

SC 385(D; ISJ): Poverty, Welfare & Social Justice in the US
<http://canvas.jcu.edu>

Fall 2015: Monday & Wednesday 3:30-5:00 P.M.

Monday classes (September 14-October 26th) will take place at Lutheran Metropolitan Ministry (LMM)
4515 Superior Avenue, Cleveland

The bus leaves promptly at 3:00 on Mondays, starting 9/14/15.

Instructor:	Phyllis Braudy Harris, Ph.D.	Phone: (216) 397-4634
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Office Hours: M: 9:30-11:30; T: 10:00-6:00; TH: 1-5 and by appointment

Student Course Learning Goals:

1. Students will be able to define poverty and identify the underlying causes and consequences of poverty in the US.
2. Students will gain an in-depth understanding of the impact of poverty on people's lives, particularly in the Cleveland area.
3. Students will learn to critically evaluate the effectiveness and fairness of social welfare policies & programs.
4. Students will be able to discuss various strategies for reducing poverty, including the programs at Lutheran Metropolitan Ministry (LMM)
5. Students will work together in research teams and learn how to conduct a program evaluation for LMM

Connection to the Department Student Learning Goals:

The departmental learning goals are to: 1) engage students in critical questioning about their society and its social structure, 2) develop sociological thinking skills in logical reasoning, interpretation of research findings, and to be able to separate facts from misinformation, 3) engage in research of various types, and 4) develop a commitment to civic engagement. Through your class readings and discussions on poverty, visits to LMM (a community-based social service agency), and your research project focusing on evaluating a program to reduce poverty, you will meet the department goals.

Connection to Institutional Academic Student Learning Goals:

There are four of the university goals that relate to this course: 1) Understand and promote social justice, 2) apply creative and innovative thinking 3) communicate skillfully in multiple forms of expression, and 4) employ leadership and collaborative skills. The focus of this course is on issues of social justice as it relates to poverty and economic inequalities. Through your class discussions and research project at LMM evaluating a program, you will be using creative and innovative thinking, as well as working collaboratively and presenting your findings through written and oral expression.

Required Texts:

Berrick, Jill Duerr. (1995). Faces of Poverty. New York: Oxford University Press.

MacLeod, Jay. (2009) 3rd Edition. Ain't No Makin' It. Boulder, Colorado: Westview Press, Inc.

Schiller, Bradley R. (2013). The Economics of Poverty & Discrimination. Upper Saddle River, NJ: Pearson-Prentice Hall.

Additional Readings:

Key websites and readings will be accessed off Canvas throughout the semester to supplement the readings.

Course Assignments:

Mid-Term Exam	30%
Teams’ Research, Presentations & PowerPoints.....	30%
Final Exam	30%
Class Participation	10%

Mid-Term and Final Examinations

The examinations will be essay exams. The final exam will cover material from the midterm to the end of class. No make-up exams will be given.

Teams’ Research, Presentation & PowerPoint:

- The major research focus for the semester will be a qualitative program evaluation for LMM, a nonprofit organization, which serves people who are oppressed and forgotten, including individuals who are homeless, unemployed and involved in the criminal justice system and individuals with behavioral health, guardianship and life-skill needs. LMM helps empower people to overcome barriers, obtain job skills, gain employment, locate stable housing, access counseling and support services, stay out of prison, secure second chances and become self-sufficient, productive members of our community.
- The research will focus on the After School Prevention Resources Program (ASPR), which is a program for at risk youth, which is an out-of-school-time program for teens ages 11-17. JCU Students will form 3 teams of 3 students each. The teams will be responsible for: a) completing 3 interviews of teens per student, b) conducting a content analysis of the data, and c) putting together a PowerPoint presentation that could be used by LMM to assist in securing grant funding, marketing the organization, and to further the understanding of participants’ needs. This information will also be the basis of the final report, which the professor will write for LMM.
- Each team will have a team (project leader) who will be responsible as the liaison for their team with the assigned staff member at LMM, working on the interview logistics and making sure the assignments are completed and coordinated together in the PowerPoint. For the students who take on these leadership roles, 5 extra credit points will be added to their final course grade.

Guidelines for Presentation of Power Points

- Each team will have 30 minutes to present their material and all team members must participate. Outstanding presentations will have the opportunity to be part of the JCU Celebration of Scholarship in the spring.
- The grade will be based 50% on the individual student’s efforts and 50% on the team’s efforts. If there is a problem with a team member not doing his/her share of the work, you are under the honor system to report this to the professor. In this case, the total grade will be based on each student’s individual effort. This will also occur if the instructor observes that one person has done the majority of the work.

- Each team must provide the professor with a hard copy, an e-mail copy of the PowerPoint presentation, and an e-mail copy in word document form.
- *A more detailed guide and rubric* for the team's research and presentation will be distributed later in the semester.

CLASS POLICIES ON PARTICIPATION, ATTENDANCE, LATENESS, ACADEMIC HONESTY, STUDENTS WITH DISABILITIES, AND INCLUSIVENESS

It is expected that students will attend class and participate fully in class discussions. To fully participate in class means to consistently share insights and observations about the readings and class exercises, ask meaningful questions, attend class faithfully, not be disruptive, and be respectful of all students' perspectives. If the professor observes that class attendance is becoming a problem, then she will start taking attendance and poor attendance (more than 3 unexcused absences) will detrimentally affect the final grade by 10 points.

Lateness will not be tolerated. Class will start exactly at 3:30 and it is expected students will be in their seats and ready to participate. On Mondays the van will leave from JCU at 3:00 exactly. The class will travel together to LMM. Perpetual lateness will also result in lowering of the final grade by 10 points.

Class discussions are an integral part of this learning experience and also impact upon the final grade. You can not participate in class discussions if you are not in class. It is also expected that each student will have read the assigned readings before coming to class. Class discussion will depend upon this co-operation.

Academic Honesty Policy (For full JCU Policy see attachment at end of the syllabus)

For an infraction of the academic honesty policy, the Professor will decide upon the appropriateness of the penalty which could range from a grade of zero for the assignment to a failure for the entire course, depending upon the severity of the infraction. Academic honesty is taken very seriously at this university.

Students with Disabilities

In accordance with federal law, if you have a documented disability (Learning, Psychological, Sensory, Physical, or Medical) you may be eligible to request accommodations from the Office of Services for Students with Disabilities (SSD). Please contact the Director, Allison West at (216) 397-4967 or go to the office located in room 7A, in the Garden Level of the Administration Building. Please keep in mind that accommodations are not retroactive so it is best to register at the beginning of each semester. Only accommodations approved by SSD will be recognized in the classroom. Please contact SSD if you have further questions.

Statement on Discrimination, Sexual Harassment and Bias

John Carroll University is committed to fostering a learning and working environment based open communication, mutual respect, and ethical and moral values consistent with Jesuit and Catholic traditions. The University seeks to provide an environment that is free of bias, discrimination, and harassment, including sexual harassment. If you have experienced, sexual harassment/

assault/misconduct/gender/sex/sexual orientation, and you share this with a faculty member, the faculty member must notify the Title IX Coordinator, Kendra Svilar, J.D., who will discuss options with you. She can be reached by email at ksvilar@jcu.edu or (216) 397-1559. For more information about your options and resources, please go to <http://sites.jcu.edu/hr/pages/resourcespolicies/title-ix/>.

If you have experienced bias or discrimination based on race, age, sex*, sexual orientation*, religion, ethnic or national origin, disability, military or veteran status, genetic information or any factor protected by law, you are encouraged to report this to the Bias Reporting System at <http://sites.jcu.edu/bias> or to Dr. Terry Mills, Assistant Provost for Diversity and Inclusion, at tmills@jcu.edu, or (216) 397-4455. For more information about the University commitment to diversity and inclusion, please see <http://sites.jcu.edu/diversity>.

*You can report concerns anonymously through the Bias Reporting System.

The Writing Center

Located in the O'Malley Center, Room 207, the Writing Center is a free academic resource that is staffed by undergraduate and graduate students from all areas of study that have completed extensive training and can provide another set of eyes for your assignment. You can bring any type of writing assignment to the Center, and consultants can assist you with everything from brainstorming to citations. Please bring any assignment sheets or relevant information to your consultation, as well as a printed copy of your paper. They accept walk-ins but recommend scheduling an appointment, which you can do through email (writingcenter@jcu.edu), phone (x4529), or stopping in. In addition to weekly hours in OC 207, they also offer After-Hours on Sundays in Seminar A of Grasselli Library! Check out the NEW webpage at <http://sites.jcu.edu/writingcenter>.

GRADING SCALE

A: 95 and above	B+: 87-89	C+: 77-79	D+: 67-69
A-: 90-94	B: 84-86	C: 74-76	D: 64-66
	B-: 80-83	C-: 70-73	D-: 60-63
			F - 60 and below

All course assignments are due on the date stated in the syllabus unless changed by the professor. A late assignment will be graded down 1/2 a grade for each day late.

Extra Credit Points Added to the Mid-Term Grade:

Students may earn 3-5 extra credit points by attending one pre-approved event on campus on poverty, welfare, social justice or related issues, and then write a 1-2 page reaction paper to the program. The first such lecture will be held on September 21st at 7:00 in the LSC. The topic is on the extent and impact of lead paint poisoning in Cleveland. All extra credit must be completed and turned in no later than two weeks after the event takes place. All extra credit assignments must be completed before Thanksgiving vacation.

Cell Phones, Pagers and other Electronic Devices

All cell phones and other electronic devices must be shut off when entering the classroom (Unless given special exemption by the instructor). Even when on vibrate, these devices are distracting and result in students disrupting the classroom when leaving to take a call.

COURSE OUTLINE

- August 31: Introduction and Overview of Course
- Working Toward an Understanding of definitions of Social Welfare, Poverty & Inequality
 - Class Exercise on Living Below the Poverty Line
 - Guidelines for Readings
- September 2: Continue Class Exercise on Poverty
Go to canvas (Under modules): Read -
- Roger Lowenstein: The Inequality Conundrum
 - Links on Income inequality
 - View Video
- September 7: No class (Labor Day)
- September 9: Overview of LMM: History & Mission
Read on website: www.lutheranmetro.org
- 1) About us – mission & history
 - 2) Service Areas
 - 3) Media Center –a) In the News – Scene: Redemption Song b)Videos- LMM Testimonials
 - 4) Home page- LMM featured on WCPN
- Discussion of research project
- September 14: Orientation to LMM and their mission of social justice – Speaker: Andrew Gensler, President & CEO
- September 16: Discuss LMM visit and related reading
Myths, Facts, and Research Methodology
- 1) Berrick: Introduction, Chapter #1 & Appendix
 - 2) MacLeod: Preface, Chapter 1 & Appendix
- September 21: LMM – Focus on: Social Enterprise
Speaker – Bryan Mauk
Go to Canvas (Under modules): Read
Brooks – Social Entrepreneurship (Chapters 1-3)
- Geller Lecture on: Lead Paint Poisoning a Public Health Problem**
Location: LSC – 7:00pm
- September 23: No Class**
Read about Class Research Project and the IRB Process (Informed Consent)
- Go to: <http://sites.jcu.edu/research/pages/irb/informed-consent/>
 - Read on Informed Consent
 - Go to canvas (Under modules): Read
 - Minor Assent Form
 - CHAMPS Evaluation Report

- On Canvas under discussion: Post initial Reactions to visits to LMM by 5:00pm

- September 28: LMM – Focus on: Housing & Shelter
Speaker –Michael Sering
- Go to Canvas (Under modules read)
Strategies to end homelessness
- September 30: Discuss LMM visit and related reading
Understanding Poverty Nationally & Globally: A general demographic overview & statistical understanding
- Schiller: Chapter 2 (pgs. 18-22), 3 & 4
 - Go to canvas (Under modules): Read Poverty Statistics & Cleveland Children
 - Select Research Team & Team Leaders
- October 5: LMM – Focus on: Adult Support & Advocacy
Speaker – Maria Foschia
Go to <http://www.guardianshipohio.org/>
Read home page & Rules of Superintendence for Guardianship
- October 7: Discuss LMM visit and related reading
Understanding Poverty: The Causes & Consequences
- Go to canvas (Under modules): Read –Understanding the Persistence of Poverty
 - Schiller: Chapters #10 & 11
 - Review for Mid-term
- October 12: LMM – Focus On: Community Re-Entry Programs
Speaker: Charles See
Go to canvas (Under modules): Read
How to prevent prison re-entry programs from failing
- October 14: Mid-term Exam**
- October 19: LMM – Focus On: Support to at risk teens
Speaker: Mark Brauer
Go to canvas (Under modules): Read
A demographic profile of runaway youth
- October 21: Understanding Poverty: The Causes & Consequences
- Schiller: Chapters # 5 & 8
 - Discuss and further planning of Class Research Project
- October 26: LMM – Focus on: Lutheran Family Services
Speaker: Lisa Smith
Go to Canvas (Under modules): Read
Creating trauma informed systems
- October 28: Discuss LMM visit and related reading
Welfare reform nationally and locally

Read:

- Schiller: Chapter #13
- <https://jfs.ohio.gov/factsheets/owf.pdf>
- <http://jfs.ohio.gov/factsheets/PRC.pdf>
- Under <http://jfs.ohio.gov/owf/index.stm> -Read Welfare in Ohio - What it has been... What it will be?
- Go to canvas (Under modules): Ohio Welfare Plan Read Welfare Controversy

November 2: Evaluating the effect of welfare reform: A Success or Failure? Designing Successful anti-poverty Programs: What are essential elements?

Go to canvas (Under modules):

TANF at 15

Top 5 reasons TANF if not a model program

Quality programs can improve social mobility of children

November 4: What are some solutions for combatting poverty?

- Go to canvas (Under modules): Read
Anti-poverty strategies
Ways to beat poverty
Parenting gap – social mobility & well being

November 9: Berrick: Chapter #2 - Ana: Caught in Circumstances Beyond her Control;
Chapter #3 Sandy: Working, but Poor;
Chapter #4 - Rebecca: Motivation and a Fighting Spirit

November 16: Berrick: Chapter #5- Darlene: Complex People, Complex Problems
Berrick: Chapter #6 - Cora: A Portrait of Dependency

November 18: Time for Teams to meet to work together on Preliminary Presentations

November 23: Team Preliminary Presentations

Each Group Presents for 30 minutes (All students must present some of their data analysis)

November 25-29: Thanksgiving Break

November 30: What About the Men? – Issues to Consider
MacLeod: Ain't No Making It
Chapters 2-8

December 2: What About the Men? – Issues to Consider
MacLeod: Ain't No Making It
Chapters 9-14

December 7: Teams Present (Each Group Presents for 30 minutes (All students must present))

December 9: Wrap up of class and research projects

December 16: Final Exam from 3:00-4:50pm

ATTENDANCE REGULATIONS

Students are expected to attend each and every scheduled meeting of all courses in which they are enrolled and to be present for the full class period. Absenteeism and tardiness, regardless of cause, are threats to academic achievement. Recognizing that perfect attendance is not always possible, the University addresses the issues as described in the following paragraphs.

When a student is absent from a class, that student, nevertheless, is responsible for all material covered during the class period. The student is also subject to appropriate consequences, as described by the instructor in the syllabus, if a test, quiz, recitation, homework assignment, or any other required activity falls on the day of absence unless the student is granted an excused absence.

EXCUSED ABSENCES

A student who must miss a scheduled class meeting may be granted an excused absence at the discretion of the instructor. An excused absence entitles the student to make up any required activity that took place on the day of absence. The student is still responsible, however, for any material covered during the class period that was missed. In case of illness, accidents or other serious emergencies the University presumes an excused absence would be granted.

EXCUSED ABSENCES FOR EXTRA-CURRICULAR ACTIVITIES

Students who anticipate missing a class because of extracurricular events, which are officially sponsored by the University, have the responsibility to consult the syllabus for the class and identify any possible conflicts between required activities in the course and their extracurricular events.

If conflicts are identified the student should obtain an official letter of participation from the coordinator of the activity and present it, along with a schedule of events for the semester, to the faculty member involved, identifying the dates of conflict, if possible, and requesting excused absences. If possible, faculty members are to grant excused absences for these students. However, students should be aware that last-minute requests are usually inappropriate. One week prior to each event the student will present to the faculty member an excused absence form and if an excused absence is allowed, make final arrangements for any work that will be missed. If a faculty member finds it impossible to grant an excused absence, the student will be bound by the statements on attendance as described in the syllabus for the class.

If an excused absence is not granted, any appeal is first made to the teacher. If the matter remains unsettled, the faculty member and the chairperson will then attempt to resolve the difficulty with the student. If this does not lead to resolution, the academic dean will normally rule in the matter.

ACADEMIC HONESTY

(Found on page 6, 2007-09 JCU Undergraduate Bulletin)

Academic honesty, expected of every student, is essential to the process of education and to upholding high ethical standards. Cheating, including plagiarism, inappropriate use of technology, or any other kind of unethical behavior, may subject the student to severe academic penalties, including dismissal.

All work submitted for evaluation in a course, including tests, term papers, and computer programs, must represent only the work of the student unless indicated otherwise.

Material taken from the work of others must be acknowledged. Materials submitted to fulfill requirements in one course may not be submitted in another course without prior approval of the instructor(s).

Concerns about the propriety of obtaining outside assistance and acknowledging sources should be addressed to the instructor of the course before the work commences and as necessary as the work proceeds.

Instructors should indicate specific penalties for academic dishonesty in their course syllabi. Penalties, appropriate to the severity of the infraction, may include zero for the assignment or failure in the course. In cases of academic dishonesty where the student chooses to withdraw from a course rather than receive a course grade of "F", the grade of "WF" instead of "W" may be assigned at the faculty member's discretion. In egregious cases and/or cases of repeat dishonesty, additional penalties may be determined by the dean, such as suspension or dismissal from the university.

Any appeal by a student is to be made first to the instructor. If disputes of interpretation arise, the faculty member and chairperson will attempt to resolve the difficulty with the student. If this does not lead to a resolution, the appropriate academic dean normally will rule in the matter.

A written report of the incident by the instructor or department chair will be sent to the dean of the College of Arts and Sciences, who will keep a written record of the complaint when it is filed, and will forward a copy of the complaint to the appropriate dean's office at the time. The dean will place a copy of this record in the student's file and provide the student with a copy. A written record of the complaint is kept for cases of repeat violations. The dean will review the case and determine if, in light of other information and records, further disciplinary action is warranted.

The student has the right to appeal the accusation of academic dishonesty if the student believes it to be in error. The Policy and Procedure for Appeal of a Charge of Academic Dishonesty will be followed if a student wishes to contest a finding of academic dishonesty.