded assignment in question to the instructor with a written explanation of the problem. I will return the assignment with my decision one week from the date I receive it with my comments and any changes I feel are merited. Please realize that your grade can drop as well as rise during a second look at an assignment.

It is advisable for you to maintain a close watch on the Gradebook on the course Canvas to make sure grades are not missing from assignments you are certain (and can prove) you submitted. Assignments (other than Discussion requirements) *must* be turned in via the assignment drops available in the folders of the weeks they are due (in *Weekly Schedule*). When you use the assignment drops, a "!" will appear in the gradebook alerting me that you have made a submission. Failure to turn something in via that method could result in your work being overlooked.

Response and Grading Turn-Around Time

Email - nolanma@onid.oregonstate.edu

Skype - nolanmunoz (Skyping or phone calls by arrangement)

Please do give me a minimum of 24 hours to respond to emails. I make every effort to respond to queries as soon as I see them, but I may be away from my computer for a time (weekends, especially). On rare occasions, I may even go more than 24 hours without putting electronics in front of my face, but I avoid extending that past 48 hours when teaching online. If I foresee a notable interruption in my 24 hour check in goal, I will let you know.

As for papers, my goal is to have grades in by no later than a week after students have submitted their work. I frequently get that task accomplished before the week is out, and only rarely do I ever go over a week.

Late Work

Work submitted late is subject to reduced points:

- Within 12 hours of the due date/time: 5% reduction.
- Up to 24 hours (one day): 10% reduction
- Up to 48 hours (two days): 20% reduction
- Up to 72 hours (three days): 30% reduction
- Up to 96 hours (four days): 40% reduction
- Past 96 hours/four days, work will not be accepted.

If you know you are going to be late with something, it is advisable to inform me. You should also apprise me of circumstances that could interfere with your ability to complete work in a timely manner. Accommodations without penalty will be made for documented circumstances, such as military active duty, the birth of a child, etc., but you should inform me of the likelihood of these events as soon as you are aware of them.

In cases of excused absence (military training or deployment, documented medical situation, etc.), accommodations will be made, but the total number of points required for the class will not be altered on a case-by-case basis. It's problematic to reduce the number of points a student needs to acquire for the class, but it's easy to be flexible on when the work gets done. Being allowed to make up missing points is the privilege of people who have good reasons for missing them. As in a

lecture class, being 'excused' from an in-class assignment on a particular day does not mean a walk; the points still need to be made up somehow.

Incompletes

I give a grace of Incomplete (I) only in emergency situations (e.g., for military deployment, a death in the family, a major illness or injury, unforeseen hardship or the birth of your child), **and** if the student has turned in 50% of the points possible. If you are having any difficulty that might prevent you from completing the coursework, please do not wait until the end of the term to tell me; let me know right away. I will almost always work with students who come to me in a timely manner.

Students with Disabilities

Accommodations are collaborative efforts between students, faculty and [Disability and Access Services \(DAS\)](#). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098

Expectations for Student Conduct

In an academic community, students, faculty and staff each have responsibilities for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty and staff have the responsibility to treat each other with understanding, dignity and respect. Disruption of teaching, administration, research, and other institutional activities is prohibited by Oregon Administrative Rule 576-015-0015 (1) and (2) and is subject to sanctions under university policies, OSU Office of Student Conduct. Student conduct is governed by the university's policies, as explained in the [Student conduct and Community Standards](#).

Academic Integrity

Students are expected to comply with all regulations pertaining to academic honesty, defined as: *An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.* For further information, visit [Academic Integrity for Students](#). Please see full policy statement on the course Canvas.

Conduct Online

Students are expected to conduct themselves in the course (e.g., in class, on discussion boards, via email) in compliance with the university's regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded themselves. Disrespectful behavior to others (such as harassing actions, personal insults, inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) is unacceptable and can result in sanctions as defined by Oregon Administrative Rules Division 015 Student Conduct Regulations. *Please read my post on the subject of discussion board conduct in the General Discussion forum.*

Student Evaluation of Teaching

We encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions through ONID. You will login to "Online Services/MyOSU" to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

Communications & Help:

Ground Rules for Communication & Participation:

- Online threaded discussions are public messages, and all writings in this area will be viewable by the entire class. If you prefer that only the instructor see your communication, send it to me by email, and be sure to identify yourself and the class.
- Posting of personal contact information online is discouraged (e.g. telephone numbers, address, personal website address).
- Observe "Netiquette" in all online postings. All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. Here are a couple of references that discuss:
 - writing online: <http://goto.intwg.com/>
 - netiquette: <http://www.albion.com/netiquette/corerules.html>
- Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.
- *Think through and reread your online comments before you post them.*
- Assume the best of others in the class - if someone's comments or tone upset you, think about the ways you may be misinterpreting the writing.
- Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class.
- Disagree with ideas, but do not make personal attacks. Do not demean or embarrass others. Do not make sexist, racist, homophobic, or victim-blaming comments.
- Be open to be challenged or confronted on your ideas or prejudices. Do not assume a disagreement with your ideas is a personal attack.
- Pay attention to the instructor's announcements, posts and comments.
- *Please read my post on the subject of discussion board conduct in the General Discussion forum.*

Contacting the instructor

The best way to communicate with me is via e-mail or posting to the "General Discussion" folder of the discussion board. Use the latter if you have a question that could prove relevant to the rest of the class, not for personal matters.

Technical Assistance

If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737- 3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online. Other helpful links for support can be found [here](#).

Library Assistance

This class has a [course site](#) on the OSU Library site. There you can find information on using the research/journal databases and other tools you might find useful for completing your term projects. Additionally, you can get help from the reference desk if you have any trouble accessing a required reading.

Tutoring

- **Writing:** OSU offers a range of resources to assist you in becoming a better academic writer. Specifically, you are encouraged to utilize the [OSU Online Writing Lab](#).
- **Other Tutoring:** online tutoring service available free through Ecampus online tutoring via [NetTutor](#)

OSU Student Evaluation of Teaching

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions by Ecampus. You will login to "Student Online Services" to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

Course Content

*For a detailed list of reading assignments, background notes, films, and other material, please see the **Weekly Schedule** on the course site. Detailed descriptions of assignments are to be found on Canvas (the course site) under each week.*

Note that you may, of course, do all of your required work within the five-day, Monday-Friday workweek. For example, you have until the Monday of the following week to complete your discussion board posts and responses, but you can certainly fulfill that weekly requirement by Friday if you wish to keep your weekends open. I would generally advise students to aim toward that. Activities are pretty thick and fast toward the beginning of the term and tone down as you become more focused on your term projects.

Week 1: Introduction to the course and Yali's question

Readings/films

Diamond, Jared

1999 Guns, Germs and steel: The Fates of Human Societies. New York: W.W. Horton & Co.
Read the Preface and Prologue, pages 9-32, and the start of the Epilogue, pages 405-408

Frerer, Kristine and Cathrine Vu

2007 An Anthropological View of Poverty. Journal of Human Behavior in the Social Sciences.
16(1/2): 73-86.

Eder, James

2009 Migrants to the Coast. Belmont, CA: Wadsworth

Suggested schedule: You are on your own reading this ethnography, but you must have it completed by the time of the mid-term in Week 6. Keeping up with it can also provide you with additional material to add to weekly discussion contributions

Poor Us: An Animated History of Poverty

<http://www.whypoverty.net/en/video/poor-us/>

Background Notes: Historical particularism and Critiques of Diamond

Background notes: The problem with "race"

Learning Activities / Tasks

- Weekly discussion forum
- Research Ideas forum
- Intro to library webinar
- Sign up for Country Comparison

Week 2: Questioning the meaning of "affluence" and an introduction to ethnography

Readings/films

[Sahlins, Marshall](#)

1972 The Original Affluent Society. In Stone Age Economics. Edison, NJ: Aldine Transaction.

Kaplan, David

2000 The Darker Side of the "Original Affluent Society." Journal of Anthropological Research 56(3): 301-324.

Eder, James

2009 Migrants to the Coast. Belmont, CA: Wadsworth
Suggested schedule: Chapter 2

A Primer on Ethnographic Research

<http://screencast-o-matic.com/u/VIWH/ethno-assign-description>

Searching the Annual Review of Anthropology

<http://screencast-o-matic.com/u/VIWH/annualreview>

Learning Activities / Tasks

- Discussion forum
- Research Proposal and Plan assigned

Week 3: Understanding global divides

Readings/films

Sernau, Scott

- 2009 Class: A World of Rich and Poor. *In* Global Problems: the Search for Equity, Peace and Sustainability, 2nd Edition. Pp. 11-38. Boston: Allyn and Bacon.

Kellerher, Ann and Laura Klein

- 2009 Economic Development and Structural Poverty. *In* Global Perspectives: A Handbook for Understanding Global Issues, 3rd Edition. Pp. 66-93. Upper Saddle River, NJ: Prentice Hall.

Eder, James

- 2009 Migrants to the Coast. Belmont, CA: Wadsworth
Suggested schedule: Chapters 3 & 4

Let My Dataset Change Your Mindset

TED Talk at the U.S. State Department by Hans Rosling
http://blog.ted.com/2009/08/27/let_my_dataset/

Talking Numbers: Countries and Wealth/Income Distribution

Background notes: Understanding “Globalization” in a More Complex Way

Learning Activities/Tasks

- Discussion
- Country Comparison wiki assigned

Week 4: Economic Development and International Aid

Readings/films

Kellerher, Ann and Laura Klein

- 2009 Perspectives on Economic Development. *In* Global Perspectives: A Handbook for Understanding Global Issues, 3rd Edition. Pp. 94-113. Upper Saddle River, NJ: Prentice Hall.

Nustad, Knut

- 2001 Development: The Devil We Know? *Third World Quarterly* 22(4).

Robbins, Richard

- 2008 Hunger, Poverty and Economic Development. *In* Global Problems and the Culture of Capitalism. Pp. 186-210. Boston: Pearson/Allyn and Bacon.

Eder, James

- 2009 Migrants to the Coast. Belmont, CA: Wadsworth
Suggested schedule: Chapters 5 & 6

Film: In Step: USAID/Kenya’s 50th Anniversary Film

<http://www.youtube.com/watch?v=GN8VeYdoULQ&list=PLB5B48E7D1310B84E&index=1>

Film: Give Us the Money

<http://www.whypoverty.net/en/all-about/give-us-the-money/>

Learning Activities/Tasks

- Discussion forum

Week 5: Direct aid, sustainable aid, microfinance and other solutions

Readings/films

Chambers, Robert

1995 Poverty and Livelihoods: Whose Reality Counts? Environment and Urbanization 7(1): 173-204.

Tilt, Bryan

2011 Local Perceptions of "Quality of Life" in Rural China: Implications for Anthropology and Participatory Development. Journal of Anthropological Research 67(1): 27-46.

Eder, James

2009 Migrants to the Coast. Belmont, CA: Wadsworth
Suggested schedule: Chapter 7

Articles and videos on microfinance, direct giving and project-based aid

Learning Activities/Tasks

- Debate forum

Week 6: Consumer society and environmental inequality

Readings/films

Robbins, Richard

2008 Chapter One: Constructing the Consumer. In Global Problems and the Culture of Capitalism, 4th Edition. Pp. 14-39. Boston: Allyn and Bacon.

Elliot, Richard and Claire Leonard

2004 Peer Pressure and Poverty: Explaining fashion brands and consumption symbolism among children of the 'British poor'. Journal of Consumer Behavior 3(4): 347-359.

Rees, William

2008 Human Nature, Eco-footprints and Environmental Justice. Local Environment 13(8): 685-701

Film: the Story of Stuff

<http://storyofstuff.org/blog/movies/story-of-stuff/>

TED Talk: the Economic Injustice of Plastic

http://www.ted.com/talks/lang/en/van_jones_the_economic_injustice_of_plastic.html

Film: The Dust Bowl

Learning Activities/Tasks

- Discussion forum (optional)
- Mid-term

Week 7: Race, Class, and Inequality in the US

Readings/films

Census: Income, poverty and health insurance coverage in the United States: 2012

http://www.census.gov/newsroom/releases/archives/income_wealth/cb13-165.html

Norton, Michael and Dan Ariely

2011 Building a Better America - One Wealth Quintile at a Time. Perspectives on Psychological Science 6(1): 9-12.

Peck, Laura

2007 Stereotypes and statistics: An essay on public opinion and poverty measurement. Journal of Poverty 11(3):15-28.

Chavez, Leo

2007 The Condition of Illegality. International Migration 45(3): 192-196.

Hardaway, Cecily and Vonnie McLoyd

2010 Escaping Poverty and Securing Middle Class Status: How race and socioeconomic status shape mobility prospects for African Americans during the transition to adulthood. Journal of youth and Adolescence 38(2): 242-256.

Bourgois, Phillipe

2003 In Search of Respect: Selling Crack in El Barrio. Cambridge: Cambridge University Press.
Introduction and Chapters 1 & 2

Video: Wealth Inequality in America

<http://www.youtube.com/watch?v=QPKKQnijnsM>

Film: Poor Kids

<http://www.pbs.org/wgbh/pages/frontline/poor-kids/>

Film: The House I Live In

<http://www.thehouseilivein.org/>

Background Notes: Hortio Alger Myth and the Culture of Poverty

Background Notes: "Illegal" no more

Learning Activities/Tasks

- Research Progress Report
- Discussion forum

Week 8: Food and Health

Readings/films

Sapolski, Robert

2005 Sick of Poverty. *Scientific American* 293(6): 92-99.

Quesada, James, Laurie Kain Hart and Phillipe Bourgois

2011 Structural Vulnerability and Health: Latino Migrant Laborers in the United States. *Medical Anthropology* 30(4): 339-362.

Walker, Renee, Christopher Keane and Jessica Burka

2010 Disparities and access to healthy food in the United States: A review of food deserts literature. *Health and Place* 16(5): 876-884.

Bourgois, Phillipe

2003 In Search of Respect: Selling Crack in El Barrio. Cambridge: Cambridge University Press.
Chapters 4-6

Film: Place Matters

Film: A Place at the Table

Learning Activities/Tasks

- Discussion forum

Week 9: Welfare

Readings/films

Fox Piven, Frances

1998 Welfare and Work. *Social Justice* 25(1): 65+

Reese, Ellen

2007 The Causes and Consequences of U.S. Welfare Retrenchment. *Journal of Poverty* 11(3): 47-63.

Woodward, Kerry

2013 "Pimping the System": How Economic, Social and Cultural Capital are Deployed in a Welfare Program. *Journal of Contemporary Ethnography* 20(10): 1-35.

A Primer on Social Capital

<http://www.hks.harvard.edu/saguaro/socialcapitalprimer.htm>

Learning Activities/Tasks

- Discussion forum

Week 10: Research Peer Review

Learning Activities/Tasks

- Term project presentation & peer review

Finals Week (Week 11)

Learning Activities/Tasks

- Final draft of ethnographic research paper
- Final exam