Term Information

Effective Term	Spring 2023
Previous Value	*Autumn 2019*

Course Change Information

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

Submitting course for approval as a Migration, Mobility, and Immobility GE theme.

Change in prereqs as well.

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

The College of Social Work would like to offer additional GE course options for students.

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)?

n/a

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	Social Work
Fiscal Unit/Academic Org	Social Work - D1900
College/Academic Group	Social Work
Level/Career	Graduate, Undergraduate
Course Number/Catalog	5030
Course Title	Global Social Work Perspectives on Poverty and Inequality
Transcript Abbreviation	SW Poverty
Course Description	This course examines the nature and dimensions of poverty and inequality in the U.S. and across the world, considers individual and social consequences of poverty, and examines historic and contemporary approaches to ameliorating poverty including review of major poverty and social welfare policy and programs. Focuses on helping students understand why poverty matters to social workers.
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?	No
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, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	*Columbus, Lima, Mansfield, Marion, Newark*

Prerequisites and Exclusions

Prerequisites/Corequisites   Prereq: Sophomore, Junior, Senior, or Grad standing, or permission of department.
Previous Value   *Prereq: Undergrad or Grad standing in SocWork.*
Exclusions
Electronically Enforced   Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   44.0701
Subsidy Level   Doctoral Course
Intended Rank   Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

Migration, Mobility, and Immobility
The course is an elective (for this or other units) or is a service course for other units

Previous Value

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

- Students understand the different ways in which poverty is defined and measured globally
- Students understand and apply a variety of theoretical perspectives on the causes of and solutions to poverty
- Students demonstrate an understanding of the negative effects of poverty across the lifespan
- Students will be critical of the social, economic, and political institutions that inform our response to poverty
- Students will understand America's fragmented response to poverty
- Students will compare and contrast poverty responses from America and other nations
- Students are aware of a variety of strategies for identifying and addressing poverty in social work settings

Content Topic List

- Definitions (two sessions)
- Etiological Theories
- Assets Theory & the Capability Approach
- Status of children in poverty
- Status of young adults in poverty
- Strategies for reducing and addressing poverty for children and youth
- Status of adults in poverty (two sessions)
- Strategies for reducing and addressing poverty for adults
- Status of older adults in poverty
- Strategies for reducing and addressing poverty for older adults
- Poverty among foreign-born, and internally displaced populations
- Rural poverty
- Video Presentations

Previous Value

- *Definitions (two sessions)*
- *Etiological Theories*
- *Assets Theory & the Capability Approach*
- *Status of children in poverty*
- *Status of youth in poverty*
- *Strategies for reducing and addressing poverty for children and youth*
- *Status of adults in poverty (two sessions)*
- *Strategies for reducing and addressing poverty for adults*
- *Status of older adults in poverty*
- *Strategies for reducing and addressing poverty for older adults*
- *Rural poverty*
- *Poverty among foreign-born, and internally displaced populations*

Sought Concurrence   No
Previous Value   **Yes**

Attachments

- SWK 5030 Perspectives on Poverty MMI.docx

  (Syllabus. Owner: Wenning,Alex)

- SWK 5030 MMI Theme Course Submission Form.docx: MMI GE Theme

  (Other Supporting Documentation. Owner: Wenning,Alex)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Wenning,Alex	06/06/2022 02:19 PM	Submitted for Approval
Approved	Babcock,Jennie R	06/06/2022 02:19 PM	Unit Approval
Approved	Gregoire,Thomas Kenneth	06/06/2022 02:33 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	06/06/2022 02:33 PM	ASCCAO Approval

THE OHIO STATE UNIVERSITY
COLLEGE OF SOCIAL WORK

SOCIAL WORK 5030 GLOBAL SOCIAL WORK PERSPECTIVES ON POVERTY AND INEQUALITY
AUTUMN SEMESTER 2022

Instructor:	Njeri Kagotho MSW, PhD	**Office:** **Room:**	325-E Stillman Hall
Phone:	614-247-2094	**Time:**	
Email:	kagotho.1@osu.edu	**Office hours:**	

Level of Instruction/Credit Hours: Undergraduate and Graduate/3 credit hours

Required Texts and Readings
Ehrenreich, B. (2011). Nickel and Dimed. *A Holt Paperback. New York*.

Readings not available for download online will be posted on Carmen Canvas.

COURSE DESCRIPTION

This course examines the nature and dimensions of poverty and inequality in the United States and across the world, considers individual and social consequences of poverty, and examines historic and contemporary approaches to ameliorating poverty including review of major poverty and social welfare policy and programs. With

a focus on helping students understand why poverty matters to social workers, this course includes domestic and international definitions and rates of poverty and compares U.S. policies for addressing poverty to those around the globe. It examines various theories on the etiology of poverty and provides an overview on poverty sequalae across the lifespan. The course focuses broadly on the intertwined nature of poverty with a variety of other social problems within the U.S. and international contexts. Integrated throughout is a broad focus on anti-poverty programs and solutions at the local, national, and international levels.

Contents

Council on Social Work Education Course Competencies

This course targets the following Council on Social Work Core Competencies:

Competency 1: Demonstrate Ethical and Professional Behavior
- ➢ make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
- ➢ demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication

Competency 2: Engage Diversity and Difference in Practice
- ➢ apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- ➢ apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- ➢ apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- ➢ engage in practices that advance social, economic, and environmental justice

Competency 5: Engage in Policy Practice
- ➢ Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- ➢ assess how social welfare and economic policies impact the delivery of and access to social services
- ➢ apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Specific Course Objectives

Students successfully completing this course will:
1) Students understand the different ways in which poverty is defined and measured globally (Competency 2, 5)
2) Students understand and apply a variety of theoretical perspectives on the causes of and solutions to poverty (Competency 2)
3) Students demonstrate an understanding of the negative effects of poverty across the lifespan (Competency 5, 2)
4) Students will be critical of the social, economic, and political institutions that inform our response to poverty (Competency 2, 5)
5) Students will understand America's fragmented response to poverty (Competency 2, 3, 5)
6) Students will compare and contrast poverty responses from America and other nations (Competency 2, 5)
7) Students are aware of a variety of strategies for identifying and addressing poverty in social work settings (Competency 5)

General Education Learning Outcomes

This course fulfills the general requirements and expected learning outcomes for GE Themes.

Themes: General		
Goals	**Expected Learning Outcomes**	**In this course**

	Successful students are able to…	In this course, students…
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.	1.1. Engage in critical and logical thinking about the topic or idea of the theme.	1.1 Build skills needed to engage in critical and logical thinking about poverty as a global multidimensional phenomenon. Students interact with a variety of readings and resources that examine how poverty manifests across the life course and in both native-born and foreign-born communities.
	1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.	1.2 Engage in an *advanced, in-depth examination* of historical and contemporary factors related to global poverty by delving into a variety of readings and resources from diverse scholars and poverty practitioners.
GOAL 2: GOAL: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.	2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.	2.1. Engage in the exploration of each weekly topic through a combination of lectures, readings, podcast, discussions, and writing assignments to learn how to identity and describe an issue, articulate an argument, find evidence, and synthesize views or experiences verbally and in writing.
	2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	2.2. Gain a rigorous, critical, and self-aware engagement not only with poverty as a multidimensional concept and as it relates to global citizens, including stateless persons, internally displaced groups, refugees, and undocumented persons. Engage in critical interrogation of policies and social ideologies as they relate to these concepts.

Migration, Mobility, and Immobility Learning Outcomes

This course fulfills the specific requirements and expected learning outcomes for the GE Theme: Migration, Mobility, and Immobility (thereafter, MMI).

Themes: Migration, Mobility, and Immobility		
Goals	**Expected Learning Outcomes**	**Related course content**
	Successful students are able to…	In this course, students…
GOAL 1: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group	1.1. Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility (thereafter, MMI).	1.1. Examine migration, mobility, and immobility (MMI) as one of the factors central to understanding poverty as a global multidimensional phenomenon. The course considers the multiple disadvantages and deprivations persons living in poverty. Dimensions examined include income, assets, health, mental health, political and social exclusions, and education.

experiences, or artistic expression.	**1.2** Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.	1.2. Study multidimensional poverty through a transnational lens and understand manifestations of poverty over the life course and in special populations including stateless persons, internally displaced individuals, refugees, and undocumented migrants.
GOAL 2: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.	**2.1** Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.	2.1. Students are challenged to provide critique on how legal and political definitions of MMI align or run counter to the social justice mission of the profession of social work.
	2.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.	2.2. Read, watch, and engage with multiple scholarly and community interpretations of poverty as a multidimensional concept on aspects of MMI

Method of Instruction

This is an online course with weekly synchronous in Stillman Hall 135 every Tuesday 11am-1:45pm.   Readings, synchronous lectures, asynchronous presentations, videos, and online class discussions will be utilized. This course is designed to facilitate substantive discourse, engagement, and interaction between the instructor and students. The instructor will provide weekly interaction/feedback via Carmen facilitated discussions/assignments, announcements, virtual office hours, scheduled Zoom sessions. In addition, time will be provided throughout the course for student breakout work rooms to provide students with designated time to conceptualize, research, and write/create the assignments. During these breakout sessions, the instructor will visit with each group to answer group specific questions, provide feedback, and point students to resources that may be of interest. Given that a significant amount of learning occurs in the small group setting, students are expected to attend and participate fully in group breakout rooms and maintain constant communication with team members outside of the classroom. Students are encouraged to reach out to the instructor if conflicts arise which the group cannot resolve on its own. Instructor-student interaction occurs at a minimum, weekly and is designed to be initiated by either.

Course Technology Requirements

The following tools will be used in CarmenCanvas to facilitate learning. (1) **Carmen Zoom**, all office hours will be held via Zoom as will class sessions in the eventuality that OSU or CSW moves us back into virtual learning. Students are encouraged to use this platform during group meetings which occur outside of regular class time. (2) **Course Modules**, assigned and additional class readings will be posted prior to each class, weekly class PowerPoint, guest lecture resources will be posted after the conclusion of each session, (3) **Announcements**, in addition to an instructor generated email, class announcements will be posted on the CarmenCanvas page, (4) **Assignment Tab**, all assignments must be submitted via CarmenCanvas. Please note that written assignments will be reviewed using Turnitin software, (5) **Grades Tab**, after grading of each individual assignment is

completed, grades will be posted on the CarmenCanvas gradebook, (6) **Discussions Section**, although this class does not require weekly discussion posts, students will receive an alert when a class discussion is initiated by the instructor. This forum will be used to debate, examine issues that emerge from the class material. Students are encouraged to be thoughtful in their responses and to engage respectfully with their peers

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)
- When scheduled 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

- Perusall account course code **KAGOTHO-EEM78**
- 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.

Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

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.

For further information, and **if you have never read it before**, please visit the Ten Suggestions for Preserving Academic Integrity .

Attendance Policy

Continuous engagement with this course is essential to learning the material. Students are expected to attend class and engage with assignments and discussion prompts for every scheduled meeting, participating at least once per week for courses with fully remote participation. Students who need to miss class or who are not able to participate due to illness (COVID-19 or other illnesses), exposure to COVID-19, care for family members exposed to COVID-19 or other reasons are expected to contact the instructor as soon as possible to arrange for accommodation. Students in special situations or those requiring specific, long-term or other accommodation should seek support from appropriate university offices including but not limited to: Student Advocacy, Student Life Disability Services and the Office of Institutional Equity.

Attendance in your courses is an essential part of your social work education and professional development. Any absence deprives you of the opportunity to interact with your instructor and fellow students and interferes with your ability fully acquire the knowledge and skills required for successful social work practice. Although students may occasionally need to miss class, missing more than 25% of the class contact hours in a semester significantly detracts from your ability to master the course content. I will deduct points for absences (see COVID-19 accommodations above) and **if you must miss more than 25% of the class time you may be required to withdraw from the course** and return to your studies when you are able to fully participate in your coursework.

More information about the attendance policies, conditions for seeking an Incomplete (I) in a course, and options for withdrawing from courses can be found at: http://csw.osu.edu/degrees-programs/important-deadlines/.

Incomplete Policy

"I" (Incomplete) course grades will be considered only in relation to emergency and hardship situations and a request for such a grade option must be discussed with the instructor prior to the final week of the course. A time for completion of the incomplete work will be established in consultation between the instructor and student; this may not be the maximum time permitted by University policies governing grades of "Incomplete" but will depend on situational circumstances. University policies governing the circumstances under which "I" grades are given and deadlines for completion will be adhered to.

Students should note that when an "I" grade with an alternate grade of "E" is assigned in a course which is a prerequisite to a required course which the student must take the next semester, all course requirements for the "I" must be completed before the end of the second week of the next semester.

Late Assignments

Unless there are extenuating circumstances, **I will not accept late assignments**. Even with prior approval late assignments may be penalized by **10 percent** of the grade every 24-hour period it is late.

Course Evaluation by Students

Student evaluation of courses and instructors constitutes an important aspect of the College's quality review process. Students will have the opportunity to evaluate the course through the online Student Evaluation of Instruction (SEI). To encourage participation in the SEI process all students (irrespective of completing an SEI) receive 1% towards their final grade.

AN INCLUSIVE CLASSROOM EXPERIENCE

Mental Health

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol or drug problems, feeling down, difficulty concentrating, or lack of motivation. These mental health-related concerns or stressful events may lead to diminished academic performance or reduce your 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. Student Life's Counseling and Consultation Service (CCS) developed a partnership to provide direct access to mental health services within the College of Social Work with an embedded therapist. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the range of confidential services by contacting the College's embedded therapist, Vicki Fetterman, MSW, LISW, at fetterman.17@osu.edu or go to https://ccs.osu.edu/schedule-a-phone-screening/. This will enable Vicki, or one of her colleagues, to contact you to discuss needs, and to schedule for sessions when needed. You can also reach out directly to the **Office of Student Life's Counseling and Consultation Service (CCS):**

- Email: ccs@osu.edu
- Phone: 614-292-5766
- Visit **ccs.osu.edu**
- CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower.

All students **may access 24-hour emergency help through the following options:**
- **You can reach an on-call counselor at 614-292-5766.**
- 24/7 National Suicide Prevention Hotline: 1-800-273-TALK or http://suicidepreventionlifeline.org
- The Crisis Text Line at TALK to 741741

Regional campus and online students may contact the College's embedded clinician, Vicki Fetterman, at fetterman.17@osu.edu, for referrals and resources in their area.

Student Exceptional Circumstances

From time to time students will experience a truly exceptional circumstance (e.g., death of a close family member, victim of crime) and University policy does allow for accommodations in these circumstances to allow the student to be successful in their studies. If a student is impacted by such an event, they will be expected to contact the **Student Advocacy Center** on campus, register with their services, and document the event with the SAC. Then in coordination with the SAC, the instructor will work with the student to develop a plan for success in completing the class.

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, Kellie Brennan, 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**.

Students with Disabilities

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue. The College of Social Work's Access Specialist is Kelly Bonice, MSW, LSW (bonice.3@osu.edu).

Diversity Statement

ALL RELIGIONS, GENDER EXPRESSIONS, NATIONALITIES, SEXUAL ORIENTATIONS, ABILITIES, RACES AND AGES **ARE WELCOME HERE**

THE OHIO STATE UNIVERSITY
COLLEGE OF SOCIAL WORK

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.

The Office of Institutional Equity (OIE) at Ohio State 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**

COURSE SCHEDULE AND CONTENT[1]

Section I: Poverty—An Overview

Week 1&2: Definitions
- What is poverty? Who is in poverty, and why?
- Definitions and conceptualizations
- Values and ideology
- Components of poverty—social, political, economic, environmental
- Migration, mobility, and immobility as a central factor to understanding poverty

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[1] Readings listed in the order they will be discussed in class

Group A Readings:
Iceland, J. (2013). Poverty in America: A handbook. Univ of California Press.
　　　　Chapter 2: Early views of poverty in America
Rank, M. (2020) Alleviating Poverty. In M.R. Rank (Ed.) Toward a Livable Life. A 21st Century Agenda for
　　　　Social Work (pp45-69). New York: Oxford University Press
Semega, J. L., Kollar, M.A.Shrider, E.A., & Creamer, J.F. (2020) Income and Poverty in the United States: 2019.
　　　　U.S. Government Printing Office, Washington, DC. Retrieved from
　　　　https://www.census.gov/content/dam/Census/library/publications/2020/demo/p60-270.pdf
　　　　　　➢ Read Pages 1-19

Group B Readings:
Finn, J. & Jacobson, M. (2013) Social Justice. Encyclopedia of Social Work. 2013 doi:
　　　　10.1093/acrefore/9780199975839.013.364
Schiller, Bradley R. 2008. "Inequality," Chapter 2 (pp. 18-36) in *The Economics of Poverty and
　　　　Discrimination*, 10th edition. Upper Saddle River, NJ: Prentice Hall.
Wagle, U. (2002). Rethinking poverty: Definition and measurement. *International Social Science
　　　　Journal*. *54* (171), 155-165.

Group C Readings:
UNDP (2017) Sustainable development goals. Retrieved from
　　　　https://www.un.org/sustainabledevelopment/sustainable-development-goals/ (explore the 17 Sustainable
　　　　Development Goals)
Alkire, S., et al., (2020) Global Multidimensional Poverty Index 2020: Charting pathways out of multidimensional
　　　　poverty: Achieving the SDGs.
　　　　Retrieved from http://hdr.undp.org/sites/default/files/2020_mpi_report_en.pdf
　　　　　　➢ Section 1 pp1-17

Group D Readings:
Rector, R. E., & Johnson K.A. (2011). Backgrounder. Understanding Poverty in America: Surprising
　　　　Facts about America's Poor. No. 2607. Washington, D.C.: The Heritage Foundation. Read Executive
　　　　Summary, pp. 1-2. Retrieved from http://www.heritage.org/research/reports/2011/09/understanding-
　　　　poverty-in-the-united-states-surprising-facts-about-americas-poor
Boteach, M. & Cooper D. (2011). What You Need When You are Poor: Heritage Foundation Hasn't a
　　　　Clue. Washington, D.C. Center for American Progress. Retrieved from
　　　　http://www.americanprogress.org/issues/poverty/news/2011/08/05/10063/what-you-need-when-youre-
　　　　poor/
Recommended Readings
Glennerster, H. (2002). United States Poverty Studies and Poverty Measurement: The Past 25 Years.
　　　　Social Service Review. 76 (1), 81-107.
Lichter. D. T., &. Crowley M. L. (2002). American Attitudes about Poverty and the Poor. Retrieved
　　　　from https://www.prb.org/americanattitudesaboutpovertyandthepoor/

Section II: Theoretical Frameworks

Week 3: Etiological Theories
- Culture of poverty

- Biological Determinism perspective Introduction to economic, sociological theories

Gajdosikiene, I. (2004). Oscar Lewis' culture of poverty: critique and further development. *Sociologija. Mintis irveiksmas*, (01), 88-96.

Beverly, S., Sherraden, M., Zhan, M., Williams Shanks, T., Nam, Y., & Cramer, R. (2008). Determinants of asset building. *Urban Institute Poor Finances Series*. Washington, DC: The Urban Institute.
   - ➢ II. Theories of the determinants of asset building page 2-8

> ## GUEST SPEAKER
>
> Dr. Alicia Bunger. Demystifying Team Writing

Week 4: Assets Theory & the Capability Approach
- Economic mobility and immobility

> ## A QUICK REVIEW
>
> U.S. Census Bureau (nd). The history of the official poverty measure. Retrieved from
> https://www.census.gov/topics/income-poverty/poverty/about/history-of-the-poverty-measure.html
> Last revised: December 11, 2019
>
> U.S. Census Bureau (2017). How the Census Bureau measures poverty. Retrieved from
> https://www.census.gov/topics/income-poverty/poverty/guidance/poverty-measures.html
> Last revised: August 20, 2020

- Asset Theory—and the asset building paradigm
- Capabilities and Functionings
- The human development paradigm—moving from MDGs to SDGs

Schreiner, M., & Sherraden, M. W. (2007). *Can The Poor Save? Saving & Asset Building in Individual Development Accounts*. Transaction Publishers. Chapter 2: A theory of saving & asset building by the poor in IDAs

Robeyns, I. (2005). The capability approach: A theoretical survey. *Journal of Human Development*, *6*(1), 93-117. doi.org/10.1080/146498805200034266
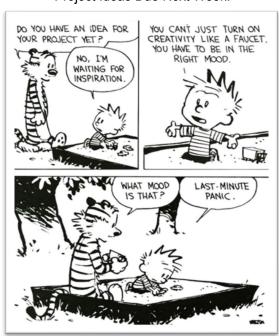
Recommended Readings

Beverly, S., Sherraden, M., Zhan, M., Williams Shanks, T., Nam, Y., & Cramer, R. (2008). Determinants of asset building. *Urban Institute Poor Finances Series*. Washington, DC: The Urban Institute.
   - ➢ III. Conceptual framework for the determinants of asset building

Halpern, P. (2008). Refugee Economic Self-Sufficiency: An Exploratory Study Of Approaches Used In Office Of Refugee Resettlement Programs. DHHS. Retrieved from
https://aspe.hhs.gov/sites/default/files/migrated_legacy_files/42911/report.pdf
   - ➢ Selected ORR Discretionary Programs. Individual Development Programs (p 56-60)

Gray, K., Clancy, M., Sherraden, M. S., Wagner, K., & Miller-Cribbs, J. (2012). Interviews with mothers of young children in the SEED for Oklahoma Kids college savings experiment. In *CSD Report No. 12-53*. Center for Social Development at Washington University St. Louis, MO. Executive Summary pp vii-x1

Robeyns, I. (2009). Capability approach. In Peil, J., & van Staveren, I. (Eds.). *Handbook of Economics and Ethics*, (pp 39-46) Edward Elgar Publishing

Project Ideas Due Next Week!

Section III: Poverty Across the Lifespan

Part 1: Children and Youth

Week 5: Status of children in poverty
- Rates of poverty in this group
- Intergenerational immobility
- Consequences (focus on nutrition and education)
- Refugee and migrant families – impact of displacement on children

Child Trends (2021) Child Poverty Increased Nationally During COVID, Especially Among Latino and Black Children. Retrieved from https://www.childtrends.org/publications/child-poverty-increased-nationally-during-covid-especially-among-latino-and-black-children

UNICEF (2019). The state of the world's children 2019. Children, food, and nutrition. Growing well in a changing world. Retrieved from https://www.unicef.org/media/60811/file/SOWC-2019-Exec-summary.pdf

Magnuson, K.& Votruba-Drzal, E. (2009). Enduring influences of childhood poverty. In M. Cancian & S. Danziger (Eds.) *Changing Poverty, Changing Policies.* New York: Russell Sage Foundation. pp.153-179.

Recommended Readings
PBS Frontline Documentary "Poor Kids: Poverty through the Eyes of Children," 2012 (53 mins.)

Kwon, D. (2015) Poverty Disturbs Children's Brain Development and Academic Performance.
Scientific American, July 22, 2015. Retrieved from http://www.scientificamerican.com/article/poverty-disturbs-children-s-brain-development-and-academic-performance

Week 6: Strategies for reducing and addressing poverty for children and youth
- Domestic policies
    - Early childhood and education programs [Raising of America documentary]
    - WIC, school feeding programs, SNAP [foodstamped.com]
- International policies
    - Paid parental leave
    - Cash transfers
    - Graduation programs

Group A: Nutrition polices

GUEST SPEAKER

Patriciah Machio

USDA. (2021) About WIC. Retrieved from https://www.fns.usda.gov/wic/about-wic
    -WIC at a glance
    -WIC's mission
    -How WIC helps
USDA. (2019) National- and State-Level Estimates of WIC Eligibility and WIC Program Reach in 2018 With Updated Estimates for 2016 and 2017
    ➢ National WIC Eligibility https://www.fns.usda.gov/wic/eligibility-and-coverage-rates-2018#1
    ➢ National WIC eligibility by race and Hispanic/Latino ethnicity over time https://www.fns.usda.gov/wic/eligibility-and-coverage-rates-2018#3
    ➢ 2018 Coverage rates by state in 2018 https://www.fns.usda.gov/wic/eligibility-and-coverage-rates-2018#5
USDA. (2019) Characteristics of Supplemental Nutrition Assistance Program Households: Fiscal Year 2019 Retrieved https://fns-prod.azureedge.net/sites/default/files/resource-files/Characteristics2019-Summary-1.pdf

Group B. Family leave policies
Deahl, J. (2016). Countries Around The World Beat The U.S. On Paid Parental Leave. Retrieved from http://www.npr.org/2016/10/06/495839588/countries-around-the-world-beat-the-u-s-on-paid-parental-leave
Moss, P. (2018). Parental leave and beyond: some reflections on 30 years of international networking. _RES. Revista Española de Sociología_, (27), 15-24.
Nandi, A., Jahagirdar, D., Dimitris, M. C., Labrecque, J. A., Strumpf, E. C., Kaufman, J. S., ... & Heymann, S. J. (2018). The impact of parental and medical leave policies on socioeconomic and health outcomes in OECD countries: a systematic review of the empirical literature. _The Milbank Quarterly_, _96_(3), 434-471.

Group C: Graduation Programs

Karimli, L., Bose, B., & Kagotho, N. (2019). Integrated graduation program and its effect on women and household economic-wellbeing: Findings from a randomized controlled trial in Burkina Faso**.** *Journal of Development Studies*

Recommended Readings
USDA (2019) An Estimate of Potential Identity Theft In SNAP In Two States. Retrieved from https://fns-prod.azureedge.net/sites/default/files/resource-files/SNAP-Potential-IdentityTheft.pdf Summary (pp 1-2)

Week 7: Status of young adults in poverty
- Good debt, Bad debt
- When work does not pay (enough)
- Forced migration due to poverty, unemployment
- Education as a contributor to intergenerational income mobility/immobility
- Undocumented college students

CFPB (2017) What is a payday loan? https://www.consumerfinance.gov/ask-cfpb/what-is-a-payday-loan-en-1567/
CFPB (2017) What are the costs and fees for a payday loan?
        https://www.consumerfinance.gov/ask-cfpb/what-are-the-costs-and-fees-for-a-payday-loan-en-1589/
Institute for College Access & Success (2019). Student Debt and the Class of 2019.
        Retrieved from https://ticas.org/wp-content/uploads/2020/10/classof2019.pdf
Leonard Lopate (2016). Leonard Lopate Show [Radio show]. How for-profit colleges contribute to growing inequality. Tressie McMillan Cottom. WNYC. Retrieved from http://www.wnyc.org/story/how-for-profit-colleges-contribute-growing-inequality/
Grosz, M., & Hines, A. (2021) Granting In-State Tuition to Undocumented Students Increases Their Rates of College Attendance. Center for Poverty & Inequality Research. Retrieved from https://poverty.ucdavis.edu/sites/main/files/file-attachments/hines_grosz_undocumented_students_brief.pdf?1611781753

Part 2: Adults
Week 8: Status of adults in poverty
- The working poor
- Standard vs nonstandard work—the gig economy
- Workforce mobility and immobility

Ehrenreich, B. (2011). Nickel and Dimed. *A Holt Paperback. New York*.
Recommended readings
Sabia, J. J., & Nielsen, R. B. (2015). Minimum wages, poverty, and material hardship: new evidence from the SIPP. Review of Economics of the Household, 13(1), 95-134

Week 9: Status of adults in poverty (continued)
- Feminization of poverty
- Migration of women
  - Voluntary
  - Forced - fleeing conflict, persecution, environmental degradation
  - Economic survival

> **GUEST SPEAKER**
>
> Dr. Bipasha Biswas: The God of Death Takes Half of Our
> Children: Experiences of Women in the Sundarbans

Ehrenreich, B. (2011). Nickel and Dimed. A Holt Paperback. New York.

Edin, K. & Lein, L. (1996). Work, welfare and single mothers' economic survival strategies.
  American Sociological Review. 61, 253-266.

World Economic Forum (2018). Global Gender Gap Report, 2018. Key Findings pp vii-viii.
  http://www3.weforum.org/docs/WEF_GGGR_2018.pdf

Recommended readings

Biswas, B. (2013). " The God of Death Takes Half of Our Children": Health of Women and Children in the
  Sundarbans Islands. *Journal of health care for the poor and underserved*, *24*(2), 730-740.

Chant, S. (2008). The 'Feminisation of Poverty' and the 'Feminisation' of Anti-Poverty Programmes: Room for
  Revision? *The Journal of Development Studies, 44*(2), 165-197.

Goldberg, G. S. (Ed.). (2009). *Poor women in rich nations: A cross-national study of feminised
  poverty.* New York: Oxford University Press
  Chapter 9: Feminized poverty in the United States: Any surprises?

UNWOMEN (2018) Annual Report 2018-19.
  Retrieved https://www2.unwomen.org/-/media/annual%20report/attachments/sections/library/2019/un-women-annual-report-2018-2019-en.pdf?vs=4621

Week 10: Strategies for reducing and addressing poverty for adults
- Domestic policies
    - Retraining programs
    - TANF
    - EITC
- International policies
    - Microfinance (microcredit,(un)conditional cash transfers, asset transfers)

Matthews, Dylan. 2016. "If the goal was to get rid of poverty, we failed: the legacy of the 1996 welfare
  reform." Vox. http://www.vox.com/2016/6/20/11789988/clintons-welfare-reform

Microfinance Barometer 2016. Sustainable development goals: what are the stakes for microfinance?
  Retrieved from http://www.convergences.org/wp-content/uploads/2016/09/BMF-EN-FINAL-2016-Version-web.pdf.
  Pages 2-3 Key figures of financial inclusion
  Select one special report—health, food security, education, energy, habitat, microfinance in France and
  Europe.

Part 3: Older adults
Week 11: Status of older adults in poverty
- Rates of poverty in this group
- Consequences
    - Health

- o Social isolation
- o Immobility
- Domestic policies
  - o Medicaid/Medicare
  - o Social Security
- International policies
  - o Cash transfers to older adults
- Older adult immigrants

Group A: The numbers

Bergeron, R. (2009). Old and poor: America's hidden problem. In A. Broussard & A. Joseph (Eds.) *Family Poverty in Diverse Contexts.* New York: Routledge. pp. 167-183.

World Health Organization. (2021). Global Report on Ageism. Retrieved from https://www.who.int/publications/i/item/9789240020504

Fernando Chang-Muy, J. D., & Congress, E. P. (Eds.). (2015). Social work with immigrants and refugees: Legal issues, clinical skills, and advocacy. Springer Publishing Company.
Chapter 12: Older adult immigrants in the United States: Issues and services

Group B: Policy response

Karger, H. J., & Stoesz, D. (2013). American social welfare policy: A pluralist approach. Pearson.
Chapter 10: Social Insurance Programs

SSA (2021) Medicare. Retrieved from https://www.ssa.gov/pubs/EN-05-10043.pdf
Pp1-8

Samson, M. (2012). The design and implementation of social pensions for older persons in Asia. In S.W. Handayani & B. Babajanian (Eds.), *Social Protection for Older Persons: Social Pensions in Asia*. Philippines. Asian Development Bank

Section IV: Special Topics in Poverty

Week 12: Poverty among foreign-born, and internally displaced populations

- Rates of poverty in this group
- An overview of a 'world in motion'
- Local policies—refugee resettlement policies

Group A: Forced Migration—IDPs & Stateless Persons

UNHCR (2019) UNHCR Global Trends: Forced Displacement in 2020. Global forced displacement trends. Retrieved https://www.unhcr.org/flagship-reports/globaltrends/

Guay, J., (2016). How Being Stateless Makes You Poor. Foreign Policy. Retrieved from https://foreignpolicy.com/2016/06/30/how-being-stateless-makes-you-poor/

Lein, L. (2015) Still waiting for help: the lessons of Hurricane Katrina on poverty. Retrieved from https://theconversation.com/still-waiting-for-help-the-lessons-of-hurricane-katrina-on-poverty-46666

Group B: Migration & Poverty in the U.S.

MPI (2020). Frequently Requested Statistics on Immigrants and Immigration in the United States. Retrieved from https://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states

Card, D., & Raphael, S. (Eds.). (2013). Immigration, poverty, and socioeconomic inequality. Russell Sage Foundation.

> ➢ Chapter 10 Sarah Bohn, S. & Lofstrom, M. Employment Effects of State Legislation

Stuesse, A., & Dollar, N.T. (2020). Who are America's meat and poultry workers? Economic Policy Institute. Retrieved from https://www.epi.org/blog/meat-and-poultry-worker-demographics/

Week 13: Rural poverty
- Rates of poverty in this group
- The hidden poor
- <u>Geographic mobility and immobility among the rural poor</u>
- How policies have disenfranchised rural America

Slovak, K. & Carlson, K. (2009). The dynamics of rural poverty. In A. Broussard & A. Joseph (Eds.) *Family Poverty in Diverse Contexts.* New York: Routledge. pp. 64-77.

Keyes, K. M., Cerdá, M., Brady, J. E., Havens, J. R., & Galea, S. (2014). Understanding the rural–urban differences in nonmedical prescription opioid use and abuse in the United States. *American journal of public health*, *104*(2), e52-e59.

Week 14: Video Presentations

ASSIGNMENTS

Grading Scale
The course grading scale follows the OSU standard grading scheme:

A = 93-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%
A- = 90-92%	B = 83-86%	C = 73-76%	D = 60-66%
	B- = 80-82%	C- = 70-72%	E = 0-59%

Assignment Timetable
Please see Assignment Sheets on Carmen Canvas for detailed assignment and grading instructions.

Assignment	Brief Description	Due	Weight
Week 1	Review and annotate course outline on Perusall	Week 1	0%
Participation (competency 1)	Students are expected to complete all assigned readings and attend and actively participate in class	Weekly	14%
Course evaluation	All students receive a grade for evaluating the course	Week 14	1%
Assignment #1. Concept Paper [group assignment proposal & plan] (competencies 1-2; course objective 1-3)	This is the first section of your group assignment. Working in groups of no more than three, students will identify the poverty related problem they plan to focus on this semester. Students are encouraged, but not required, to focus their efforts on any of the interest groups addressed in the course (see course outline pages 9-13). In 900-1000 words (approx. 3 pages) students will write-up a concept on a focal problem area and propose a programatic or policy intervention. The document should also include a workplan (not included in final word count) which is a breakdown of each member's proposed contribution to the final assignment	Week 5 Sept 21st	10%

Assignment #2. Quiz	Short closed book quiz. Covers weeks 1-6 including material from the class text (Ehrenreich, 2011).	Week 7 Oct 5th	25%
Assignment #3. Mini Proposal (competencies 1,3, and 5; course objectives 1-5, 7)	This 15-20 page mini-proposal provides a well conceptualized innovative programmatic/policy solution to poverty informed social problem. Students are expected to consider class content on domestic and international poverty alleviation and eradication strategies. In this mini proposal, teams will present a well-defined problem, examine what the literature states about the problem, previous attempts at addressing the problem, and draw on theory to propose a programmatic/policy solution. Assignments will be evaluated on the problem statement, integration of theory, innovative solutions, and the feasibility of the proposed program/policy. Teams are encouraged to keep their ideas simple.	Week 13 Nov 16th	35%
Video Presentation (competencies 1,5; course objectives 1-5, 7)	This short (2-4 minute) video is designed to present the information proposed in the mini proposal in a simple and accessible format.	Week 14 Nov 23rd	15%

An Intervention to Address a Poverty Informed Social Problem

Working in groups of no more than three (3), students will identify a poverty related problem, and then propose, and develop an innovative multidimensional programmatic /policy solution. Students are expected to take into account everything learned about domestic and international poverty alleviation and eradication strategies; what has worked and what hasn't, and draw from theory to propose a programmatic or policy solution. Students are encouraged, but not required, to focus their efforts on any of the interest groups addressed in the course (see course outline page 9-13). This three-part assignment is intended to help students think critically about poverty and identify a multidimensional solution. This assignment is also designed to cultivate team writing skills which are imperative in a field that addresses a problem as complex as poverty.

Given the time commitment required to create strong group assignments, a portion of the class sessions will be dedicated to group activities. This classroom model will allow for a collaborative learning environment where students interactively integrate course material into their assignments. This format will also provide the professor with the opportunity to give individualized feedback and suggest additional readings pertinent to each group's focus.

A: Concept Paper (10%) Due Week 4

This concept paper is the first section of your group assignment. Concept papers provide the basic ideas for the proposed intervention/grant. The concept paper not only provides a brief problem statement, and a proposed solution, but is also used to document each partner's responsibilities in getting the project accomplished.

The group will identify a poverty related problem they plan to focus on throughout the semester. In approximately 900-1000 words (approx. 3-4 pages), students will submit a short concept paper proposing a focal problem area and an identified plan to address the problem. Groups are evaluated on integration of theory, program innovation, and feasibility of the proposed intervention. Please keep your ideas simple.

The following synchronous and asynchronous activities help students self-select into work groups and select a poverty related problem. These will include a weekly review of student ideas and a guest on best practices in creating and working in teams in social work. Breakout rooms will be created in weeks 2 and 3 to provide students with protected class time to write.

Use a clear and systematic approach to:
- Identify a poverty related problem (provide a clear definition)
- The etiology of the problem
- Which individuals/groups/communities are affected by the problem
- Determine what needs to change to address this problem
- Propose a possible intervention, the end goal(s) and any unintended consequences that you foresee

As an addendum, each assignment must include a section detailing each group member's <u>proposed</u> contribution to the final assignment

B. Final Mini-Proposal (35%) Due Week 13

This 15-20 page mini-proposal provides detailed content on the group's proposed intervention. The mini proposal must include:

1. Introduction: provide a succinct overview of the social problem and proposed project. Identify the population/community affected by the problem, the goal of the project, and the approach you will take (recommended 1 page)
2. Statement of the problem and the literature review: This section should include a strong literature review detailing what is known about the problem and the community it affects. Identify current gaps in knowledge. Introduce and discuss theory to explain the social problem and/or theory that will inform the intervention (recommended 7-10 pages).
3. Intervention: this section provides detailed information on the novel approach (a policy or a program) proposed to address the problem. Provide a description to indicate why this solution is best suited to address this problem. This should include a discussion of all major elements of the proposed intervention. Be sure to include project goals and objectives, which are feasible and measurable (recommended 4-5 pages)
4. The team: detail the team's qualifications (past coursework, field experience, experience, etc.). Then delineate each member's role in putting together the project (recommended 1-1.5 pages)

The following sections are part of full proposals but will not be included in this assignment
- Project evaluation (not included in this assignment)
- Project budget (not included in this assignment)
- Project timeline (not included in this assignment)
- Team bios (not included in this assignment)

The following synchronous and asynchronous activities are planned to will help students complete this assignment. Breakout rooms will be used weeks 6-12 to provide students with protected class time they can use for group research and writing. To guide students in their work, brief weekly presentations on how to write sections of the assignment will be provided: (1) how to write a good problem statement, (2) tips for conducting a literature review through the OSU library system, (3) creating a simple conceptual model.

C. Public Service Announcement Video (15%) Due Week 14

The aim of this video is to inform your target audience of the <u>proposed intervention</u>. This video presentation is designed to present complex information in a simple format that is easily accessible. Once the group identifies an <u>appropriate audience</u> (policy makers, practitioners, community members, etc.), produce a short video (about 2 minutes) that provides clear and easy-to-follow information on the poverty informed issue and the proposed intervention.

Bonus Instructions
- Be creative and have fun 😊

GUEST SPEAKERS

Dr. Bipasha Biswas

Dr. Bipasha Biswas is an associate professor at Eastern Washington University working on maternal and child health concerns in rural India and immigrant integration in Spokane Washington. Dr. Biswas' presentation is based on her participation in disaster relief and recovery work which she undertook three weeks after a deadly cyclone had passed through the Indian delta region. Working alongside health professionals, her efforts included a strength-based training approach with women in the region aimed at decreasing maternal and neonatal mortalities and improving morbidity conditions.

Dr. Alicia Bunger

Dr. Bunger is an associate professor at the Ohio State University College of Social Work. She studies collaboration among human service organizations and systems (essentially, how social workers and organizations work in teams) to deliver high quality services to communities. To carry out these studies, she often works in teams comprised of other researchers, students, and community partners. As a team leader, or team member, Bunger has come to appreciate the way teamwork can lead to impact when we are open to learning and working through challenges.

Patriciah Machio

Patriciah Machio an advocate of the High Court of Kenya and the executive director Terry's Childs Support and Resource Center in Machakos, Kenya.

GE Theme: Migration, Mobility, and Immobility
Social Work 5030 Global Social Work Perspectives on Poverty and Inequality
College of Social Work

Overview
Each category of the General Education (GE) has specific learning goals and Expected Learning outcomes that connect to the big picture goals of the program. Expected Learning Outcomes (ELOs) describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course.

The prompts below provide the goals of the GE Themes and seek information about which activities (discussions, readings, lectures, assignments) provide opportunities for students to achieve the ELO's associated with that goal. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing "readings" without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form.

Goals and ELOs shared by *all* Themes
Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

For each of the ELOs below, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO. If the specific information is listed on the syllabus, it is appropriate to point to that document. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

ELO 1.1 Engage in critical and logical thinking.	This course will build skills needed to engage in critical and logical thinking about poverty as a global multidimensional phenomenon. As a global course, students are expected to understand how poverty manifests in both native and diaspora communities, and how the movement of people (locally and transnationally) impacts their wellbeing.
	– Engagement in class discussions and debate on the social, economic, environmental, and political institutions that inform a global response to poverty. These engagements require students to consider each concept's multiple dimensions by taking into consideration the diverse formal and informal institutions that inform society's response to poverty.
	– Preparation of at least one class lecture on the different ways in which poverty is defined and measured globally

	– Completion of a semester-long group assignment that proposes a poverty related programmatic or policy intervention. Students are encouraged to focus on a specific population group including but not limited to refugees, asylum seekers, internally displaced (IDPs), stateless, and/or economic migrants/immigrants.
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.	This class engages in an *advanced, in-depth examination* of historical and contemporary factors related to global multidimensional poverty by exploring the following interrelated topics: – Definition of multidimensional poverty—including local and international indicators of migrating and mobile communities. – Poverty across the life course—including experiences of foreign-born children, young adults, and older adults in the United States – Poverty and special populations—including experiences of stateless persons, internally displaced communities, and undocumented migrants.
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions. Lecture Course materials come from a variety of sources (peer reviewed articles, organizational reports, community reports, podcasts, documentaries, etc.) to help students examine the nature and dimensions of poverty and inequality across the world informed by a life course perspective. Each of the four course sections, spread over 13 weeks of lectures offer opportunities for critical debate on both accepted and contentious concepts. The course offers at least three guest lectures with at least one residing and working internationally or engaged in practice locally with immigrant/migrant populations. Guest lectures include community practitioners and non-academics who are expert in the areas of practice to increase students' interaction with indigenous sources of knowledge. Readings and Resources The course draws from diverse resources including books, peer reviewed articles, organizational reports, community reports, podcasts, and documentaries. Resources include material on the global movements of people with particular focus on IDPs and stateless populations, groups which are often under-studied in the migration literature but who nevertheless face unique poverty related challenges. Although published several years ago, the current course book *"Ehrenreich, B. (2001). Nickel and dimed: On (not) getting by in America. New York: Metropolitan Books,"* provides an overview of poverty in the United States, with glimpses of the lives of working poor immigrant workers. Class Lectures

	Students are required to prepare and present a class lecture on a topic on the etiology of poverty and on the poverty sequalae across the lifespan.
	Class Discussions
	Students are expected to come to class each week prepared to engage in discussion and debate on all course readings and resources. Students are encouraged to present supplementary information from current affairs to enrich these weekly discussions.
	Jigsaw Classroom Activity Example:
	Poverty manifests differently among foreign-born, internally displaced, and stateless populations. Students are randomly assigned into reading groups and asked to interact with provided resources, summarize, and come to class prepared to present a short lecture to their peers. Students should be prepared to discuss how national policies (e.g., the US social welfare system) or international policy (e.g., the UN refugee protocol), determine the socio-economic wellbeing of these groups.
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	Working in groups of no more than three (3), students will identify a poverty related problem, and then propose, and develop an innovative multidimensional programmatic /policy solution. Students are expected to take into account everything learned about domestic and international poverty alleviation and eradication strategies; what has worked and what hasn't and draw from theory to propose a programmatic or policy solution. Students are encouraged, but not required, to focus their efforts on any of the interest groups addressed in the course. This three-part assignment is intended to help students think critically about poverty and identify a multidimensional solution. This 15-20 page mini proposal is designed to cultivate team writing skills which are imperative in a field that addresses a problem as complex as poverty. Students are also required to create an audio/visual product. The aim of this video is to inform and describe the proposed intervention to an identified target audience. This a short video (about 2 minutes) provides clear and easy-to-follow information on the poverty informed issue and the proposed intervention. Examples of past student proposed topics: 1. International Medical Graduate Program for refugee women residing in OH 2. Financial Literacy and Asset Building mobile app for migrant farmworkers

Goals and ELOs of "Migration, Mobility, and Immobility"

GOAL 1: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.

GOAL 2: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

For each ELO, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO. If the specific information is listed on the syllabus, it is appropriate to point to that document. The number of activities or emphasis within the course are expected to vary among ELOs. Examples from successful courses are shared below.

ELO 1.1 Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.	This course examines migration, mobility, and immobility (MMI) as one of the factors central to understanding poverty as a global multidimensional phenomenon. The course considers the multiple disadvantages and deprivations persons living in poverty. Dimensions examined include income, assets, health, mental health, political and social exclusions, and education. Therefore, MMI factors are woven across the course content. Throughout the course, multidimensional poverty is examined as an *antecedent* of local and global movements (e.g. week 4, Robeyns and Halpern readings; weeks 8-9, Ehrenreich, Sabia, Biswas, and World Economic Forum readings) as are the *consequences* of mobility on people's economic wellbeing (e.g. week 11, Ricardo Chang-Muy and all week 12 readings). Readings and assignments therefore focus on: Political and social: Definitions of immigrant/migrant populations including how legal definitions of these populations inform access to resources including economic, education, and social services. Environmental and cultural: Using a case study from Sundarbans, India students are urged to consider how intersecting issues of climate change and cultural norms around caste and nationality have informed local and international displacement. Economic and social: Readings and lectures examine the lived experiences of migrating communities including how poverty in sending countries precipitates movements across borders.

ELO 1.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.	Students are invited to examine poverty as a multidimensional concept through a transnational lens. Using class lectures, individual and group assignments, readings, and guest lectures, the course addresses poverty over the life course and in special populations. Topics specific to MMI are covered in the following weeks: <u>Poverty statistics:</u> The income status of foreign-born in the US (weeks 1, 2) Poverty status of immigrant children in the US (week 5) Status of displaced populations including stateless persons, IDPs, refugees and asylum seekers (week 12) <u>Theory:</u> Theories that inform poverty interventions including Asset Building Theory and its influence on interventions for refugees in the United States (week 4) <u>Education:</u> The role educational supports for undocumented college students and social functioning (week 7) <u>Employment:</u> Experiences of foreign-born workers in low-wage industries including the poultry and meatpacking industries in rural America (weeks 8, 12) <u>Climate change and displacement:</u> Changing climate in the Sundarbans and impact on food security, health access, and income stability (week 9) <u>Social service access and utilization:</u> Social safety net and other human services targeting foreign-born children and older adults in the United States including health and mental health (weeks 5, 11)
ELO 2.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.	Some aspects of social and political attitudes, beliefs, behaviors, and institutional values related to MMI examined in this course include: – Students discuss how <u>legal definitions</u> applied to different categories of migrating groups determine economic and other social services offered to these groups (e.g. week 1: Rank, Schiller, Wagle, Rector, Boteach readings) – Students are challenged to provide a critique of how these legal and political definitions align with or run counter to the <u>social and economic justice</u> mission of the profession of social work. Examples of debates students engage in include: (1) should undocumented children receive social service supports including food stamps, WIC, TANF assistance, (2) should undocumented youth qualify for in-state tuition, (3)

	how do we ensure worker protections are enjoyed by all workers including undocumented migrants, and (4) what obligations do countries have to ensure the economic stability of stateless individuals living within their borders?
	– Guest lecture by Dr. Bipasha Biswas engages students around colonial histories, climate change, and cultural prejudice in the <u>displacement and intergenerational poverty</u> of communities living in ecologically fragile regions (see syllabus, p. 20)
ELO 2.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.	As evident from the topics described under ELO 2.1, the course expects students to engage in debate around multidimensional poverty as it relates to MMI. To this end a variety of resources are made available to students. – Given the fluidity of the poverty literature and the pace at which social, political, and environmental crises globally inform the economic wellbeing of communities globally, this course draws heavily from a variety of resources. Approximately 60% of the resources students interact with are annually updated international and organizational reports, podcasts, and news articles. The rest of the material consists of seminal research articles, books, and other current peer-reviewed sources. – Students are also encouraged to submit readings for class discussion they may have come across in their research. At the beginning of each class, the professor provides space for students wishing to lead these spontaneous discussions/debates. Small and large group discussions in class, annotation assignments, a paper assignment, and a presentation assignment ensure that students develop the capacity to explain and critique representations of immigrants in discussions of poverty (see syllabus, pp. 17-20).