



**Winter 2022**  
 FACULTY OF ARTS  
 Department of Sociology  
 Department of Sociology Website: <https://soci.ucalgary.ca/>

<b>COURSE TITLE: Sociology of Poverty</b>		
<b>Course Number</b>	Soci483 L03	
<b>Pre/Co-Requisites</b>	Soci313, 315, 331, 333, 371	
<b>Class Dates</b>	January 10 – April 12, 2022	
<b>Class Times</b>	MWF 12:00-12:50	
<b>Class Location</b>	PF 110	
<b>Instructor</b>	Dr. Annette Tézli (she/her)	<b>Email:</b> atezli@ucalgary.ca
<b>Virtual Office Hours</b> (Via Zoom only)	Tuesdays 12:00-15:00 (MST); and by appointment Please book your appointment* here: <a href="https://calendly.com/atezli">https://calendly.com/atezli</a> *If you cannot keep an appointment, please cancel it to make the slot available to others.	

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## Course Description

Despite economic prosperity and decades of research, poverty remains a persistent feature of even the most affluent societies, including Canada. Over the course of the semester, we will explore poverty as a social, political, human rights, and moral problem in contemporary Canadian society. Most of us are familiar with poverty, either through personal experience or exposure to public discourses and academic research. Consequently, most of us have specific images, ideas, and understandings of poverty and those affected by poverty. It is those understandings that we will critically examine in this course using a sociological perspective.

We will begin our discussion with an examination of the poverty landscape in Canada followed by a discussion of the different ways of defining and measuring poverty, which shapes who is considered poor in our society in the first place. Employing a sociological framework, we will then critically discuss different theoretical approaches seeking to explain poverty. However, poverty in Canada is not randomly distributed, so we will explore which social groups are most vulnerable to experiencing poverty. We will consider the lived experience of those living in poverty as well as the consequences of poverty for society at large. We will conclude by exploring different measures to alleviate poverty in our society, both by various levels of government as well as different NGOs.

## Learning Outcomes

Upon completion of this course, successful students will be able to:

- retrieve, effectively read, discuss and apply a collection of sociological material pertaining to poverty.
- summarize central research findings and common controversies related to poverty.
- critically discuss issues pertaining to poverty drawing on different theoretical and methodological approaches.
- critically discuss various perspectives on poverty and evaluate different programs and policies seeking to alleviate poverty.
- reflect on your own learning.
- communicate effectively in writing.

## Course Format

We will meet in person MWF from 12:00-12:50 (MST) in PF110. You should be prepared to attend seminars regularly as active participation in group discussions and exercises will be essential to your success in this course. Please note that this is an upper-level course which will be reading and writing intensive. I view class time as an opportunity for us to interactively engage with course material. I will enter each class period expecting that every student has read all of the assigned texts. I will begin each class with a short lecture to cover key concepts and other pertinent information that will complement but not summarize the assigned readings. The remainder of the class will be interactive and devoted to guest speakers, hands-on exercises, group work, class discussions, and films.

## Required Course Readings

(Available on D2L)

Required course readings for each week are listed in the course schedule and can be accessed free of charge through the UofC library via the Bookshelf feature on D2L.

## Methods of Assessment and Grading Weights

All assignments must be submitted via D2L Dropbox by the end of day (midnight) on the due date.

	Due	% of final grade
Participation in class discussions	Tuesdays	10
Leading a class discussion	will vary	10
Transportation challenge	March 7	20
ePortfolio		
Midterm check-in	February 18	20
Learning reflection	April 11	40

### Participation in Class Discussions (10% of your final grade)

This is a small, seminar-style course and active participation of all members of the learning community will be essential to making this course a rewarding and productive learning experience for all of us. I expect all course participants to attend class meetings regularly, engage with the assigned readings critically, and come to class prepared to actively participate in sociological discussions and in-class exercises.

In addition, for each module you will submit one discussion question based on the assigned readings. Full credit will be given to questions that sincerely engage with the readings. Please submit your discussion question no later than midnight on Tuesdays via the D2L Discussion Board. We will then discuss a selection of the submitted questions in class on Wednesdays and Fridays.

I will provide mid-semester feedback before assigning a final participation grade at the end of the semester. Participation will be evaluated based on quality of contributions rather than quantity. We will collaboratively develop guidelines and a grading rubric during the first week of class.

### Leading a Class Discussions (10% of your final grade)

Each of you will participate in leading a class discussion once during the semester. You will be working alone or in groups, depending on final course enrollment. Your responsibilities for that class will be to complete the assigned readings, critically evaluate them, and to come up with a set of strong questions that will stimulate a lively class discussion. This is not a formal presentation of reading material to the class, the focus will be facilitating a discussion. A more detailed description of the assignment and the rubric will be provided in class and on D2L.

### Transportation challenge (20% of your final grade)

This exercise is designed for you to experience what it means to rely solely on public transit for transportation, like many Calgarians living in poverty. For this exercise, use only public transit as your only means of transportation for seven consecutive days. Whether you are heading to university, work, social outings, family functions, the mall or the grocery store, leave your car at home and hop on the train and/or the bus instead. You can start at any time in the semester, just make sure you give yourself enough time to write up your results. You must not choose the term break for this exercise, however. Note that your fees pay for your transit pass, so make sure to pick up your transit sticker or download the transit app to access your electronic pass, if you have not already done so. You will then produce an analysis in which you connect your observations to course content and the academic literature. More details will be provided in class and on D2L.

### ePortfolio

Over the course of the semester, you will maintain an ePortfolio to document and reflect on your learning. An ePortfolio is a digital collection of artifacts which can include images, screenshots, hyperlinks, videos, artwork, music, lyrics, essays, news articles, flyers, etc. related to the overarching topic of this course: poverty. The ePortfolio should make visible what you have learned over the

course of the semester and will provide the foundation for your learning reflection at the end of the semester where you will discuss what your artifacts represent. You will use the ePortfolio function on D2L to curate your artifacts over the course of the semester. Your data generation should be an ongoing process, cover all Modules, and pertain to each Module's topic of discussion. Each Module should include short analytic notes that will help you to tell a comprehensive story about your own learning at the end of the semester.

**1. Midterm check-in (20% of your final grade)**

I will evaluate your ePortfolio halfway through the semester to provide you with constructive feedback and guidance how to proceed during the second half of the semester. You will be assessed based on the quantity and quality of weekly entries as well the quality of your weekly analytic memos that link your artifacts to course material (assigned readings, films, exercises, and discussion) as well as additional sources.

**2. Learning reflection (40% of your final grade)**

During the second half of the semester, you will continue to add artifacts to your ePortfolio. You will conclude this semester-long project with a critical reflection on your own learning process over the course of the semester. You will describe key learning experiences, analyze them, and identify specific changes in your thinking or conduct because of your learning. All arguments should be supported by evidence from your ePortfolio, so make sure to carefully document your insights throughout the semester. Detailed assignment guidelines and permissible formats to present your insights will be discussed in class and circulated on D2L.

**Final Exam Information**

There will be no final exam in this course.

**Grading Scale**

To maintain consistency in grade assignments, final grades will not be rounded up, no matter how close they are to the cut-off to the next better letter grade.

Grade	Percent range	Grade Point Value	Description
<b>A+</b>	96 – 100%	4.0	Outstanding performance
<b>A</b>	90 – 95.99%	4.0	Excellent-superior performance
<b>A-</b>	85 – 89.99%	3.7	Approaching excellent performance
<b>B+</b>	80 – 84.99%	3.3	Exceeding good performance
<b>B</b>	75 – 79.99%	3.0	Good performance
<b>B-</b>	70 – 74.99%	2.7	Approaching good performance
<b>C+</b>	67 – 69.99%	2.3	Exceeding satisfactory performance
<b>C</b>	63 – 66.99%	2.0	Satisfactory performance
<b>C-</b>	59 – 62.99%	1.7	Approaching satisfactory performance
<b>D+</b>	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
<b>D</b>	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
<b>F</b>	<50%	0	Failure. Did not meet course requirements.

## Absences and Deferrals

It is your responsibility to complete all assessments listed in this course outline. That said, the ongoing pandemic and personal circumstances can create exceptional challenges for some when it comes to completing scheduled assessments on time. If possible, you must **provide advance notice** to the instructor if you are unable to submit an assessment as scheduled.

If the reason provided for the absence is acceptable, you will work on a new, reasonable deadline with the instructor. Assignments not submitted within 5 business days of the due date without notifying the instructor, or explicit approval of an extension will automatically receive a grade of 0.

For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

**Deferred Term Work Form:** Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. [https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/F21\\_deferral-of-term-work\\_weighting.pdf](https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/F21_deferral-of-term-work_weighting.pdf)

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre ([ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca)) for approval by the Associate Dean.

## Grade Reappraisal

If you chose to seek reappraisal of examinations or assignments, you must submit a written response to the instructor explaining the basis for reconsideration of your assessment within 10 business days of receiving your grade. Please note that the re-evaluation of course work can lead to the grade being raised, lowered, or it might remain the same. For more information, see: <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

## Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. Protection of Privacy: The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they can provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary
3. Final grades are not posted by the Sociology Department. They are only available online.

## Course Policies

### Course Etiquette

Please keep in mind that all participants in this class are diverse in terms of their positions in complex social hierarchies organized around social class, race, ethnicity, citizenship, gender identities and expressions, sexual orientation, age, disabilities, etc. Material discussed in class will at times reflect, sometimes challenge or even contradict your own life experiences. To make this course welcoming and safe for all, please interact with all participants (fellow students, instructor, and guest speakers) professionally and respectfully.

### Attendance and Participation

Regular attendance and reading the assigned material, an open mind, as well as your active and meaningful participation in classroom activities is required for this class to reach its fullest potential and to make it a rewarding experience for you and me. Lectures will build on, but not necessarily summarize the assigned reading. I expect you to have critically read the assigned texts, that you are an active participant in class discussions, and that your contributions are informed by the assigned reading. I expect you to be on time so that other students in the class are not interrupted by your late arrival. During lectures, please make sure not to distract your fellow students in any way.

### Lecture Slides

PowerPoint slides for lectures where applicable will be posted on D2L in advance of the lecture during which they will be covered. PowerPoint slides posted on D2L will provide a lecture outline, but not complete lecture content. To assist your notetaking, I suggest you bring posted slides to class and complete each slide during lecture.

### Recording of Lectures

Note that the audio or video recording of lectures and taking pictures of PowerPoint slides during the lecture are not permitted without the instructor's explicit authorization. The non-authorized recording of lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure. For more information click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

### Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the professor(s). These materials may not be reproduced, redistributed, or copied without the explicit consent of the professor. Note that publicly sharing lectures notes and exam questions on 3<sup>rd</sup> party sites such as OneClass, StudyBlue, Quizlet, Course Hero, etc. is not permitted. If you wish to use these helpful studying tools, make sure you adjust your privacy settings accordingly. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### E-mail

Please send emails only from your @ucalgary account. Please include the following in each email:

- your course and section number in your email's subject line
- a proper salutation, your full name, UCID, short message, and a proper closing in the body of your email.

All emails will be answered within one business day. Please e-mail me for administrative purposes only. Questions about the course content, concerns about grades, or personal issues should be discussed in person during my office hours.

### Office Hours

I will hold office hours via Zoom on Tuesdays from 12:00-15:00 (MST) and by appointment. You can access the meeting via the Zoom tab on D2L, or the direct link provided under Contact Information & Office Hours on D2L. Feel free to visit office hours if you would like to review an assessment, ask questions about course material, or chat about your education/well-being in general. Please note: I will not hold office hours during the midterm break, on statutory holidays, and during the final exam period. Please plan your visit accordingly.

If you would like to meet during regularly scheduled office hours, please book your appointment here: <https://calendly.com/atezli>. Please leave your name, course number, a brief description of the purpose of our meeting, and your video preference (video on or off) when you make your appointment so I can prepare for our meeting in advance. If you cannot keep your appointment, please cancel it through the app to make your time slot available to other students.

If my office hours do not work for your schedule regularly, please email me your request for an appointment. We will then identify a timeslot that works for both of our schedules.

### Technology Use

Please use electronic devices during lectures and labs for course-related purposes only. I recommend you turn off your Wi-Fi to help you stay focused during class. Please make sure to silence your cell phone and refrain from using it during lecture/lab.

## **Research Ethics**

Students are advised that any research involving human subjects - including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Departmental Ethics Committee. In completing course requirements, you must not undertake any human subjects research without discussing your plans with me, to determine if ethics approval is required.

## **Copyright Legislation**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

## **Academic Integrity**

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:  
<http://www.ucalgary.ca/pubs/calendar/current/k.html>

## **Academic Accommodation**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. The full policy on Student Accommodations is available at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

## Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>

To access the main Library website, go to: <https://library.ucalgary.ca>

## Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that mental health plays in physical health, social connectedness, and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

## Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Their advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>.

## Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit [www.ucalgary.ca/ombuds/](http://www.ucalgary.ca/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca).

## Students' Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or [suypaca@ucalgary.ca](mailto:suypaca@ucalgary.ca); Information about the SU, including elected Faculty Representatives, can be found here: <https://www.su.ucalgary.ca>.

## Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees, from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website:

<https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

## Safewalk

Campus security will escort individuals, day, or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital, and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.



## Thrive Priority Support Network

Your academic success and personal well-being are important to me. Please feel free to contact me at any time you need academic or personal support, and I will help you identify the appropriate resources. Please note that I am working closely with the Thrive Priority Support Network, which seeks to identify students who are facing academic challenges and provide appropriate support services early. This tool monitors this course's D2L gradebook for sudden changes in a student's academic performance and alerts academic development specialists, who will then reach out to the student to touch base. Engagement with the academic development specialist is entirely voluntary and all information is confidential. More information is provided here: <https://www.ucalgary.ca/student-services/student-success/advising/help>.

## Student Support

Links to available on-campus supports as well as course-specific learning resources are available on D2L under CONTENT → CAMPUS RESOURCES, and CONTENT → COURSE RESOURCES.

## Important Dates

January 10	First day of classes
January 20	Last day to drop a class without financial penalty
January 21	Last day to add/swap a course
February 21-25	Term break – no classes
April 12	Last day of classes, last day to withdraw from a course
April 19-29	Final exam period

## Schedule of Lectures and Readings

### Module 1 (January 10-14): Defining and Measuring Poverty

MacKinnon, Shauna. 2013. "The Politics of Poverty in Canada." *Social Alternatives* 32(1): 19-23.  
Brady, David. 2003. "Rethinking the Sociological Measurement of Poverty." *Social Forces* 81(3):715-51.

### Module 2 (January 17-21): Public Discourses

Lepianka, Dorota, Wim Van Oorschot, and John Gelissen. 2009. "Popular Explanations of Poverty: A Critical Discussion of Empirical Research." *Journal of Social Policy* 38(3):421-38.  
Reutter, Linda I., Gerry Veenstra, Miriam J. Stewart, Dennis Raphael, Rhonda Love, Edward Makwarimba, and Susan McMurray. 2006. "Public Attributions for Poverty in Canada." *Canadian Review of Sociology* 43(1):1-22.

### Module 3 (January 24-28): Academic Explanations of Poverty

Whyte, Donald R. 1965. "Sociological Aspects of Poverty: A Conceptual Analysis." *Canadian Review of Sociology* 2(4):175-89.  
Novac, Tony. 1995. "Rethinking Poverty." *Critical Social Policy* 15(44-45):58-74.  
Beresford, Peter, and Suzy Croft. 1995. "It's Our Problem Too! Challenging the Exclusion of Poor People from Poverty Discourse." *Critical Social Policy* 15(44-45):75-95.

<p><b>Module 4 (January 31-February 4): Gender and The Feminization of Poverty</b></p> <p>Evans, Patricia. 2010. "Women's Poverty in Canada: Cross-Currents in an Ebbing Tide." Pp. 151-73 in <i>Poor Women in Rich Countries: The Feminization of Poverty over the Life Course</i>, edited by G. S. Goldberg. New York: Oxford University Press.</p> <p>Nelson, Timothy J. 2004. "Low-Income Fathers." <i>Annual Review of Sociology</i> 30:427-51.</p> <p>Kia, Hannah, Margaret Robinson, Jenna MacKay, and Lori E. Ross. 2020. "Poverty in Lesbian, Gay, Bisexual, Transgender, Queer, and Two-Spirit (Lgbtq2s+) Populations in Canada: An Intersectional Review of the Literature." <i>Journal of Poverty and Social Justice</i> 28(1):21-54.</p>
<p><b>Module 5 (February 7-11): The Racialization of Poverty</b></p> <p>Wilkinson, Richard G., and Kate E. Pickett. 2009. "Income Inequality and Social Dysfunction." <i>Annual Review of Sociology</i> 35(1):493-511.</p> <p>Harding, Adriene, and Xavier St-Denis. 2021. <i>Low-income Statistics for the Population Living on Reserve and in the North Using the 2016 Census</i>. Ottawa: Statistics Canada.</p> <p>Walks, R. Alan, and Larry S. Bourne. 2006. "Ghettos in Canada's Cities? Racial Segregation, Ethnic Enclaves and Poverty Concentration in Canadian Urban Areas." <i>The Canadian Geographer</i> 50(3): 273-297.</p>
<p><b>Module 6 (February 14-18): The Working Poor</b></p> <p>Mason, Robin. 2003. "Listening to Lone Mothers: Paid Work, Family Life, and Childcare in Canada." <i>Journal of Children &amp; Poverty</i> 9(1):41-54.</p> <p>Zuberi, Dan, and Melita Ptashnick. 2012. "In Search of a Better Life: The Experiences of Working Poor Immigrants in Vancouver, Canada." <i>International Migration</i> 50(1):e60-e93.</p> <p>Rossi, Michele M., and Karen A. Curtis. 2013. "Aiming at Half of the Target: An Argument to Replace Poverty Thresholds with Self-Sufficiency, or "Living Wage" Standards." <i>Journal of Poverty</i> 17(1):110-30.</p>
<p style="text-align: center;"><b>February 21-25: Term Break – No Lectures</b></p>
<p><b>Module 7 (February 28-March 4): The Impact of Poverty - Identity, Health, and Mental Health</b></p> <p>Reutter, Linda I., Miriam J. Stewart, Gerry Veenstra, Rhonda Love, Dennis Raphael, and Edward Makwarimba. 2009. "'Who Do They Think We Are, Anyway?': Perceptions of and Responses to Poverty Stigma." <i>Qualitative Health Research</i> 19(3):297-311.</p> <p>Loignon, Christine, Anne Landry, Paul Allison, Lucie Richard, and Christophe Bedos. 2012. "How Do Dentists Perceive Poverty and People on Social Assistance? A Qualitative Study Conducted in Montreal, Canada." <i>Journal of Dental Education</i> 76(5):545-52.</p> <p>Tamminen, Katherine A., Zoë A. Poucher, Victoria Povilaitis, Konika Nirmalanathan, and John C. Spence. 2021. "Examining the Experiences of Individuals Living in Low Income Using a Fee Assistance Program to Access Physical Activity and Recreation." <i>Journal of Poverty</i> 25(1):76-95.</p>

### **Module 8 (March 7-11): The Impact of Poverty – Transportation and Food Insecurity**

Sanchez, Thomas W. 2008. "Poverty, Policy, and Public Transportation." *Transportation Research Part A: Policy and Practice* 42(5):833-41.

Tarasuk, Valerie, and Andy Mitchell. 2020. *Household Food Insecurity in Canada, 2017-18*. Toronto: Research to Identify Policy Options to Reduce Food Insecurity (PROOF).

Williams, Patricia L., Rita B. MacAulay, Barbara J. Anderson, Kimberlee Barro, Doris E. Gillis, Christine P. Johnson, Lynn L. Langille, Shelley Moran, and Debra E. Reimer. 2012. "'I Would Have Never Thought That I Would Be in Such a Predicament': Voices from Women Experiencing Food Insecurity in Nova Scotia, Canada." *Journal of Hunger & Environmental Nutrition* 7(2-3):253-70.

### **Module 9 (March 14-18): The Impact of Poverty – Housing Insecurity**

Fallis, George. 2010. "Progressive Housing Policy in the 21st Century: A Contrarian View." *Journal of Sociology & Social Welfare* 37(4):173-199.

Skobba, Kim, Marilyn J. Bruin, and Becky L. Yust. 2013. "Beyond Renting and Owning: The Housing Accommodations of Low-Income Families." *Journal of Poverty* 17(2):234-52.

Martin, Leslie. 2011. "Good Deals for Homebuyers, Not for the Poor: Erasing Poverty from Affordable Housing Discourse." *Journal of Poverty* 15(1):3-21.

### **Module 10 (March 21-25): Responses to Poverty: The Federal Government**

Lightman, Ernie S., and Graham Riches. 2000. "Window on the World. From Modest Rights to Commodification in Canada's Welfare State." *European Journal of Social Work* 3(2):179-90.

Chunn, Dorothy E., and Shelley A. M. Gavigan. 2004. "Welfare Law, Welfare Fraud, and the Moral Regulation of the 'Never Deserving' Poor." *Social & Legal Studies* 13(2):219-43.

Gazso, Amber. 2005. "The Poverty of Unattached Senior Women and the Canadian Retirement Income System: A Matter of Blame or Contradiction?" *Journal of Sociology and Social Welfare* 32(2):41-62.

### **Module 11 (March 28-April 1): Responses to Poverty: Provincial Governments**

Little, Margaret, and Lynne Marks. 2006. "A Closer Look at the Neo-Liberal Petri Dish: Welfare Reform in British Columbia and Ontario." *Canadian Review of Social Policy* 57:16-45.

Gazso, Amber. 2007. "Balancing Expectations for Employability and Family Responsibilities While on Social Assistance: Low-Income Mothers' Experiences in Three Canadian Provinces." *Family Relations* 56(5):454-66.

Breitkreuz, Rhonda S. 2005. "Engendering Citizenship-a Critical Feminist Analysis of Canadian Welfare-to-Work Policies and the Employment Experiences of Lone Mother." *Journal of Sociology and Social Welfare* 32(2):147-65.

### **Module 12 (April 4-8): Responses to Poverty: The Non-Profit Sector**

Riches, Graham. 2002. "Food Banks and Food Security: Welfare Reform, Human Rights and Social Policy. Lessons from Canada?" *Social Policy & Administration* 36(6):648-63.

Bishop, Ronald. 2008. "From a Distance: Marginalization of the Poor in Television Ads for Goodwill Industries." *Journal of Poverty* 12(4):411-31.