

Term Information

Effective Term Spring 2022
Previous Value Autumn 2019

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Distance learning approval.

What is the rationale for the proposed change(s)?

Increased demand for online sections.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

No significant programmatic implications.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Sociology
Fiscal Unit/Academic Org	Sociology - D0777
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3306
Course Title	Sociology of Poverty
Transcript Abbreviation	Soc of Poverty
Course Description	A study of low-income peoples, especially concerning the effect of poverty on them, and their consequent social participation.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Greater or equal to 50% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.1101
Subsidy Level Baccalaureate Course
Intended Rank Sophomore

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Social Diversity in the United States

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- A study of low-income peoples, especially concerning the effect of poverty on them, and their consequent social participation

Content Topic List

- Sociological view of poverty
- Definition of poverty
- Theories and causes of poverty
- Poverty in an international context
- Discrimination and stigma
- Poverty and housing, education, and race
- Working poor
- Consequences of poverty
- Poverty solutions

Sought Concurrence

No

COURSE CHANGE REQUEST
3306 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/01/2021

Attachments

- Whiteside_Fall 19.pdf: Face-to-face syllabus
(Syllabus. Owner: Downey, Douglas B)
- Sociology 3306_ASC_DL_CoverSheet.docx
(Other Supporting Documentation. Owner: Downey, Douglas B)
- Sociology 3306-DLSyllabus.docx
(Syllabus. Owner: Downey, Douglas B)
- Sociology 3306-DLSyllabus Revision.docx: DL syllabus revision
(Syllabus. Owner: Downey, Douglas B)

Comments

- Please see "Sociology 3306-DLSyllabus Revision" which responds to the two concerns raised by the committee. *(by Downey, Douglas B on 10/20/2021 04:43 AM)*
- Please see Panel feedback email sent 10/01/2021. *(by Hilty, Michael on 10/01/2021 08:52 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Downey, Douglas B	08/13/2021 09:32 AM	Submitted for Approval
Approved	Downey, Douglas B	08/13/2021 09:33 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/19/2021 12:43 PM	College Approval
Revision Requested	Hilty, Michael	09/03/2021 12:55 PM	ASCCAO Approval
Submitted	Downey, Douglas B	09/10/2021 10:49 AM	Submitted for Approval
Approved	Downey, Douglas B	09/10/2021 10:49 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/17/2021 03:58 PM	College Approval
Revision Requested	Hilty, Michael	10/01/2021 08:52 AM	ASCCAO Approval
Submitted	Downey, Douglas B	10/20/2021 04:43 AM	Submitted for Approval
Approved	Downey, Douglas B	10/20/2021 04:44 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/01/2021 01:59 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/01/2021 01:59 PM	ASCCAO Approval



SYLLABUS

SOC/3306

Sociology of Poverty
Autumn 2020 (full term)
3 credit hours
Online

COURSE OVERVIEW

Instructor

Instructor: To be determined.

Email address: (preferred contact method)

Phone number:

Office hours:

Course description

Our goal is to use a sociological lens to explore the topic of poverty. The main argument of this course is that poverty is a socially constructed state of material deprivation with significant collective and individual consequences. Understanding what it means to be poor, who is categorized as poor, and what can be done to alleviate poverty requires us to move beyond personal opinions and widespread stereotypes. Our task is to examine empirical research on poverty and interpret the findings with the help of sociological theories. Together we will learn about the history, sources, patterns, consequences, and policies that shape poverty in the U.S. and around the world.

Our time together will focus on the following activities:

1. Read the assigned selections until you understand them.
2. Take online reading quizzes to assess your comprehension.
3. Listen to lectures that strongly emphasize the readings.
4. Participate in class discussions to solidify your understanding.
5. Study for the test by testing yourself beforehand.
6. Take the test to demonstrate what you have learned.
7. Repeat steps 1-6 three more times.

General Education Objectives: Sociology 3306 meets the GE requirement for Diversity - Social Diversity in the United States.

- Goals: Students understand the pluralistic nature of institutions, society, and culture in the US and across the world in order to become educated, productive, and principled citizens.
- Expected Learning Outcomes: (1) Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the US and (2) Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

In this course students will watch a series of short instructor lectures posted on Carmen. A typical week will consist of four 30-minute videos (for a total of two hours per week) along with additional curriculum related videos and activities (about one hour per week).

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional.
Optional Zoom Sessions: Over the course of the semester, I will hold several optional Zoom sessions. These sessions will be used to review class readings and reinforce key concepts. The Zoom sessions will be held on Thursdays during the scheduled class period, 9:35 – 10:55 am. Attendance is encouraged but not mandatory.

- **Participating in discussion forums: 2+ TIMES PER WEEK**

As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

For this course, you will need to purchase (or otherwise acquire) the two books listed below. If you have problems acquiring these books, please let me know ASAP.

1. Edin Kathryn J. and H. Luke Shaefer. 2015. *\$2.00 a Day: Living on Almost Nothing in America*. Boston, MA: Houghton Mifflin Harcourt. ISBN-10: 054481195X
2. Banerjee, Abhijit and Esther Duflo. 2012. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. New York, New York: Public Affairs. ISBN-10: 9781610390934
3. Iceland, John. 2013. *Poverty in America: A Handbook* 3rd ed. Berkeley: University of California Press. ISBN-10: 0520276361
4. Kenworthy, Lane. 2013. *Progress for the Poor*. Oxford, UK: Oxford University Press. ISBN-10: 0199676925

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)

- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Tests	2 @ 280 pts=560 pts
Discussions	12 @ 20 pts =240 pts
Quizzes	12 @ 20 pts=240 pts
Total	1000

See course schedule below for due dates.

Descriptions of major course assignments

Tests

Description: Each test consists of fifty objective questions—mainly multiple choice with some true/false—to be completed in about an hour. Test questions focus exclusively on the content found in the lecture slides. You will not need to study previous quizzes to prepare for upcoming tests.

Academic integrity and collaboration: Tests will be administered online through Carmen. Tests are open-book and open-note but students may NOT receive any outside help from other people while taking tests.

Quizzes

Description: Quizzes must be taken by yourself on Carmen, and you MAY use course materials (e.g., books, notes), but you MAY NOT seek help from anyone while taking the quizzes. Each online quiz asks questions about readings listed in the course schedule on the same day as the quiz. Although no makeup quizzes will be given, two of the twelve quizzes will count as extra credit points. Quizzes open online 24 hours before they are due. Correct answers will be made available in class when we go over each quiz.

Each quiz consists of ten objective questions—mainly multiple choice with some true/false—to be completed in about twenty minutes. Quiz questions focus exclusively on the content found in the readings.

Discussion

Description: As our course is a distance learning environment, your participation in the online discussion forums is crucial for academic success. To keep the conversation manageable, you will be placed into a smaller group on Carmen. Please take the time to introduce yourself and reply to at least one other student during the first week of the semester. For each unit, you will be expected to respond to a provided prompt. If you are the first to post, click “Reply” to this prompt. Then write 300-400 words addressing the specific requirements of the prompt. If you are not the first to post, click “Reply” to the LAST post in this thread. Then write 150-200 words addressing the specific requirements of the prompt AND an additional 150-200 words explaining how your topic

relates to the previous student's concept. If, while you are typing, another student responds to the post you were intending to respond to, you must now respond to what has become the "new" last prompt. I intend to treat these discussions as a form of interactive class participation. As long as the quality and quantity of the posts remain high, students will receive full credit for each post. However, if the overall quality and quantity of the posts begin to diminish, points will be deducted.

Discussion Forum Guidelines:

1. Don't repeat a concept has already been addressed in a given thread. Come up with something new.
2. Stay positive when discussing other students' posts. Point out strengths, not weaknesses.
3. Avoid personal stories and political opinions. Instead focus on sociological concepts.
4. Write in complete sentences. Avoid abbreviations, emojis, slang, etc.

Academic integrity and collaboration: You are expected to do your own work. You don't work on your assignments with others, except where explicitly authorized and permitted. You don't copy & paste answers into your assignments.

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

Grading scale

93-100%: A
 90-92%: A-
 87-89%: B+
 83-86%: B
 80-82%: B-
 77-79%: C+
 73-76%: C
 70-72%: C-
 67-69%: D+
 60-66%: D
 Less than 60%: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Quizzes must be taken by yourself on Carmen, and you MAY use course materials (e.g., books, notes), but you MAY NOT seek help from anyone while taking the quizzes. The use of Proctorio is not required for quizzes.

Each online quiz asks questions about readings listed in the course schedule on the same day as the quiz. Although no makeup quizzes will be given, two of the twelve quizzes will count as extra credit points. No quizzes will be dropped. Quizzes open online 48 hours before they are due. Correct answers will be made available during office hours.

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Date	Topic	Reading	Assignment
Week 1 8/24-8/29	Syllabus and Intro		Listen to syllabus audio lecture on Carmen Discussion “Introduce Yourself” and Reply due on Carmen
Week 2 8/30-9/5	Measurement	Iceland p. 1-60	Complete Quiz 1 and on Carmen Discussion 1 due on Carmen
Week 3 9/6-9/12	Causation pt. 1	Iceland p. 61-113	Quiz 2 due on Carmen Discussion 2 due on Carmen
Week 4 9/13-9/19	Causation pt. 2	Iceland p. 114-129; Kenworthy 1-4, 19-32; Banerjee and Duflo vii-16	Quiz 3 on Carmen Discussion 3 due on Carmen
Week 5 9/20-9/26	Work/Welfare	Edin and Shaefer xi-63	Complete Quiz 4 on Carmen Discussion 4 due on Carmen
Week 6 9/27-10/3	Shadow Economy	Edin and Shaefer 65-91; Banerjee and Duflo 183-204	Quiz 5 due on Carmen Discussion 5 due on Carmen
Week 7 10/4-10/10	Risk	Banerjee and Duflo 133-155, 205-234	Quiz 6 due on Carmen Discussion 6 due on Carmen
Week 8 10/11-10/17	Mid-semester work		Complete Test 1
Week 9 10/18-10/24	Housing	Edin and Shaefer 65-91; Banerjee and Duflo 183-204	Quiz 7 due on Carmen Discussion 7 due on Carmen

Week 10 10/25-10/31	Health	Banerjee and Duflo 19-70, 103-129	Complete Quiz 8 on Carmen Discussion 8 due on Carmen
Week 11 11/1-11/7	Education/Finance	Banerjee and Duflo 71-101, 157-181; Kenworthy 63-69	Complete Quiz 9 on Carmen Discussion 9 due on Carmen
Week 12 11/8-11/14	Policy pt. 1	Ritzer 440-485; Kivisto 350-370	Discussion 10 due on Carmen
Week 13 11/15-11/21	Policy pt. 2	Kenworthy 89-109; Iceland 130-163	Complete Quiz 11 on Carmen Discussion 11 due on Carmen
Week 14 11/22-11/28	No class, Thanksgiving Break		
Week 15 11/29-12/5	Wrap Up		Complete Quiz 12 due on Carmen Discussion 12 due on Carmen

Final exam TBD

SOCIOLOGY 3306:
SOCIOLOGY OF POVERTY

Instructor: Jasmine Whiteside
Email: Whiteside.57@osu.edu
Office: 56 Townshend Hall

Class Time: Mon/Wed/Fri 12:40-1:35 PM
Classroom: Caldwell Lab 137
Office Hours: Wednesdays from 2:00-3:30 PM, or by appointment

Course Description:

“Poverty is not just a lack of money; it is not having the capability to realize one’s full potential as a human being.” –Amartya Sen

The sociology of poverty is part of the broader study of stratification, a core substantive field in the discipline. This course situates the topic of poverty into sociological theories and research on stratification. Throughout this course, we will work together as a class to learn more about poverty from a sociological perspective. We will focus on gaining a broad base of knowledge about the history of poverty and how it has changed over time. My goal is to provide every student with a thorough understanding of why in the midst of great affluence, poverty always seems to persist.

Course Objectives:

Students will develop a basic understanding of poverty and the social and economic constraints under which individuals make decisions while also identifying and applying key theories about why poverty occurs. In the process, students will improve their ability to articulate their thoughts about course materials through class discussions and written assignments.

Required Materials

There are three types of readings for this class: an assigned book, assigned articles on Carmen, and a scholarly poverty book of your choice. I define each more in detail below.

First, the only **assigned** book for this course is:

John Iceland’s *Poverty in America: A Handbook* (2013) (**3rd Edition ONLY**) (ISBN: 978-0520276369)

Link to free version of this text (OSU library): <https://library.ohio-state.edu/record=b8664308>

Second, assigned articles will be utilized in this class to draw out some of the important aspects of poverty that Iceland’s text only has time to brush over. These readings will be organized under each Unit’s Module on our Carmen class page.

Third and finally, as a part of your critical book précis assignment (more details on page 3), you will have the opportunity to **choose** a scholarly book concerning poverty that interests you. You can borrow it from a library, purchase it at a bookstore, buy it online, or borrow it from someone

else. ****Please do not purchase a book until your selection has been approved by me.**** A list of books is provided on Carmen in the “Files” section under the name “Poverty Reading List”, but if you would like to review a book that is not included in the list, please reach out to me.

Top Hat Clicker Technology: To facilitate discussion in a large lecture, I will utilize clicker technology to ask questions during class. Students can respond to Top Hat questions and prompts using the devices they already own. There are both browser-based and app options:

- 1) Web browsers - Available on all internet-connect laptops, desktop, tablets and smartphones.
- 2) Mobile devices - There are Android and IOS applications available.
- 3) SMS response (texting) - You can text in answer responses.

Each student is required to sign up for a Tophat account.

Top Hat Join code for class: 543212

For an overview of how students sign up for their account and other information on using Top Hat please see: <https://resourcecenter.odee.osu.edu/top-hat/using-top-hat-students#overview>

Carmen participation: For this course, you will need to regularly access Carmen. Check this site regularly for course updates and assignments.

Course Assignments:

At-a-Glance Grading Scheme:

The total number of points possible is 100.

Assignment	Grade Percentage
In-Class Activities	10%
Carmen Assignments	20%
Exam #1	20%
Exam #2	20%
Critical Book Précis	30%
Total	100%

The minimum percentages to achieve a given grade are as follows:

93-100% A	80-82% B-	60-66% D
90-92% A-	77-79% C+	Less than 60% E/F
87-89% B+	73-76% C	
83-86% B	67-72% D+	

Final grades will be determined as follows:

10% IN-CLASS ACTIVITIES (5 activities 2% each): Attendance and participation in class activities and discussions are mandatory. These activities and discussions will typically require brainstorming a question, completing an activity, and/or sharing ideas with a small group and the whole class. You will receive full credit on the activities/discussions based on completion of the task. There will be FIVE GRADED, RANDOM IN-CLASS ACTIVITIES throughout the semester; however, I will provide 6 opportunities to earn full attendance and participation. You will be allowed to be absent for **1** of these activities without losing points.

20% CARMEN ASSIGNMENTS (4 assignments 5% each): There will be supplemental readings posted to Carmen in addition to the course text. These assignments are designed to help you plan for the class and apply class concepts and materials to real world experiences. Each student is expected to write a response that (a) incorporates relevant course concepts; (b) connects the reading materials to real world events and/or experiences; (c) displays organization and logic; and (d) mechanics of writing (such as grammar, citations, and spelling). *These responses are required to be between 400-600 words.*

The Carmen assignments should analyze and ask questions of the texts, **not** summarize them. Assignments are to be uploaded to Carmen as attachments before the start of class on the day the assignments are due. Answers need to be in complete paragraphs (which include four or more sentences) to receive full credit.

40 % TWO EXAMS (20% each): Students will have two in-class exams in this course instead of a final exam. The first exam will cover content from our first two units while the second exam will cover content from the third and fourth units. These exams will draw on information discussed in lecture and throughout the readings.

- Exam One: October 11th, 2019
- Exam Two: December 4th, 2019

30% BOOK PRECIS (25% Book Precis/5% book selection): Students will select one book from the list provided on Carmen (or otherwise approved by the instructor) and write an analytical summary and critique. A grading rubric is posted on Carmen. Papers should be double-spaced, formatted with one-inch margins and 12-point font.

Part 1: Intro and summary of book (700-900 words)

Provide a thorough and specific summary of the book, in your own words. What is the author's main argument? What kind of evidence does the author use? What time period does the study cover? What is the population of interest?

Part 2: Analytical Summary (700-900 words)

What theoretical framework does the author use? (i.e. culture of poverty, institutions, structural) Who is the author's intended audience? Does the author propose any policy solutions for addressing poverty? How convincing is the author's argument? What are its weaknesses? Can

you detect any bias or erroneous assumptions by the author? If you were to repeat this study, what would you do differently?

You can organize the report into 2 sections (summary and critique), or you can use a different structure, such as following the outline of the book and summarizing & critiquing each chapter. Either way, the report should be well-organized and have a discernible structure. It should also be carefully proofread.

EXTRA CREDIT (5 points): There will be one extra credit opportunity for this course. This will entail a 7-10 minute presentation on the book you choose for your book precis. This presentation will be worth 5 points to either exam or book precis and will take place during the university's final exam week schedule. Public speaking is a great way to gain a deeper understanding of materials; however, I recognize it is a source of anxiety for some. If you choose to do the extra credit, I will need to know when you turn in your book selection, which must occur before September 13, 2019.

Additional Course Resources and Policies

General Education Goals and Expected Learning Outcomes

➤ **Diversity – Social Diversity in the United States**

This course satisfies a Social Diversity in the United States General Education requirement as a part of the College of Arts and Sciences curriculum at The Ohio State University. Below are the goals and learning outcomes associated with this GE category:

Goals: Students describe the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students describe and evaluate the roles of such categories as race, gender, sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

This class intends to satisfy these learning outcomes through course readings, lecture materials, and class discussions. Students will learn about the role society and institutions like the local, state, and federal governments have played on the historic and present state of poverty in the United States. Students will be encouraged to articulate their experiences and informed thoughts about poverty through both class discussions and written assignments which will examine dimensions of poverty in the United States populace.

Student Life Disability Services

Students requiring accommodations due to differing abilities should contact me directly. You should also register with the Office for Disability Services at 614-292-3307 or slds@osu.edu.

The Office for Military and Veterans Services

Assists with all military and veterans' services. Please contact the office at milvets@osu.edu or at 614-247-8387. Thanks for your service!

The Collegiate Recover Community (CRC)

Assists students who are in or are seeking recovery from alcohol or drug addiction. The CRC can be reached at recover@osu.edu or at 614-292-4527.

University statement: The University strives to make all learning experiences as accessible as possible. Students who need reasonable accommodations based on a disability (including mental health, chronic or temporary medical conditions), should register with Student Life Disability Services. This office will determine what accommodations are appropriate/legally required. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Late Assignments and Incompletes

Every assignment is due at the beginning of class unless otherwise noted. Late assignments will not be given full credit (without prior discussion with me) unless you have a documented illness or emergency. If you turn in an assignment one day late and have not spoken with me about it, you can only receive 75% of the original points. If it is two days late, you can receive 50%, and if it is three days late, you can receive 25%. Assignments that are more than three days late without explanation will not be graded. Please do not be afraid to talk with me if you cannot make a deadline or about any issue that may influence your ability to finish this course.

Plagiarism and Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

What is plagiarism? "The unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work" (dictionary.com). Plagiarism is unacceptable and will result in an automatic F on an assignment. It can easily be avoided by citing others' words and ideas.

Office of Student Life's Counseling and Consultation Services (CCS)

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental

health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Diversity/Inclusion

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Religious Holidays

Please notify me within the first week of class regarding any conflict between religious observance dates and course attendance.

On Trigger Warnings

If, in the course of your University education, you do not encounter ideas that are disturbing and make you uncomfortable, especially by challenging your pre-existing beliefs and assumptions about the world, then you are probably not doing it right. However, I am sensitive to individual students' needs, especially students for whom prior traumatic experiences or mental health concerns make discussions (or viewing of in-class material) challenging. If you anticipate difficulty related to a particular course topic or find that you need to leave a lecture for this reason, please feel free to schedule a meeting with me to discuss your concerns.

Changes to syllabus

While it is necessary to treat the syllabus as a document of understanding between us, I also may make minor changes as necessary or based on class suggestions, though we will discuss any potential changes as class.

Dates	Subject(s)	Readings, Assignments, and Due Dates	
UNIT 1: Conceptualizing and Studying Poverty			
WEEK 1: Wednesday, August 21 – Friday, August 23		Introduction to Sociology of Poverty	
August 21	Class Introductions, Syllabus Review, and What is Sociology?	Readings:	N/A
August 23	Early Views of Poverty in America (War on Poverty)	Readings:	Poverty in America (PIA) by John Iceland: Introduction. PIA by John Iceland: Chapter 1. Supplemental: "It's Time to Truly Understand Poverty" Dame Diane Robertson TEDx
Carmen Assignment #1: Opens			
WEEK 2: Monday, August 26 - Friday, August 30		Sociological Views of Poverty and Inequality	
August 26	The Geography of Poverty	Readings:	PIA by John Iceland: Chapter 3 (p.51-59)
August 28	Structural-Based Approaches	Readings:	Rank et al. 2003. "American Poverty as a Structural Failing: Evidence and Arguments."(On Carmen)
August 30	Individual-Oriented Theoretical Approaches	Readings:	Small et al. 2010. "Reconsidering Culture and Poverty: Introduction." (On Carmen) Supplemental: Harvey & Reed. 1996. "THE CULTURE OF POVERTY: An Ideological Analysis
Carmen Assignment #1: Due			
WEEK 3: Monday, September 2 – Friday, September 6		(Who) Poverty Affects	
September 2	NO CLASS		
September 4	Characteristics of the Poverty Population	Readings:	PIA by John Iceland: Chapter 3 (p. 39-51)
September 6	Myths about Poverty	Readings:	News Article. The Myth of the "Culture of Poverty" (on Carmen)
WEEK 4: Monday, September 9 – Friday, September 13		Conceptualizing & Measuring Poverty	
September 9	Methods of Measuring Defining Poverty	Readings:	PIA by John Iceland: Chapter 2
September 11	Methods of Measuring Defining Poverty	Readings:	News Article. "Miscounting Poor Students"(On Carmen)
September 13	Methods of Measuring Defining Poverty	Readings:	N/A
Assignment: Book Selection + extra credit decision due			

UNIT 2: Interlocking Aspects of Poverty			
WEEK 5: Monday, September 16 – Friday, September 20		Poverty in Global Contexts	
September 16	Global Poverty	Readings:	PIA by John Iceland: Chapter 4
September 18	Uneven Development/Globalization	Readings:	News Article. Collins, M. 2015. "The Pros and Cons of Globalization" "(On Carmen)
September 20	Uneven Development/Globalization	Readings:	N/A
Carmen Assignment #2: Opens			
WEEK 6: Monday, September 23 – Friday, September 27		Wealth, Status & Power	
September 23	Causes of Poverty	Readings:	PIA by John Iceland: Chapter 5
September 25	The Great Recession	Readings:	PIA by John Iceland: Chapter 6.
September 27	Surviving The Great Recession	Readings:	Sherman, J. 2013. "Surviving the Great Recession: Growing Need and the Stigmatized Safety Net." (On Carmen)
Carmen Assignment #2: Due			
WEEK 7: Monday, September 30 – Friday, October 4		Spatial Dimensions of Poverty	
September 30	Housing and Homelessness	Readings:	Desmond, M. 2012. "Eviction and the Reproduction of Urban Poverty." (On Carmen)
October 2	Housing and Homelessness	Readings:	Article. Meehan, M. "Unsheltered and Uncounted: Rural America's Hidden Homeless" "(On Carmen)
October 4	Housing and Homelessness	Readings:	N/A
WEEK 8: Monday, October 7 – Friday, October 11		Poverty and Family	
October 7	Marriage and Family	Readings:	Edin, K. 2000. "What Do Low-Income Single Mothers Say about Marriage?" (On Carmen)
October 9			Review Exam #1
October 11			Assignment: EXAM 1

UNIT 3: Structures of Inequality			
WEEK 9: Monday, October 14 – Friday, October 18		Poverty and Race/Ethnicity	
October 14	People of Color	Readings:	Yosso, T. 2006. "Whose culture has capital? A critical race theory discussion of community cultural wealth." (On Carmen)
October 16	Persistent Inequality	Readings:	News Article. Gates Jr. "Forty Acres and a Gap in Wealth"
October 18	Culture and Ideology	Readings:	N/A Supplemental: Small, M. 2015. "De-Exoticizing Ghetto Poverty: On the Ethics of Representation in Urban Ethnography." City & Community
		Carmen Assignment #3: Opens	
WEEK 10: Monday, October 21 – Friday, October 25		Poverty, Gender and Sexuality	
October 21	Gender, Family Socialization & Culture	Readings:	England, P. 2005. "Gender Inequality in Labor Markets: The Role of Motherhood and Segregation." (On Carmen)
October 23	Earnings, Power, & Inequalities	Readings:	(Audio) "The Problem We All Live With --Part One" from This American Life
October 25	Intersectionality	Readings:	N/A
WEEK 11: Monday, October 28 – Friday, November 1		Poverty and Education	
October 28	School Segregation	Readings:	Rhodes, A and DeLuca, S. "Choosing Homes, Choosing Schools." (Chapter 5)
October 30	Inequality in Schools	Readings:	Alon, S. 2009. "The Evolution of Class Inequality in Higher Education: Competition, Exclusion, and Adaptation." (On Carmen)
November 1	Inequality in Schools	Readings:	N/A
WEEK 12: Monday, November 4 – Friday, November 8		Poverty and Health	
November 4	Health and Well-being	Readings:	Strully et al. 2010. "Effects of Prenatal Poverty on Infant Health: State Earned Income Tax Credits and Birth Weight." (On Carmen)
November 6	Health and Well-being	Readings:	Article. "How Therapy Became a Hobby of the Wealthy" (On Carmen) Article. Johnson, S. "Strung out in suburbia: Opioid drug crisis hits the suburbs"(On Carmen)
November 8	Health and Well-being	Readings:	N/A
Carmen Assignment #3: Due			

UNIT 4: Addressing Poverty			
WEEK 13: Monday, November 11 – Friday, November 15		Poverty, Government Support, and Hunger	
November 11	Welfare & Low Wage Work	Readings:	Sykes, J et al. 2015. "Dignity and Dreams: What the Earned Income Tax Credit (EITC) means to low-income families." (On Carmen)
November 13	Economic Insecurity, Debt, and Survival Strategies	Readings:	Article. "Middle-Class Economic Security declines As Risks Rise And Wealth Falls" (On Carmen) Article. "Payday Lending: Will Anything Better Replace It?" (On Carmen)
November 15	Deindustrialization	Readings:	N/A
Carmen Assignment #4: Opens			
WEEK 14: Monday, November 18 – Friday, November 22		The Punitive Technique (Mass Incarceration)	
November 18	Incarceration-The Mark	Readings:	Goffman, A. 2009. "On the Run: Wanted Men in a Philadelphia Ghetto." (On Carmen)
November 20	Mass Incarceration	Readings:	Rios, V. 2009. "The Racial Politics of Youth Crime." (On Carmen)
November 22	Mass Incarceration	Readings:	N/A
Carmen Assignment #4: Due			
WEEK 15: Monday, November 25 – Friday, November 29		Nonprofit Organizations	
November 25	The future of poverty	Readings:	PIA by John Iceland: Chapter 7
November 27			NO CLASS
November 29			NO CLASS
WEEK 16: Monday, December 2 – Wednesday 4			
December 2			Review Exam #2
December 4			Assignment: Exam #2

Critical Book Précis due on Carmen by 2:00pm on Thursday Dec 12th

Extra Credit Presentations

No in-class final Thursday Dec 12 2:00-3:45

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title: **Soc 3306, Sociology of Poverty**

Carmen Use

Please consider using [ASC's distance learning course template](https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices). For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. **Yes**

If no: Enter additional details if you responded no...

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. **Yes**

Syllabus is consistent and is easy to understand from the student perspective. **Yes**

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module. **Yes**

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. **Yes**

Additional comments (optional):
There are no required synchronous sessions.

Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Regular instructor communications with the class via announcements or weekly check-ins
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions
- Regular opportunities for students to receive personal instructor feedback on assignments

Please comment on this dimension of the proposed course (or select/explain methods above):
 The instructor will be present in the recorded lectures, available in optional office hours or over email, and present in the discussion board discussions.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies. **Yes**

Course tools promote learner engagement and active learning. **Yes**

Technologies required in the course are current and readily obtainable. **Yes**

Links are provided to privacy policies for all external tools required in the course. **Yes**

Additional technology comments:

Enter any additional comments about course technology...

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

All components are planned for asynchronous delivery.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Enter comments...

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully. **Yes**

Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2. **Yes**

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

A typical course week involves watching or reading online content uploaded by the instructor (1-2 hours), complete the readings (1-2 hours), completed the weekly quiz (1 hour) and weekly discussion post (1 hour). This varies somewhat by week but this is a typical course week.

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. **Yes**

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. **Yes**

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. **Yes**

Description of any anticipated accommodation requests and how they have been/will be addressed. The asynchronous component helps give flexibility to students. Any requested accommodations will be met, including requests for more time on quizzes or tests. If the instructor has any questions about how best to meet those requests, they'll ask SLDS.

Additional comments:

Enter any additional comments about accessibility...

Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: **Yes**

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: **Yes**

Additional comments:

Enter additional comments about academic integrity...

Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation
- Variety of assignment formats to provide students with multiple means of demonstrating learning
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

This course has many different ways for students to learn, including: through lecture content, through readings, through discussion posts as well as quizzes or tests.

Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>



Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

Students will be able to regularly communicate with other students on the discussion board, and there will be optional live sessions.

Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course
- Context or rationale to explain the purpose and relevance of major tasks and assignments
- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress
- Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):

All assignments will be linked with core learning objectives, and the discussion posts will frequently be a space where individuals can link course content with their own experiences.

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:

Enter any additional considerations...

Syllabus and cover sheet reviewed by Jeremie Smith on 9/10/2021

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.