SOC-2070: POVERTY IN THE UNITED STATES

Cuyahoga Community College

Viewing: SOC-2070 : Poverty in the United States
Board of Trustees:
March 2019

Academic Term:
Fall 2019

Subject Code
SOC - Sociology

Course Number:
2070

Title:
Poverty in the United States

Catalog Description:
Survey of social and personal dimensions of poverty in the United States regarding individuals, groups and larger communities. For persons wishing to develop in-depth understanding and skills development regarding the impact of poverty. Designed for students interested in social work, education, nursing and other health related disciplines.

Credit Hour(s):
3

Lecture Hour(s):
3

Requisites

Prerequisite and Corequisite
SOC-1010 Introductory Sociology or SOC-2051 Introduction to Social Welfare, or SOC-2040 Introduction to Social Work.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.
For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online at http://www.tri-c.edu/accessprograms. Blackboard accessibility information is available at http://access.blackboard.com.
Eastern (216) 987-2052 - Voice
Metropolitan (216) 987-4344 – Voice. (216) 987-4048 – TTY.
Western (216) 987-5079 – Voice. (216) 987-5117 – TTY.
III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts.

Therefore, attendance is recorded in the following ways:

• For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

• For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College’s Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available athttp://www.tri-c.edu/student-resources/documents/studenthandbook.pdf You must also comply with the College's Zero Tolerance for Violence on College Property available athttp://www.tri-c.edu/policies-and-procedures/documents/3554-1-20-10-zero-tolerance-for-violence-policy.pdf

Outcomes

Course Outcome(s):

Analyze the human toll of poverty and related social problems as well as the development and delivery of social services designed to ameliorate them.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.
Objective(s):
1. Examine the various and contrasting definitions of poverty and comparable responses and “solutions”.
2. Discuss the extent, prevalence and the dynamics of poverty.
3. Identify the impact of income and wealth inequality on American poverty as well as poor people.
4. Analyze the structural processes and socioeconomic factors that, arguably, cause poverty as these can be distinguished from and yet be made relevant to the problems of individuals.
5. Examine poverty as a social problem; one that complicates the lives of racial and cultural minorities, gays, lesbians, bisexuals, the disabled and other persons with special needs.
6. Examine the role of social workers in the process of combating poverty.

Course Outcome(s):
Apply conceptual framework and critique social science material relative to income and wealth inequality and poverty as an American and global phenomenon.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):
1. Correlate the various aspects of poverty with both constructive and dysfunctional behaviors.
2. Analyze current issues, policies and attitudes toward poverty and poor people.
3. Examine the demographics of poverty and socioeconomics of the poor.
4. Discuss Affirmative Action as a policy in answer to American racial hegemony.
5. Examine poverty as it complicates the lives of racial and cultural minorities, gays, lesbians, the disabled and other persons with special needs.
6. Write a critical analysis of at least one issue relevant to poverty as an American and/or global phenomenon.
7. Review articles on a variety of current issues related to poverty in the United States.

Methods of Evaluation:
1. Oral participation in discussing assigned work
2. Outside projects
3. Panel Discussion
4. Oral Presentation
5. Critical Analysis Paper
6. Final grade may be based on:
   a. Oral participation
   b. Examinations
   c. Quality of projects
   d. Writing skills
   e. Role playing and other in-class assignments
   f. Instructor’s evaluation of student’s effort, interest, development and accomplishment during course.

Course Content Outline:
1. Definition of poverty
   a. Extent
   b. Prevalence
   c. Dynamics
   d. Demographics
   e. Government standards
      i. Currency
      ii. Applicability
   f. Poverty as a social problem for cultural minorities
2. Nature of poverty and discrimination
a. Impact of income
   i. Minimum wage
   ii. Quality of life
   iii. A living wage

b. Wealth inequality
   i. Global comparisons
      1. Quality of life
      2. Poverty definition
      3. Social safety net
         a. Pensions
         b. Government support
   ii. Issues related to politics and public policy
      1. Socioeconomics
      2. Rural poverty/place matters
      3. Urban poverty/place matters
      4. Criminalization of the poor

c. Socioeconomic factors
   i. Causal factors of social institutions
   ii. Causal factors of human behavior

d. Structural processes

3. Public Awareness
a. Opportunities cost for individuals
b. Social/Societal cost
   c. Attitudes towards poverty and poor people

4. Public programs and policies
a. Human agent
   i. Social Worker
   ii. Educators
   iii. Medical professionals
   iv. Legal professionals
   v. Public safety professionals
   vi. Religious leaders
   vii. Community leaders
b. Social Safety Net programs/policies
   i. Welfare
   ii. Medicaid
   iii. Medicare
   iv. Social Security
   v. Unemployment
   vi. Housing
   c. Legal and educational systems of the poor
      i. Criminal justice
      ii. Access to education
   d. Affirmative action

5. Mental/physical health of the poor
a. Maternal health care
   i. Lack of prenatal care
   ii. Nutrition issues
b. Infant health care
   i. Low birth weight
   ii. Sudden Infant Death Syndrome (SIDS)
   iii. Infant mortality rate

c. Nutrition issues
   i. Access: Food deserts
   ii. Education and awareness

d. Men’s health
   i. Mental
   ii. Physical

e. Women’s health
Resources


Resources Other

1. Textbooks and supplemental materials which meet performance objectives will be identified annually by Tri-C campus course resources selection committee as appointed by Social and Behavioral Sciences faculty.