SWK S-313 Poverty in the United States (3 cr.)

Course Information

<table>
<thead>
<tr>
<th>Semester Year:</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section Number:</td>
<td>XXXXX</td>
</tr>
<tr>
<td>Location:</td>
<td>XXXXX</td>
</tr>
<tr>
<td>Day:</td>
<td>XXXXX</td>
</tr>
<tr>
<td>Time:</td>
<td>XXXXX</td>
</tr>
<tr>
<td>Instructor:</td>
<td>XXXXX XXXXXXXXX</td>
</tr>
<tr>
<td>Office:</td>
<td>XXXX</td>
</tr>
<tr>
<td>Email:</td>
<td>XXXX</td>
</tr>
<tr>
<td>Phone:</td>
<td>xxxxx</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>xxxxxxxxxxx</td>
</tr>
</tbody>
</table>

Course Description

Working with persons experiencing poverty is a major focus of the social work profession. The primary purpose of this course is to examine the nature of poverty, both rural and urban, in the United States. To achieve this purpose, we will explore and examine the history of poverty in the United States, theories about the causes of poverty, and the effects of poverty on individual development. We will also examine the demographics of poverty and reflect on the co-occurrence of poverty and oppression. Finally, we will examine various policies and programs that have been designed to alleviate poverty, the effects and consequences of these efforts, and will explore and propose other possible intervention strategies.

Course Objectives

As a result of having completed the requirements of this course, students will be able to:

S313-01 Demonstrate understanding of the definitions and measurement of poverty, particularly those definitions and measures utilized by the federal government.

S313-02 Demonstrate understanding of how the experience of poverty affects individual development, and serves as a risk factor throughout the life span.

S313-03 Demonstrate understanding of the trends and dynamics of poverty and the likelihood of experiencing poverty across the lifespan.

S313-04 Analyze theories on the causes of poverty, and critically reflect on the usefulness and limitations of these theories to social work practice.

S313-05 Evaluate research on poverty in terms of its validity and usefulness for developing anti-poverty initiatives.

S313-06 Demonstrate an awareness of the extent of poverty in their communities, with a special focus on examining the extent of both rural and urban poverty in Indiana.

S313-07 Evaluate the strengths and limitations of major anti-poverty initiatives, at both the micro and macro levels of intervention.

Required Texts


Course Outline

Module 1:

Dates:
Overview
A. Introductions to each other and the course/overview of assignments
B. Myths and facts of poverty

Assignments
1. Post responses in Discussion Forum #1

Readings
1. Read Online PowerPoint
3. View the poverty tour: USCCB Website

Module 2:
Dates:

Overview
A. Defining and measuring poverty (How do we decide who is poor? How many people are poor? What are other ways of defining poverty? What are the pros and cons of different definitions?)

Assignments
1. Post responses in Discussion Forum #2

Readings
1. Read Online PowerPoint
3. Explore the U.S. H.H.S.2010 Poverty Guidelines: Aspe Website

Module 3:
Dates:

Overview
A. Consequences of poverty (How does poverty impact individual development over the course of the life span? How does experiencing poverty affect family functioning?)

Assignments
1. Post responses in Discussion Forum #3

Readings
1. Read Online PowerPoint
3. Choose your own reading adventure: Find a newspaper article or blog post (or some other media publication) that addresses the issue of how poverty impacts individual or family functioning at any point in the life span. You will need to share the link or source with others as part of participation in the discussion forum.

Module 4:
Date:
Overview

A. Historical trends in poverty/U.S. poverty compared to other nations (How has the measurement and definition of poverty changed over time? How do other nations, both developed and developing, define poverty? How do they address it?)

Assignments

1. Post responses in Discussion Forum #4
2. My Hometown Assignment Due

Readings

1. Read Online PowerPoint
4. Check out: http://www.youtube.com/watch?v=jbkSRLYSjo

Module 5:

Date:

Overview

A. Current trends in poverty and inequality (Poverty among different groups; dynamics of poverty; relationship between poverty and discrimination and oppression)

Assignments

1. Post responses in Discussion Forum #5

Readings

1. Read Online PowerPoint

Module 6:

Date:

Overview

A. It’s all your fault: Individual theories on the causes of poverty

Assignments

1. Post responses in Discussion Forum #6

Readings

1. Read Online PowerPoint
Module 7:

Overview
A. Welcome to Wal-mart: Structural theories on the causes of poverty

Assignments
1. Post responses in Discussion Forum #7

Readings
1. Read Online PowerPoint
4. You should start reading the bell hooks book, if you haven’t already done so.

Module 8:

Overview
A. Rural poverty (The myth of rural poverty; different challenges faced by persons in rural communities; exploring the extent of rural poverty)

Assignments
1. Post responses in Discussion Forum #8

Readings
1. Read Online PowerPoint
3. Watch: A Hidden America: Children of the Mountains Youtube Parts 1-5, found on Youtube.

Module 9:

Overview
A. Urban poverty (Challenges facing inner city residents; impacts on neighborhoods and schools, exploring the extent of inner city poverty)

Assignments
1. Post responses in Discussion Forum #9

Readings
1. Read Online PowerPoint
Module 10:
Date:

Overview
A. Welfare use and dynamics of welfare caseload (spells of welfare usage; how welfare usage has changed over time; myths related to welfare usage)

Assignments
1. Post responses in Discussion Forum #10
2. Critical analysis of Where We Stand: Class Matters due

Readings
1. Read Online PowerPoint

Module 11:
Date:

Overview
A. Responding to poverty (structural interventions)

Assignments
1. Post responses in Discussion Forum #11

Readings
1. Read Online PowerPoint
2. Find an article or news/media report about a structural level intervention to address poverty. Structural level interventions include Temporary Assistance to Needy Families (TANF), Foodstamps, Student Loan Programs and Section Eight Housing, among others. Read the article. Your discussion response with this week will require use of the article to present to other students. See discussion forum topic #11 on Oncourse for further instructions.

Module 12:
Date:

Overview
A. Responding to poverty (individual interventions)

Assignments
1. Post responses in Discussion Forum #12

Readings
1. Read Online PowerPoint
2. “IDA Basics” and “Research and Resources” at [CFED Website](#)

Module 13:
Date:
Overview
A. Experiences of poverty: Radical and resilient

Assignments
1. Post responses in Discussion Forum #13

Readings
1. Read Online PowerPoint

Module 14:
Date:

Overview
A. Online Presentations of Poverty Interventions

Assignments
1. Post your PowerPoint Presentations
2. Post responses in Discussion Forum #14
3. Final Paper: Anti-Poverty Intervention Due

Readings

Assignments and Grading
More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on a word processor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)

Assignments
1. Discussion forum postings: 70 points (equivalent to 5 points per discussion forum)
   a. DUE: .........................................date
   b. Final Grade Percentage: ......26%
2. Mini-activities/participation exercises: 50 points throughout the semester
   a. DUE: .........................................date
   b. Final Grade Percentage: ......19%
3. “My hometown”: 40 points
   a. DUE: .........................................date
   b. Final Grade Percentage: ......15%
4. Critical analysis of Where We Stand: Class Matters: 60 points
c. DUE: ...........................................date
   d. Final Grade Percentage: ....22%

5. Anti-poverty intervention proposal PAPER: 50 points
   a. DUE: ...........................................date
   b. Final Grade Percentage: ....19%

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the “good,” “the high quality,” “the competent,” or the “satisfactory.” They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few BSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most BSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of BSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a student and a future BSW-level professional. We anticipate that a small percentage of BSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale

Grade minimums are as follows [Note: grades below a C are Unsatisfactory in the BSW Program]:

- A  93%  Excellent, Exceptional Quality
- A-  90%  Superior Quality
- B+  87%  Very Good, Slightly Higher Quality
- B  83%  Good, High Quality (expected of most BSW students)
- B-  80%  Satisfactory Quality
- C+  77%  Marginal, Modestly Acceptable Quality
Course Policies

Assignment
Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

Attendance and participation
Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It’s up to instructor’s discretion to decide the deduction points. If you miss five or more classes you will fail the course.