

# ENDING POVERTY WITH TECHNOLOGY

## PUBLIC POLICY 147 & SOCIOLOGY 157 (A CARDINAL COURSE)

Quarter: Winter, 2016-17

Meeting time: Tuesdays and Thursdays (3pm-4:20pm), Rm. 013, Bldg. 200

Professor: David B. Grusky ([grusky@stanford.edu](mailto:grusky@stanford.edu), 2<sup>nd</sup> floor, Bldg. 370)

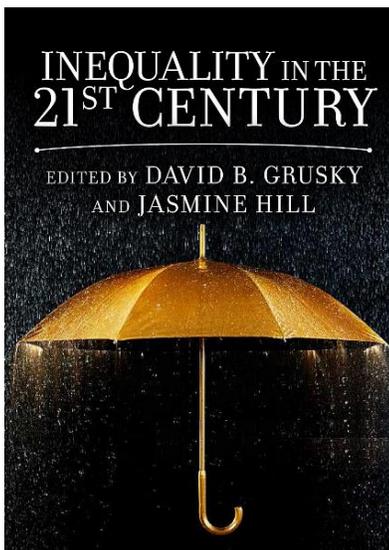
Appointments: Thursdays (contact Danielle Choi, [dechoi@stanford.edu](mailto:dechoi@stanford.edu), to schedule)

Teaching Assistants: Madeline Young ([mfyoung@stanford.edu](mailto:mfyoung@stanford.edu), office hours immediately after Thursday class in Rm. 032, Bldg. 200); Christianne Corbett ([ccorbett@stanford.edu](mailto:ccorbett@stanford.edu), office hours on Monday, 3pm-4:30pm, CPI Conference Room, first floor, Bldg. 370)

There are growing worries that new technologies may eliminate work, increase inequality, and create a large dependent class. But can technology instead be turned against itself and used to end poverty? This class explores the sources of domestic poverty and then examines how new technologies might be developed to eliminate poverty. We first survey existing poverty-reducing products and then attempt to imagine new products that might end poverty by equalizing access to information, reducing transaction costs, or equalizing access to training. Throughout the course, we rely heavily on key leaders in the nonprofit and technology industries to discuss technology products that are already on offer, products that are being developed, and products that might usefully be developed in the future. In a follow-up class in the spring quarter, students who choose to continue will select the most promising ideas, continue to develop them, and begin the design task within Stanford's new [Poverty and Technology lab](#).

*Readings:* All readings are publicly available, will be posted on the course website, or are available in the forthcoming *Inequality in the 21<sup>st</sup> Century* (edited by David B. Grusky and Jasmine Hill). Because the book is not yet published, page proofs for the assigned chapters will be provided on the course website. In many cases, the readings have an accompanying 5-minute video (featuring the author of the reading), videos that will be made available as well (for optional viewing).

*Meetings:* Each student is expected to meet three times with one of the TAs, once in the second or third week of the course to brainstorm about possible projects, again in the fifth or sixth week of the course to deliver a progress report, and yet again in the ninth week of the course to prepare for the final presentation. The signup sheet for TA appointments can be found on Canvas.



*Assignment:* The course is built around a single formal assignment due on Friday, March 24. Each student should submit a 5,000 word paper describing a new technology-based poverty-reduction product that addresses one or more of the problems covered in the course (e.g., meeting basic needs; encouraging good decision-making; reducing transaction costs; increasing access to capital, training, or social networks). The paper should review existing research on how a particular problem (e.g., unequal access to human capital) generates poverty, how that problem is currently addressed with existing poverty programs and products, and how the proposed product would build on or otherwise go beyond existing programs and products. It is fine to join a team and submit a single team-based paper or to work as an individual and submit an individual paper (but of course the expectation is that team products should rest on correspondingly more labor and result in a superior product). Each student (or team) will also present their project to an audience of poverty experts and foundation and nonprofit representatives (Thursday, March 16, 1pm).

## Course Schedule

### **A. A Dire Future?**

*Tuesday, January 10:* We examine some of the classic and new accounts of how emerging technologies may - or may not - reduce prime-age employment, increase inequality, and create new forms of poverty. We then turn to the question of whether those very same technologies can be harnessed in the future to *reduce* poverty and inequality.

A follow-up presentation on ethical and effective service by Luke Terra (Director of Community Engaged Learning & Research Assoc. Director, Haas Center for Public Service).

#### Readings

Grusky, David B., and Jasmine Hill. Poverty and inequality in the 21st century. 2017. *Inequality in the 21st Century*, edited by David B. Grusky and Jasmine Hill. New York: Perseus. *Available on course website.*

Thompson, D. 2015. [A world without work.](#) *The Atlantic* (9/1):1-33.

Autor, David H. 2015. Why are there still so many jobs? The history and future of workplace automation. *The Journal of Economic Perspectives*, 29(3), 3-30. *Available on course website.*

Summers, Larry. 2015. [Robots are hurting middle-class workers.](#) *The Washington Post* (March 3).

Eby, John. 1998. Why service-learning is bad. *Available on course website.* (NOTE: Please read in advance of January 10 meeting).

### **B. Overview of Poverty in the U.S.**

#### ***I. Describing Poverty***

*Thursday, January 12:* How are absolute and relative poverty measured? What is deep poverty, extreme poverty, and near poverty? What are the main trends in poverty? How is poverty experienced? How does it affect child development, stress, and cognitive functioning? How is it addressed in the U.S. and elsewhere?

#### Readings

Danziger, Sheldon. and Chris Wimer. 2017. The war on poverty. *Inequality in the 21st Century*, edited by David B. Grusky and Jasmine Hill. New York: Perseus. *Available on course website. Also see optional video [here](#).*

Edin, Kathryn, and Luke Shaefer. 2017. The rise of extreme poverty. *Inequality in the 21st Century*, edited by David B. Grusky and Jasmine Hill. New York: Perseus. *Available on course website. Also see optional video [here](#).*

Ehrenreich, Barbara. 2017. Nickel and dimed. *Inequality in the 21st Century*, edited by David B. Grusky and Jasmine Hill. New York: Perseus. *Available on course website.*

## II. Causes of Poverty

Tuesday, January 17: Why is there so much poverty? An exploration of the effects of redistribution, philanthropy, economic restructuring, precarity and the “gig economy,” incarceration, residential segregation, eviction, school rationing, immigration, racial and gender inequality, family structure, and access to capital.

### Readings

Stevens, Ann. 2017. Jobs and poverty. *Inequality in the 21st Century*, edited by David B. Grusky and Jasmine Hill. New York: Perseus. Available on course website. Also see optional video [here](#).

Western, Bruce and Becky Pettit. 2017. Incarceration and social inequality. *Inequality in the 21st Century*, edited by David B. Grusky and Jasmine Hill. New York: Perseus. Available on course website. Also see optional video [here](#).

Desmond, Matthew. 2017. Eviction and the reproduction of urban poverty. *Inequality in the 21st Century*, edited by David B. Grusky and Jasmine Hill. New York: Perseus. Available on course website. Also see optional video [here](#).

Wilson, William Julius. 2017. Being poor, black, and American. *Inequality in the 21st Century*, edited by David B. Grusky and Jasmine Hill. New York: Perseus. Available on course website. Also see optional video [here](#).

Shonkoff, Jack. 2017. Poverty and child development. *Inequality in the 21st Century*, edited by David B. Grusky and Jasmine Hill. New York: Perseus. Available on course website. Also see optional video [here](#).

Pager, Devah. 2017. Marked: Race, crime, and finding work in an era of mass incarceration. *Inequality in the 21st Century*, edited by David B. Grusky and Jasmine Hill. New York: Perseus. Available on course website. Also see optional video [here](#).

Bertrand, Marianne and Sendhil Mullainathan. 2017. Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination. *Inequality in the 21st Century*, edited by David B. Grusky and Jasmine Hill. New York: Perseus. Available on course website. Also see optional video [here](#).

Correll, Shelley J., Stephen Benard, & In Paik. 2017. Getting a job: Is there a motherhood penalty? *Inequality in the 21st Century*, edited by David B. Grusky and Jasmine Hill. New York: Perseus. Available on course website.

Steele, Claude. 2017. Stereotype threat and African-American student achievement. *Inequality in the 21st Century*, edited by David B. Grusky and Jasmine Hill. New York: Perseus. Available on course website. Also see optional video [here](#).

### **III. Conventional Approaches to Reducing Poverty**

*Thursday, January 19:* Can we reduce poverty through home visiting, early education, equal access to schooling, nudges, neighborhood redevelopment, job training, mindset interventions, or other late interventions?

#### **Readings**

Harry Holzer. 2017. Reducing poverty the Democratic way. *Inequality in the 21st Century*, edited by David B. Grusky and Jasmine Hill. New York: Perseus. Available on course website. Also see optional video [here](#).

James J. Heckman. 2017. Skill formation and the economics of investing in disadvantaged children. *Inequality in the 21st Century*, edited by David B. Grusky and Jasmine Hill. New York: Perseus. Available on course website. Also see optional video [here](#).

Carol Dweck. 2017. Why late investments can work. *Inequality in the 21st Century*, edited by David B. Grusky and Jasmine Hill. New York: Perseus. Available on course website. Also see optional video [here](#).

Joshua Cohen and Charles Sabel. 2017. Flexicurity. *Inequality in the 21st Century*, edited by David B. Grusky and Jasmine Hill. New York: Perseus. Available on course website.

Michelle Jackson. 2017. We need to have a second conversation. *Inequality in the 21st Century*, edited by David B. Grusky and Jasmine Hill. New York: Perseus. Available on course website.

### **C. Other Poverty-Relevant Developments**

#### **I. Rising Income Inequality and Commodification**

*Tuesday, January 24:* Since the late 1970s, income inequality has taken off in the U.S., with current levels as high as have ever been recorded in the U.S. The second key trend in play, rising commodification, means that access to goods and services increasingly depends on the simple capacity to pay for them. It follows that those at the bottom of the income distribution are now doubly disadvantaged: It is not just that they have less money (relative to others), but also that access to goods, services, and opportunities increasingly requires precisely the money that they do not have. It may be said that relentless commodification is what gives rising inequality its teeth.

#### **Readings**

Saez, Emmanuel. 2017. Striking it richer. *Inequality in the 21st Century*, edited by David B. Grusky and Jasmine Hill. New York: Perseus. Available on course website. Also see optional video [here](#).

Piketty, Thomas. 2017. Capital in the 21st century. *Inequality in the 21st Century*, edited by David B. Grusky and Jasmine Hill. New York: Perseus. Available on course website.

Goldin, Claudia, and Lawrence F. Katz. 2017. The race between education and technology. *Inequality in the 21st Century*, edited by David B. Grusky and Jasmine Hill. New York: Perseus. Available on course website. Also see optional video [here](#).

Western, Bruce, and Jake Rosenfeld. 2017. Unions, norms, and the rise in U.S. wage inequality. *Inequality in the 21st Century*, edited by David B. Grusky and Jasmine Hill. New York: Perseus. Available on course website. Also see optional video [here](#).

Frank, Robert. 2017. Why is income inequality growing? *Inequality in the 21st Century*, edited by David B. Grusky and Jasmine Hill. New York: Perseus. Available on course website. Also see optional video [here](#).

Hacker, Jacob S., and Paul Pierson. 2017. Winner-take-all-politics. *Inequality in the 21st Century*, edited by David B. Grusky and Jasmine Hill. New York: Perseus. Available on course website. Also see optional video [here](#).

Reardon, Sean F. and Kendra Bischoff. 2017. Income inequality and income segregation. *Inequality in the 21st Century*, edited by David B. Grusky and Jasmine Hill. New York: Perseus. Available on course website.

Freeman, Richard. 2017. (Some) inequality is good for you. *Inequality in the 21st Century*, edited by David B. Grusky and Jasmine Hill. New York: Perseus. Available on course website. Also see optional video [here](#).

## **II. Declining Social Mobility**

*Thursday, January 26:* It is conventional to make a sharp distinction between the distribution of social rewards (e.g., the income distribution) and the distribution of opportunities for securing these rewards. It is the latter distribution that often governs popular judgments about the legitimacy of inequality: The typical American, for example, is quite willing to tolerate substantial inequalities in power, wealth, or prestige provided that the opportunities for securing these rewards are distributed equally. This sensibility has in turn led to much research, which we review here, assessing to what extent the country's commitment to equal opportunity has indeed been upheld.

### Readings

Raj Chetty, Nathaniel Hendren, Patrick Kline, and Emmanuel Saez. 2017. [Economic mobility](#). *State of the Union, 2015*. Stanford Center on Poverty and Inequality. Also see optional video [here](#).

Chetty, Raj, David B. Grusky, Maximilian Hell, Nathaniel Hendren, Robert Manduca, and Jimmy Narang. 2016. [The fading American dream: Trends in absolute mobility since 1940](#). *National Bureau of Economic Research No. 22910*.

Mitnik, Pablo A., Victoria Bryant, David B. Grusky, and Michael Weber. 2015. [A Portrait of Economic Mobility in the United States](#). *The Pew Charitable Trusts*.

Reardon, Sean F. 2017. The widening academic achievement gap between the rich and the poor. *Inequality in the 21st Century*, edited by David B. Grusky and Jasmine Hill. New York: Perseus. Available on course website. Also see optional video [here](#).

Hout, Michael. 2017. Rationing college opportunity. *Inequality in the 21st Century*, edited by David B. Grusky and Jasmine Hill. New York: Perseus. Available on course website. Also see optional video [here](#).

Sharkey, Patrick and Felix Elwert. 2017. Multigenerational disadvantage. *Inequality in the 21st Century*, edited by David B. Grusky and Jasmine Hill. New York: Perseus. Available on course website. Also see optional video [here](#).

Torche, Florencia. 2017. Does college still have equalizing effects? *Inequality in the 21st Century*, edited by David B. Grusky and Jasmine Hill. New York: Perseus. Available on course website. Also see optional video [here](#).

## D. Applying New Technologies to Reduce Poverty

### I. How New Technologies Can Change our Approach to Poverty

*Tuesday, January 31:* Can technology be turned against itself to reduce poverty? We next take on the task of imagining how new technologies might be the foundation of a new 21<sup>st</sup> century approach to poverty. We examine their capacity to reduce poverty by (a) meeting basic needs, (b) lowering the costs of information and improving decision making, (c) lowering transaction costs, (d) customizing services based on needs, (e) creating artificial neighborhoods and allowing for peer-to-peer interactions, and (e) exploiting big data and new opportunities for experimentation. These capacities may be used to improve conventional social services (e.g., deliver food stamps more efficiently) or to help low-income workers make more money and escape poverty (without necessarily taking advantage of conventional social services).

#### Readings

Murray, Sally. 2015. 3D Revolution in low-income housing? *SciDevNet* (June 15, 2015).

Philpott, Tom. 2013. Eliminating hunger, one 3D-printed meal at a time? *Mother Jones* (May 24, 2013).

Levin, Jonathan D. 2011. The economics of internet markets. *NBER Working Paper* 16852.

Williamson, Oliver E. 1981. The economics of organization: The transaction cost approach. *American Journal of Sociology* (87:3). Available on course website.

Social and Behavioral Sciences Team. 2015. Annual Report. *Executive Office of the President. National Science and Technology Council.* Available on course website.

Porter, Eduardo. 2016. Nudges aren't enough for problems like retirement savings. *New York Times* (February 23, 2016).

Chetty, Raj, Mark Duggan, and David B. Grusky. 2016. Using big data to solve social problems. Available on course website.

### II. A Primer on Design

*Thursday, February 2:* We next discuss how to face the task of imagining 21<sup>st</sup> century approaches to taking on poverty that exploit the new capacities that new technologies present. We borrow heavily from existing models of developing and designing new products.

#### Readings and videos

Blank, Steve. 2013. Why the lean start-up changes everything. *Harvard Business Review* (May 2013).

Manjoo, Farhad. 2013. Behind the best innovations: Obvious, annoying problems. *The Wall Street Journal* (Oct. 9, 2013).

Needs finding. Start-Up Garage (S356) video.

Where do good ideas come from? Start-Up Garage (S356) video.

Introduction to brainstorming. Start-Up Garage (S356) video.

Introduction to prototyping. Start-Up Garage (S356) video.

## E. Case Studies

We next turn to providing examples of existing technology-exploiting applications within different sectors of the anti-poverty “industry.” We consider six examples: (a) improving *service delivery*; (b) using big data to *evaluate social programs*; (c) using big data to *deliver better information* to service providers; (d) improving *financial services*; (e) reducing barriers to *accessing training and securing jobs*; and (f) building “*artificial neighborhoods*” designed to break down barriers to acquiring social and political capital.

The first three examples focus on building a better social service sector (or “safety net”). This sector can be improved in three ways:

Efficient delivery: We can use big data, integrated delivery platforms, and other innovations to make service delivery more efficient, personalized, and dignity-preserving;

Evaluating programs: We can use big data and rapid testing to sort out which programs work, to improve those that do work, and to design new and better social programs; and

Providing information: We can use using big data and new visualizations to deliver better information to service providers.

The remaining three examples pertain to interventions that work outside the conventional social service sector. These include, for example, interventions that help low-income individuals secure low-cost loans, high-quality training, and good jobs.

### I. Delivering Better Information to Service Providers

*Tuesday, February 7*: In many cases, service providers are operating in the blind without adequate information on who is in poverty, what services they need, or how the experience and dynamics of poverty are changing. This session examines how big data can be exploited to build a better infrastructure for monitoring poverty and service use.

#### Video

Johnson, Steven. 2010. Where good ideas come from. *Ted Global*. (July, 2010).

*Thursday, February 9*: Andrew Dunckelman, Portfolio Manager, Google.org.

Varner, Charles. 2016. Why don't we measure poverty as frequently as we measure unemployment? *Conference on Measuring Poverty in the 21<sup>st</sup> Century*. Stanford Center on Poverty and Inequality.

Varian, Hal. 2016. Measuring poverty using google data. *Conference on Measuring Poverty in the 21<sup>st</sup> Century*. Stanford Center on Poverty and Inequality.

### II. Program Evaluation and Reform

*Tuesday, February 14*: It is equally important to evaluate existing programs and, on the basis of the results, either eliminate programs that aren't working or improve those that are. The purpose of this session is to examine how big data and rapid testing can assist with such program evaluation and reform.

*Thursday, February 16*: Elisabeth Rhodes, Lead Researcher, Y Combinator Research, Basic Income Study

## Readings and videos

Wilkinson, Dave. Data-driven, outcomes-focused government: The value proposition. *Summit on Poverty and Opportunity* (November 29, 2016). Stanford University.

Burwell, Sylvia, Cecilia Muñoz, John Holdren, and Alan Krueger. Using evidence and innovation to improve government performance. Executive Office of the President.

Chetty, Raj, Mark Duggan, and David B. Grusky. 2016. Using big data to solve social problems. *Available on course website*. Also see optional video [here](#).

Ford, Martin, and Tim O'Reilly. 2016. Two contrasting views of the future. *Summit on Poverty and Opportunity* (November 29, 2016). Stanford University.

Dubner, Stephen J. 2016. Is the world ready for a guaranteed basic income? *FreakonomicsRadio* (April 13, 2016).

### **III. Improving Service Delivery**

*Tuesday, February 21:* We next examine how technology and big data can be used to create integrated delivery platforms that reduce barriers to information, lower transaction costs, use behavioral nudges to encourage good decision making, and are customizable (and thus move beyond conventional one-size-fits-all policy).

*Thursday, February 23:* Jimmy Chen, Founder and CEO, *Propel*

#### Readings

Pahlka, Jennifer. 2016. Government for the people. Huffington Post (January 21, 2016).

Daugherty, Lindsay, William R. Johnston, and Tiffany Tsai. 2016. Connecting college students to alternative sources of support. Rand Corporation.

Farrell, Mary, Jared Smith, Leigh Reardon, and Emmi Obara. 2016. Framing the Message: Using Behavioral Economics to Engage TANF Recipients. *OPRE Report 2016-02*. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Yu, Alice. 2016. Tech in Action to Tackle Homelessness. *Summit on Poverty and Opportunity* (November 30, 2016). Stanford University.

*Quick exercise: Investigate [Propel](#), [Single Stop](#), and other providers that are exploiting the capacity of technology to reduce transaction and information costs for those seeking social services.*

#### ***IV. Access to Capital***

*Tuesday, February 28:* It typically takes money to reduce poverty. If it's not directly provided (via, for example, a basic income), it might instead be loaned. But low-income families have not typically had access to low-cost loans for the purpose of smoothing income shocks, acquiring skills, starting businesses, or buying key enabling goods (e.g., cars). Likewise, it has typically been difficult to finance "top-down" poverty-reducing initiatives (e.g., subsidized childcare), even when these initiatives have been shown to be good investments (by reducing subsequent expenditures on incarceration, healthcare, social programs, and the like). This section explores technology-based approaches to financing poverty-reducing efforts.

*Thursday, March 2:* Ryan Falvey, Managing Director, Financial Solutions Lab, Center for Financial Services Innovation

##### Readings

Bourke, Nick, Alex Horowitz, Walter Lake, and Tara Roche. 2014. Fraud and abuse online: Harmful practices in internet payday lending. *The Pew Charitable Trusts*.

Karlan, Dean. 2014. The next stage of financial inclusion. *Stanford Social Innovation Review* (Fall 2014).

Shah, Sonal, and Kristina Costa. Social finance: A primer. *Center for American Progress* (November 5, 2013).

Rangan, V. Kasturi, and Lisa A. Chase. 2015. The payoff of pay-for-success. *Stanford Social Innovation Review* (Fall, 2015).

Keohane, Georgia Levenson (interviewed by John Kluge). Capital and the common good. *Forbes* (October 19, 2016). (See also *Capital and the Common Good: How Innovative Finance is Tackling the World's Most Urgent Problems*.)

*Quick exercise: Investigate Kiva's U.S. loan program, FinLab, PayActiv, Even, and other firms that are providing innovative financial products that can reduce poverty.*

#### ***VI. Access to Training and Jobs***

*Tuesday, March 7:* The new economy is a booming-buzzing confusion of different types of training opportunities (e.g., conventional college, boot camps, badging) and increasingly precarious and short-term jobs (e.g., the "gig economy"). We turn next to efforts to increase information about training and job opportunities, to democratize training and make it more efficient, and to reduce transaction costs in effecting matches between jobs and workers. The guest speaker, Mitchell Stevens (Associate Professor of Education, Stanford University), will share his views on opportunities in this domain.

*Thursday, March 9:* Jessica Santana, Stanford sociology PhD student. *The Social Construction of Failure: right and wrong failure and how to move on from failure*.

An open session to discuss and hone ideas ... a good time to raise any problems that you're facing in putting together your proposals.

##### Readings

Stevens, Mitchell, Remaking College.

Kirp, David L. 2017. Text your way to college. New York Times (Jan. 6).

Acemoglu, Daron, David Laibson, and John A. List. "Equalizing superstars: The internet and the democratization of education." *American Economic Review* (104:5), pp. 523-27. Available on course website.

Weber, Lauren. 2015. Online skills are hot, but will they land you a job? *Wall Street Journal* (Nov. 17, 2015).

Mitchell, John, and Anant Agarwal. The future of online education. *Summit on Poverty and Opportunity* (November 29, 2016). Stanford University.

Katz, Lawrence F., and Alan B. Krueger. 2016. The rise and nature of alternative work arrangements in the United States, 1995-2015. Available on course website. See also summary [here](#).

*Quick exercise: Investigate TaskRabbit, Uber, and other firms that are exploiting the capacity of technology to reduce transaction costs (in ways that can be poverty-reducing).*

#### **IV. Access to Social Capital**

*Tuesday, March 14:* The effects of poverty are magnified in the U.S. because extreme economic and racial segregation reduces the poor's access to social capital (as poor people interact mainly with others who are just as poor). Although one might wish for major institutional change that results in more integrated neighborhoods, a fallback until that change happens is to create "artificial neighborhoods" through social media. These artificial technology-generated neighborhoods can provide poor children and adults with (a) on-line mentoring, (b) information about school opportunities, and (c) information about job opportunities. The purpose of this section is to examine the future of these and related technologies. The presenter will be Bonny Gildin (Vice President, All Stars Project, Inc.).

#### Readings

Chetty, Raj, and Nathaniel Hendren. 2016. The impacts of neighborhoods on intergenerational mobility I: Childhood exposure effects. Stanford University.

Hurd, Nicole. College Advising Corps. *Summit on Poverty and Opportunity* (November 29, 2016). Stanford University.

Bernadotte, Alex. Beyond 12. *Summit on Poverty and Opportunity* (November 29, 2016). Stanford University.

Smith, Megan. Poverty, Opportunity, and Common Ground. *Summit on Poverty and Opportunity* (November 29, 2016). Stanford University.

Miller, Mauricio Lim. Family Independence Initiative. *Summit on Poverty and Opportunity* (November 29, 2016). Stanford University.

*Quick exercise: Investigate iMentor as an example of an initiative exploiting the capacity of technology to create "artificial neighborhoods."*

## F. Final Presentation

*Thursday, March 16:* Each student (or team) presents their project to an audience of poverty experts and foundation and nonprofit representatives.

## G. Possible Follow-Up Activities

*SPRING QUARTER (2016-17):* For students who wish to go on to build one or more of the anti-poverty products developed in this class, we offer a follow-up course (Public Policy 158 and Sociology 158) in which students work within Stanford's new [Poverty and Technology lab](#).

*SUMMER SESSION (2016-17):* In the 2016-17 summer, one or more of the products will be developed further by several Haas Center interns (selected from class participants), with the objective being to prepare for the initial build in CS50 (Using Tech for Good) or S356 (Start-Up Garage).

*FOLLOWING FALL (2017-18):* The product may be further developed within CS50 (Using Tech for Good) or Start-Up Garage (S356).

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## Honor Code

Go [here](#) for statement of the Honor Code and Fundamental Standard.

## Students with Documented Disabilities

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: <http://studentaffairs.stanford.edu/oa>).

## Affordability of Course Materials

Stanford University and its instructors are committed to ensuring that all courses are financially accessible to all students. If you are an undergraduate who needs assistance with the cost of course textbooks, supplies, materials and/or fees, you are welcome to approach me directly. If you would prefer not to approach me directly, please note that you can ask the Diversity & First-Gen Office for assistance by completing their questionnaire on course textbooks & supplies: <http://tinyurl.com/jpqbarn> or by contacting Joseph Brown, the Associate Director of the Diversity and First-Gen Office ([jlbrown@stanford.edu](mailto:jlbrown@stanford.edu); Old Union Room 207). Dr. Brown is available to connect you with resources and support while ensuring your privacy.