NIAGARA UNIVERSITY
COLLEGE OF ARTS AND SCIENCES
SOCIAL WORK DEPARTMENT

<u>Semester</u>
Fall 2012
3 credit hours

SWK 120

Understanding and Addressing Poverty
A WRITING INTENSIVE COURSE

Kevin D. Blair, Ph.D., A.C.S.W.
Blairkd@niagara.edu
Ext. 8516
O'Shea lower level

Office Hours:
Monday: 2:30pm-3:30pm.
Wednesday: 2:30pm-3:30pm
Friday: 2:30pm-3:30pm

Asking for an appointment (email, call my office, or talk to me after class) is the best way to make sure I will be free to meet you.

Prerequisites: None

Please note: **The use of computers, cell phones and other electronic devices during class is prohibited. We are meeting to discuss poverty and these devices are a distraction to all.**

COURSE DESCRIPTION

The course explores poverty and discrimination. We will explore: How is poverty defined? How is poverty measured? What does living in poverty or being raised in poverty do to individuals, families, communities, and society? What can the poor do to help themselves? What can we do to help the poor?

Additional Course Information

In addition, we will look at the ways in which poverty and discrimination are linked. While it is true that most of the poor in the United States are not persons of color, the equal truth is that persons of color have much higher rates of poverty than do white Americans. We look at various theories of discrimination and the ways in which poverty effects and is effected by discrimination.

SERVICE LEARNING & POVERTY SIMULATION

Service and Service Learning are important parts of both Niagara University and the Social Work Department. Participation in the Learn and Serve Program forms an integral part of a student's learning and service learning is central to this course. We want students who are able to translate class discussions, readings and work to the real world of people and their struggles.

The ultimate desire of the course is that all students will acquire knowledge and experiences that will lead to personal commitment by the student to work for social transformation and regardless of their major and ultimate career choice be inspired "to serve all members of society, especially the poor and oppressed, in local communities and the larger world[1]."

VERY IMPORTANT: READ AND HEED THE FOLLOWING!

This is a service learning course. In this course, students are required to complete at least 10 hours of service learning at a local community agency or program **that focuses on service to the poor. Volunteer work that does not focus on work with the poor will not be counted.**

We will be actively working through Niagara University's Learn and Serve Program and through NU's Campus Ministry to arrange places for our volunteer efforts. We will discuss this in class during our first few meetings.

If a student fails to complete the full 10 hours, or fails to perform the volunteer hours in an adequate manner, the student <u>will receive a failing grade or significantly reduced grade for the course!</u> Students <u>must</u> work with the Learn and Serve Office in arranging their volunteer service.

Poverty Simulation

All SWK 120 students <u>MUST</u> participate in the poverty simulation (see reflection paper requirement). This year's simulation will be September 28, 2012. Details and exact times will be discussed in class.

Student Education Outcomes

At the conclusion of this course, I expect the Niagara students to be able to demonstrate knowledge, values, and skills as guided by the Council on Social Work Education Educational Policy and Accreditation Standards of 2008:

Knowledge

EP 2.1.3 Apply critical thinking to inform and communicate professional judgments.

1. To have a basic understanding of the theories regarding the causes of poverty in the United States and around the globe;
2. To have developed knowledge of the resources available to assist low and moderate-income individuals and families and formal efforts made to combat poverty in the United States;
3. To have developed an understanding of federal and state policies and programs designed to create opportunity for Americans to become self-sufficient;
4. To have developed an understanding of the impact of the economy and economic policy on social service programs;

EP 2.1.4 Engage diversity and difference in practice.

---

[1] This quote comes from the Mission Statement of Niagara University, which all students are encouraged to read.

1. Recognize the extent which structures and values may oppress, marginalize, alienate, or create or enhance privilege and power and the relationship of these constructs to poverty;
2. Gain sufficient self awareness to eliminate the influence of personal biases and values in working with diverse groups.

Values

EP 2.1.2 Apply social work ethical principals to guide professional practice.

1.   To have examined their values in light of values promoted by various approaches to addressing poverty;
2.   To be able to distinguish between conservative, liberal and radical heritages;
3.   To be able to show sensitivity to the issues of poverty facing diverse populations, especially people of color, people with disabilities, and people who are gay and lesbian;
4.   To be able to discern the importance of culture for diverse groups and its impact on addressing poverty.
5.   To have a life long commitment to helping those in need and to addressing poverty regardless of major or long term career choices.

Skills
EP 2.1.5 Advance human rights and social and economical justice.

1.   To be able to distinguish between conservative, liberal, and radical approaches to poverty as well as personal troubles and social issues;
2.   To be able to distinguish between a pathology approach and a strengths approach to addressing poverty.

EP 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

1.   To have developed the ability to formulate one's own opinion relative to the role and responsibility of government to help the poor.

REQUIRED READINGS

Bradley Schiller, *The Economics of Poverty and Discrimination,* 10th edition, Prentice Hall, 2008.

MacLeod, Jay. *Ain't No Makin' It, 3rd Edition*. Boulder, Co.: Westview Press, 2008.

E-reserve Readings: In addition to the texts, students will be required to read several scholarly or journalistic articles throughout the semester. (See "Course Outline" for specifics.) Articles are available on e-reserve.

Additional reading may be required. We will discuss in class.

METHODS OF INSTRUCTION

This course emphasizes the discussion method which requires that all students actively participate in all classes and class discussions. Please refer to the section on student expectation, attendance, and participation for important related information.

Your instructor tends to use a modified form of the Socratic Method, which assumes that students have prepared for class by reading the assigned materials and by giving these readings some thought in preparation for the upcoming discussion. In addition to the discussion method, a combination of lectures, student exercises, videotapes, and guest speakers may also be used. We will discuss this in greater detail in our first few meetings.

Following is a summary of the teaching methods that will be used:

1. Student participation in guided discussion of selected topics/issues.
2. Lectures and guest speakers
3. Video films
4. Student participation in small group activities, experiential exercises and presentations
5. Community experiences via Learn and Serve

COURSE EXPECTATIONS AND POLICIES

General expectations: Social work classes provide an excellent opportunity for students to practice professional behavior. Thus students taking the pre- and professional sequence of social work courses are expected to act professionally. This expectation carries with it significant responsibilities in the areas of class participation, completion of assignments, respectful treatment of others, and ethical behavior.

Classes are to be thought of as professional meetings. Students need to come to the meetings properly prepared and ready to **actively** participate. A significant portion of your grade will be based on your attendance and **active** participation (see "Summary of Assignments and Grading" section for specific details).

Expectations for the Instructor: These professional expectations apply to your instructor as well as to you. You can expect that I will be properly prepared and well organized. Further, it is expected that I will teach usable knowledge and skills and, to the best extent possible, I will do so in an interesting way. You can expect all assignments to be important and challenging learning tools.

Attendance Policy: Attendance will count 10% toward your final grade. The 10% attendance grade will count as follows for a M-W-F class:
0 absences = 100%
1-2 absences = 95%
3 absences = 85%
4 absences = 75%
5 absences = 65%
6 absences = 50%
7 or more absences, regardless of the reason, is excessive and the student will be asked to withdraw or be given a "F" as their final grade for the course. After 7 seven total absences for any reason, I will no longer grade any assignments.

I assume that if you miss a class, you have a very important reason; you do not have to give any explanation. But do turn in any late homework when you return and follow the assignment calendar. This grading policy is meant to reward good attendance and discourage spotty attendance. However, if your grade is hovering between a B and a C, for example, the 10% may make a big difference. I am reasonable and understand true emergencies. Contact me promptly to discuss your absence if you are absent two classes in a row. Prolonged illness or each absence for campus sports team events requires a written excuse from a doctor or coach.

Arriving Late to Class, Leaving Early From Class: You must talk to me and get my approval to arrive late or leave early from class. Unless you have discussed your situation with me arriving late or leaving class early will be counted as an absence.

Students who leave class early are <u>not</u> to return to class. If you must leave, quietly pack all of your things and very quietly exit the classroom. DO NOT RETURN. If your leaving is because of a genuine emergency of some sort, talk to me as soon as you can about what happened. If I don't hear from you within a day or so of your leaving class, it will stand as an absence.

Absence Decisions and Attendance Accommodations: I will decide what does or does not count as an absence for my classes. My decisions are final and cannot be appealed to any other person or office.

If you have special accommodations that include attendance you **MUST** discuss these with me at the start of the semester and specially contract with me regarding your attendance. This goes well beyond handing me a letter indicating that you are entitled to attendance accommodations. The Coordinator of Specialized Support Services **MUST** be involved in development of this contract. If you do not develop a specific attendance contract with me, you will be subject to the standard attendance policy as stated in this syllabus.

Reading: Reading is a major preparatory task for students. As you read I advise you to pull out the major concepts in each reading, and come to class with questions or comments to share about the material read.

Participation: As mentioned above, you are expected to actively participate in each and every class. To order to participate, you must be present and properly prepared.

Policy on Late Work: Students who without permission miss an examination will not be allowed to retake the exam at a later time. Unexcused late assignments will be penalized for each day they are late (see "Summary of Assignments and Grading" section for more details). The instructor may authorize late work to a student who requests permission prior to the due date of the assignment. Permission for missing a class, an exam , and/or an assignment due date will be granted in the case of major illnesses, accidents or a death in the family.

Policy on Turning Assignments in: Assignments must be given to the instructor on the date they are due. Extensions must be requested in writing and are only valid if they are signed by the instructor (i.e., asking me at the end of class if you can turn something in later will only be valid if its placed in writing and I sign it). Assignments that are slid under the door of the social work office, given to Department staff, given to friends to turn in, etc. are not acceptable unless the instructor actually receives them! If I don't get them, they will be counted as late--no excuses. If you want to be 100% sure, ask me for a receipt!

Policy on Presentation of Written Work: The ability to express yourself completely, appropriately, and accurately is essential to success in any field. This is particularly true in social work where your ability to communicate often directly effects others including clientele, co-workers, and your profession generally. Please review your written work to see if you have done the following:

      a.   used complete sentences, avoiding sentence fragments;
      b.   eliminated run-on sentences, and comma splices;
      c.   used correct forms of verbs;
      d.   used pronouns correctly;
      e.   spelled correctly;
      f.   broken your work into appropriate paragraphs;
      g.   understood the assignment and directed your response toward required elements
      h.   integrated concepts from class discussions, required readings, and other related subject areas into your response.
      i.   Used APA style for citations and preparation of the paper

     Helpful hint: Students may keep "typos" and grammar errors to a minimum by using the University's Writing Center and/or proofreading their work before turning it in to me.

     Students are expected to prepare college level written work. This includes typewritten papers, double-spaced with normal margins. All sources must be properly identified using APA reference style. Publication Manual of the American Psychological Association, newest edition is available in Bookstores of any University. ISBN 1-55798-790-4. Order: 1-800-374-2721 or Online. Visit their Website: www.apa.org/books/

Academic Dishonesty: Plagiarism and recycling of papers are specifically discussed below. NU's Academic Integrity Policy (AIP) can be found via MyNU. Students need to know and understand the AIP. Violations of the AIP will be punished at the discretion of the instructor. Sanctions will range from educational, in which the student may be allowed to redo the assignment, to failure of the entire course, depending on the seriousness of the violation. All violations will be reported to the NU Academic Integrity Board.

Using content of other assignments for this course: Students who want to recycle the content or part of the content of a previously academic work from a social work or another University course will need to discuss this with the instructor. The instructor might consult about the work with colleagues and then will provide guidance and determine permission criteria for how the material may be used in the current course.

The Social Work Program cannot permit students to "recycle" previous work without permission from the instructor. Therefore, an alleged incident of unauthorized recycling is reason for the student(s) to be reviewed by the Academic Integrity Board of Niagara University. Please see the Niagara University Academic Integrity Polices available via MyNU (the link is located on the left hand side, towards the top and says: Academic Integrity).

Plagiarism: Two types of students plagiarize: (1) Students who do not know the meaning of plagiarism; (2) Students who intentionally use another person's work without giving appropriate credit to the author. The Social Work Program can not permit either type of student to continue in the program. Therefore, an alleged incident of plagiarism is reason for the student(s) to be reviewed by the Academic Integrity Board of Niagara University. Please see the Niagara University Academic Integrity Polices available via MyNU (the link is located on the left hand side, towards the top and says: Academic Integrity).

Plagiarism and what it means are extensively covered in WRT100, SWK211, in the Social Work Handbook, and the NU Student Undergraduate Catalogue under "Academic Dishonesty." However, if you still have any questions, please ask the instructor.

Syllabus Policy: This syllabus is a guideline. It is subject to changes and adjustments. The syllabus may be altered by the instructor to meet the needs of individual students and events that occur during the semester.

Student Learning Difficulties and Problem Solving: Students with documented disabilities who may need accommodations, who have any emergency medical information I should know of or who may need special arrangements in the event of an evacuation, should make an appointment with me as early as possible in the semester, preferably no later than the first week of the semester. Students must also register with Diane Stoelting, Coordinator of Specialized Support Services (286-8076), ds@niagara.edu) in order to facilitate the provision of needed accommodations.

Counseling Services and Academic Support: The strains and workload of student life can sometimes feel overwhelming and it is easy to lose perspective when faced with academic, social, and personal demands. The staff of the office of counseling services in the lower level of Seton Hall and the Academic Support staff in the Learning Center in Seton Hall are here to help students manage the stresses of university life. All private consultations are confidential and free of charge.   An appointment can be schedules by called 286-8536 (Counseling) or 286-8072 (Office of Academic Support).

Computer Failures and Late Work: A properly working computer and printer has become an essential tool for success in all university courses and, largely, for success in any professional field. Consequently, computer failure (e.g., hard drive crashes, floppy disk is eaten by the disk drive, printer jammed, printer ran out of ink, data file was somehow lost) is not an acceptable reason for assignments being turned in late. In addition to the student's own computer, the University maintains computer labs and other forms of access to properly functioning computers; thus, with proper planning and use of backup data files, students should always be able to access a properly functioning computer and should not need any special arrangements in order to complete assignments on time.

SUMMARY OF ASSIGNMENTS AND GRADING

In order to give students with different learning styles an equal chance to do well in the course; I provide a variety of assignments that draw on differing talents and skills.   Active participation in class, reading, writing, researching, retaining, and creative and critical reflection on course material are all rewarded abilities.

L&S/Volunteer hours, Poverty Simulation, and reflection paper   15% of final grade
> Students **MUST** complete 10 hours of Service Learning. Students **MUST** also participate in the poverty simulation. Students will write a reflection paper on their experiences. We will discuss the reflection paper in class.

Blackboard Discussions   20% of final grade
> 10% of grade will be for presentation and leading of class discussion.
> 10% of grade will be for consistently posting responses and participating in online discussions.

Concept Checks   30% of final grade
> There will be 3 concept checks during the semester. Concept checks are a specific type of quiz based upon the readings that your instructor uses. More information will be presented in class.

Final Paper   15% of final grade

> Students must select a specific poverty related topic and write a five-to-seven page paper on the debate about who (individuals, businesses, governments, charities) is obligated to alleviate or eradicate poverty and specifically what it is that they (and you) need to be doing.
1.   <u>Basic outline for the paper</u>:
    - 1.1. *Introduction*—what is the topic/focus (food security, wages, housing security, employment training, education)
    - 1.2. *Literature review*—what do social scientists have to say on the topic you have selected.
        - 1.2.1.   Use good quality sources of information from empirical databases and journals.
    - 1.3. *Localize the issue*—how does this topic and the information you've collected in your review of the literature apply to the people you've met in your volunteer work? You may want to interview some of the people you've met to get their perspective.
    - 1.4. *Policies and program*—discuss what is currently being done and how effective these efforts are at addressing this aspect of poverty in America.
    - 1.5. *What needs to be done*—what needs to be done and who should be doing it? You may feel that current programs are working fine and need to be supported or expanded. Alternately, you may feel that major changes need to be made. If so, what changes would you like to see and why do you feel these changes will have the desired impact?
    - 1.6. *Conclusion*—a final conclusion that pulls everything together.
    - 1.7. *References/works cited page*—the paper **must** be properly cited using APA format. We will discuss more in class, but also be careful about sources and plagiarism.

Attendance   10% of Final Grade
> Please refer to the attendance policy for more information
Participation   10% of final grade
> Please refer to the participation grading sheet at the end of this syllabus.

Assignments and Student Learning Outcomes

	Service Learning and Evaluation	Poverty Simulation Participation	Reflection Paper	Concept Checks 1-4	Final Paper
Knowledge					
EP 2.1.3			X	X	X
EP 2.1.4	X	X	X	X	X
Values					
EP 2.1.2	X	X	X	X	X
Skills					
EP 2.1.5		X	X	X	
EP 2.1.8	X	X	X		X

Grading Scale

The instructor does <u>not</u> use a predefined curve with which to assign grades. Thus each student's grade will reflect the amount of effort expended and mastery of course material, not a grade comparative with peers.

Evaluation criteria for grading not delineated on individual forms or outlines include:

a)   Following directions in completing the assignment
b)   Quality of interviewing or other professional skills demonstrated.
c)   Quality of self-evaluations of own work.
d)   Quality of professional assessments.
e)   Use of basic principles, terms, theories.

It is important to note and for the student to understand that the grade of "A" or "A+" indicates a <u>superior</u> performance that is <u>significantly</u> above average in relation to the mastery of the course and related materials.

A "B" or "B+" indicates a performance that is <u>above average</u>.

Each of these grades indicates that the student has gone above and beyond what is typical. It does not mean that they have simply completed each of the assignments, tried their best, been to every class, etc. While each of these actions is necessary in order to achieve an above average or superior performance, they are not a guarantee that a specific grade will be achieved.

Letter Grade	Weighted Average
A+	100-98
A	97-95
A-	94-90
B+	89-87
B	86-84
B-	83-80
C+	79-77
C	76-74
C-	73-70
D+	69-67
D	66-64
D-	63-60
F	59-0

Topical Outline
We will be using the Chapters from our main text as a way to organize the course.

Students should begin to read Jay MacLeod's *Ain't No Makin' It* right away. We will begin discussing reproduction theory and issues of agency and structure[2]

Part One: Dimensions of Poverty and Inequality

Week one   Views of Inequality and Poverty (9/5, 9/7)
         Chapters 1-2 from MacLeod.

Week Two   Inequality and why it matters   (9/10, 12, 14)
         Chapters 3-4 from MacLeod
     Blackboard: discussion of chapters 1-4 of MacLeod with emphasis on chapter two: Cultural Reproduction Theory.

Week Three   Counting the poor (9/17, 19, 21)
         MacLeod 5-6
     Blackboard: Robert Rector and Kirk Johnson, "Understanding Poverty in America," Backgrounder 1713, January 5, 2004, pp. 1-21, available from: http://www.heritage.org/Research/Welfare/bg1713.cfm. This is a conservative approach to thinking about and measuring poverty.

Week four   Global Poverty and Inequality (9/24, 26, 28)
         MacLeod 7-8
     Blackboard: Nussbaum, M. (1995) "A Matter of Survival: Women's Right to Employment in India and Bangladesh". In Martha Nussbaum and Jonathan Glover (eds.) Women, Culture, and Development: A study of Human Capabilities, pp. 37-57. Oxford: Clarendon Press.

     POVERTY SIMULATION OF FRIDAY OF TIS WEEK

       Concept check 1 will be next week, specific day TBD
       L&S Contracts due

Part Two: Causes of Poverty

Week five   Labor Force Participation   (10/1, 3, 5)
         MacLeod 9-10
     Blackboard: Segal, E. (2007). "Social Empathy: A New Paradigm to Address Poverty." Journal of Poverty, vol. 11 (3), pp. 65-81

Week six   The working poor (10/10, 12) 10/8 is Columbus Day, no classes
         Macleod 11-14
     Blackboard: Lott, B. (2002) "Cognitive and Behavioral Distancing from the Poor. American Psychologist, vol. 57 (2), pp. 100-110.

---

[2] These are sociological terms that focus on the questions of how much a person controls their own destiny through their own decision making. Agency refers to the individual's influence on outcomes while structure refers to things (such as the economy) that are outside of the individual's control.

Week seven   Age and Health (10/15, 17, 19)
      Blackboard: Whiting, E. & Ward, C. (2008). "Food Insecurity and Provisioning: Chronic Challenges Faced by Families Living in Poverty on the Northern Cheyenne Indian Reservation," in Russell Crane and Tim Heaton (eds.) Handbook of Families and Poverty, pp. 198-219.

Week eight   Family size and structure (10/22, 24, 26)
                  Concept check #2 on Friday of this week
      Blackboard: Blair, K. & Taylor, D. (2008) "Who Will Care When Parents Can't? in Russell Crane and Tim Heaton (eds.) Handbook of Families and Poverty, pp. 48-62.

Week nine   The underclass: culture and race (10/29, 31, 11/2)
      Blackboard: Lang, K. (2007). Poverty and Discrimination. Princeton: Princeton University Press. We will be reading Chapter 10: Discrimination Theory

Week ten   Education and ability + Discrimination in education (11/5, 7, 9)
                  Reflection Paper due Friday of this week
      Blackboard: Macleod – focus on ways in which education has helped or hindered the hallway hangers and the brothers.

Week eleven   Discrimination in the labor market (11/12, 14, 16)

      Blackboard: Lang, K. (2007). Poverty and Discrimination. Princeton: Princeton University Press. We will be reading Chapter 5: Labor Market Policies

Week twelve   (11/19)
      Thanksgiving Break, class on Monday: Make up Day. We will use this day to catch up on assignments and readings

Week thirteen ***Policy Options: addressing the needs of the poor***

      Welfare programs + Social insurance programs (11/26, 28, 30)

      Blackboard: Abramovitz, M. (2001). "Everyone is still on welfare: The role of redistribution in social policy". Social Work, 46, 297-308.

Week fourteen Employment policies + Equal opportunity policies (12/3, 5, 7)

      Blackboard: Macleod—Focus on final chapters: Have They Made It?

Week fifteen   Direction and prospects (12/10, 12)

                  Final Paper due Friday of this week

                  Concept Check #3 on 12/18 at 8:10am

Please consult MyNU for the exact time. We will also discuss the time in class. The final concept check will be in this room unless otherwise stated in class.

Blackboard Discussion Materials

Week Two
> Discussion of chapters 1-4 of MacLeod with emphasis on chapter two: Cultural Reproduction Theory.

Week Three
> Robert Rector and Kirk Johnson, "Understanding Poverty in America," Backgrounder 1713, January 5, 2004, pp. 1-21, available from: http://www.heritage.org/Research/Welfare/bg1713.cfm. This is a conservative approach to thinking about and measuring poverty.

Week Four
> Nussbaum, M. (1995) "A Matter of Survival: Women's Right to Employment in India and Bangladesh". In Martha Nussbaum and Jonathan Glover (eds.) Women, Culture, and Development: A study of Human Capabilities, pp. 37-57. Oxford: Clarendon Press.

Week Five
> Segal, E. (2007). "Social Empathy: A New Paradigm to Address Poverty." Journal of Poverty, vol. 11 (3), pp. 65-81.

Week Six
> Lott, B. (2002) "Cognitive and Behavioral Distancing from the Poor." American Psychologist, vol. 57 (2), pp. 100-110.

Week Seven
> Whiting, E. & Ward, C. (2008). "Food Insecurity and Provisioning: Chronic Challenges Faced by Families Living in Poverty on the Northern Cheyenne Indian Reservation," in Russell Crane and Tim Heaton (eds.) Handbook of Families and Poverty, pp. 198-219.

Week Eight
> Blair, K. & Taylor, D. (2008) "Who Will Care When Parents Can't? in Russell Crane and Tim Heaton (eds.) Handbook of Families and Poverty, pp. 48-62.

Week Nine
> Lang, K. (2007). Poverty and Discrimination. Princeton: Princeton University Press. We will be reading Chapter 10: Discrimination Theory

Week Ten
> Macleod—focus on ways in which education has helped or hindered the hallway hangers and the brothers.

Week Eleven
> Lang, K. (2007). Poverty and Discrimination. Princeton: Princeton University Press. We will be reading Chapter 5: Labor Market Policies

Week Twelve
> Abramovitz, M. (2001). "Everyone is still on welfare: The role of redistribution in social policy". Social Work, 46, 297-308.

Week Thirteen—no readings (Thanksgiving Break)

Week Fourteen
> Macleod—focus on final chapters: Have They Made It?

Week Fifteen—no readings (last week of classes)

Class Participation Grading Criteria[3]

Skill Area	1 pt.	2 pts.	3 pts.	Totals
Listening	**Emerging** **I did not listen to others. I participated in side conversations or text messaged during class.**	**Developing** **I listened but I also interrupted frequently.**	**Proficient** **I listened, offered my opinion, no side conversations**	
Speaking	Emerging I did not speak respectfully	Developing I spoke somewhat respectfully but this is an area that could use improvement	Proficient I speak respectfully and I wait my turn.	
Clarification	Emerging I do not know the topic.	Developing I know the topic but do not contribute or ask for clarification	Proficient I ask for and give clarification. I know the topic.	
Preparation	Emerging I have no supplies	Developing I am missing something: book, paper, writing utensil, text.	Proficient I am completely prepared for class.	
Eye Contact	Emerging I do not use names and I do not make eye contact	Developing I look at the teacher but not other students when I share my ideas	Proficient I share my ideas, I make eye contact and I use names when speaking.	
Respect	Emerging I do not treat other students with respect.	Developing I sometimes treat other students with respect.	Proficient I treat other students questions and comments with respect	
Participation	Emerging I rarely participate in discussions. I never volunteer to share my thoughts.	Developing I participate in discussions 50% of the time. I sometimes volunteer to share my thoughts.	Proficient I participate in discussions 80% of the time. I volunteer often to share my thoughts.	

21 points (3 points x 7 skill areas) = 100%
Final grade is calculated as follows:
Total score/21 = final %
(e.g. total score of 18/21= 86%)

[3] Adapted from: http://www.rcampus.com/rubricshowc.cfm?code=H2X889&sp=yes&nocache=1219239707116

Poverty Paper Grading Sheet

Please refer to the written grading rubric for information regarding how each of the following scores will be determined.

A.   Content and Development   50 points possible

   1.   Introduction   5 points   Score:_____

   2.   Literature Review   5 points   Score:_____

   3.   Localize the issue   10 points   Score:_____

   4.   Policies and Programs   10 points   Score:_____

   5.   What needs to be done   10 points   Score:_____

   6.   Conclusion   10 points   Score:_____

B.   Organization and Structure   20 points   Score:_____

C.   Format   15 points   Score:_____
     1. Proper use of APA style

D.   Grammar, punctuation, spelling   10 points   Score:_____

E.   Completion of Assignment   5 points   Score:_____

   Total Grade:

Comments:

Reflection paper Grading Rubric

NAME:

Reflection Paper Rubric	Exceeds Standards	Meets Standards	Unsatisfactory	Score
Format **10 points possible**	Paper is neatly typed, double-spaced, 10-12 point regular font, one-inch margins, and 3-5 pages in length and uses good references.	Paper is neatly typed, double-spaced, 10-12 point regular font, one-inch margins and is shorter in length and has few or no references.	Formatting rules ignored, very short in length and has few, if any, references.	
Grammar and Spelling **10 points possible**	No errors.	1-2 minor errors.	Lacks basic proofreading or contains major errors.	
Organization **10 points possible**	Well-organized, well written, easy to read and understand.	Well-organized but "flow" could be improved.	Organization lacking and arguments difficult or impossible to follow.	
Submission **5 points possible, but there is also a potential penalty for late work; see syllabus**	On time with no resubmissions.	Resubmission for more points.	Late or several resubmissions.	
Reflection **25 points possible**	Shows strong evidence of reasoned reflection and depth.	Shows evidence of reasoned reflection.	Lacks reflection and depth.	
Arguments **20 points possible**	Provides excellent support for claims.	Provides support for claims.	Relies solely on opinions or inappropriate sources.	
Original work **10 points possible**	Work clearly that of the author and all citations appropriate and properly referenced.	Work that of the author but relies heavily on cited sources.	Work relies almost exclusively on work of others.	

Completeness 10 points possible	Addresses all elements contained within the stated objective(s) of assignment and extends beyond.	Addresses all elements contained within the stated objective(s) of assignment.	Fails to address all the elements contained within the stated objective(s) of assignment.	
100 points possible Total				

Comments:

Bibliography

Accordino, John 1998. "The Consequences of Welfare Reform for Central City Economies." Journal of the American Planning Association 64: 11-15.

Adelman, Robert M. and Charles Jaret. 1999. "Poverty, race, and US metropolitan social and economic structure." Journal of Urban Affairs 21(1): 35-56.

Alex-Assensoh, Yvette. 1997. "Race, concentrated poverty, social isolation, and political behavior: Columbus, Ohio." Urban Affairs Review 33(2): 209-27.

Amato, Paul R. and Jiping Zuo. 1992. "Rural Poverty, Urban Poverty, and Psychological Well-Being." The Sociological Quarterly 33: 229-40.

Aponte, Robert. 1991. "Urban Hispanic poverty: disaggregations and explanations." Social Problems 38: 516-28.

Asra, Abuzar 1999. "Urban-Rural Differences in Costs of Living and Their Impact on Poverty Measures." Bulletin of Indonesian Economic Studies 35(3):51-

Ball, Richard A. 1968. "A Poverty Case: The Analgesic Subculture of the Southern Appalachians." American Sociological Review 33:885-95.

Basgal, Ophelia B. 2000. "Welfare Reform: Should Housing Have a Role?" Journal of Housing and Community Development." 57(1): 19-21.

Bates, Timothy Mason. 1996. "Political economy of urban poverty in the 21st century: how progress and public policy generate rising poverty." The Review of Black Political Economy 24: 111-21.

Black, Maureen M. and Ambika Krishnakumar. 1998. "Children in low-income, urban settings: interventions to promote mental health and well-being." American Psychologist 53(6): 635-46.

Bowen, Gary L. and Mimi V. Chapman. 1996. "Poverty, neighborhood danger, social support, and the individual adaptation among at-risk youth in urban areas." Journal of Family Issues 17: 641-66.

Brockerhoff, Martin., and Ellen Brennan. 1998. "The poverty of cities in developing regions." Population and Development Review 24(1): 75-114.

Brown, J. Brian and Daniel T. Lichter. 2004. "Poverty, Welfare, and the Livelihood Strategies of Nonmetropolitan Single Mothers." Rural Sociology 69(2):282-302.

Cherry, Robert. 1995. "The Culture-of-Poverty Thesis and African-Americans: The Work of Gunnar Myrdal and other institutionalists." Journal of Economic Issues 29:1119-32.

Churchill, Nancy. 1995. "Ending Welfare as we know it: a case study in urban anthropology and public policy." Urban Anthropology and Studies of Cultural Systems and World Economic Development 24: 5-35.

Corwyn, Robert Flynn, and Brent B. Benda. 1999. "Theoretical Factors Influencing Adolescent Sexual Behavior: Evidence from a Rural Sample Living in Poverty." Journal of Family Social Work 3(2):59-

Crawley, Andrew. 2000. "Equality, poverty, democracy." The World Today 56(7): 20-2.

Cunningham, Charles. 1999. "'To Watch the Faces of the Poor:' Life Magazine and the Mythology of Rural Poverty in the Great Depression." Journal of Narrative Theory 29(3):278.

Drake, Brett and Shanta Pandey. 1996. "Understanding the relationship between neighborhood poverty and specific types of child maltreatment." Child Abuse & Neglect 20: 1003-18.

Duncan, Cynthia M. 1996. "Understanding Persistent Poverty: Social Class Context in Rural Communities." Rural Sociology 61:103-24.

Edin, Kathryn. 2000. "What do low-income single mothers say about marriage?" Social Problems 47(1): 112-33.

Eisinger, Peter, and Charles Smith. 2000. "Globalization and metropolitan well-being in the United States." Social Science Quarterly 81(2): 634-44.

Ewalt, Patricia L. and Elizabeth A. Mulroy. 1997. "Locked out: Welfare Reform, Housing Reform, and the Fate of Affordable Housing." Social Work 42: 5-6.

Fafchamps, Marcel. 2004. Rural Poverty, Risk and Development. Edward Elgar Publishing.

Fisher, D. R. 2001. "Resource Dependency and Rural Poverty: Rural Areas in the United States and Japan." Rural Sociology 66(2):181-202.

Fitchen, Janet M. 1992. "On the Edge of Homelessness: Rural Poverty and Housing Insecurity." Rural Sociology 57: 173-93.

Fix, Michael and Jeffrey S. Passel. 1994. "Setting the Record Straight: What are the Costs to the Public?" Public Welfare 52: 6-15.

Gaiha, R., K. Imai, and P.D. Kaushik. 2001. "On the Targeting and Cost-Effectiveness of Anti-Poverty Programmes in Rural India." Development and Change 32(2): 309-342.

Gilens, Martin. 1996. "Race and poverty in America: public misperceptions and the American news media." The Public Opinion Quarterly 60: 515-41.

Glaeser, E. L. 2000. "Forum: Places, People, Policies Addressing urban poverty in America." Harvard Magazine 103(2): 34-35.

Goetz, Edward G. 2000. "The politics of poverty deconcentration and housing demolition." Journal of Urban Affairs 22(2): 157-73.

Horton, Hayward Derrick and Beverlyn Lundy Allen. 1998. "Race, Family Structure and Rural Poverty: An Assessment of Population and Structural Change." Journal of Comparative Family Studies 29(2): 397-406.

Jargowsky, Paul A. 1996. "Take the money and run: economic segregation in U.S. metropolitan areas." American Sociological Review 61: 984-98.

Jarosz, Lucy and Victoria Lawson. 2002. "'Sophisticated people versus rednecks': Economic restructuring and class difference in America's West." Antipode 34(1):8-28.

Kasper, Jennifer. , Sundeep K. Gupta, and Phuong Tran. 2000. "Hunger in legal immigrants in California, Texas, and Illinois." American Journal of Public Health 90(10): 1629-33.

Kemp, Jack. 1990. "Tackling poverty: market-based policies to empower the poor." Policy Review 51: 2-5.

Krivo, Lauren J., Ruth D. Peterson, and Helen Rizzo. 1998. "Race, segregation, and the concentration of disadvantage: 1980-1990." Social Problems 45(1): 61-80.

Kutty, Nandinee K. 1998. "The scope for poverty alleviation among elderly home-owners in the United States through reverse mortgages." Urban Studies 35(1): 113-29.

Kuyvenhoven, Arie. 2004. "Creating an enabling environment: Policy conditions for less-favored areas." Food Policy 29(4):407-30.

Latimer, Melissa. 2004. "Between a Rock and a Hard Place--The Socioeconomic Status of Former TANF Recipients in West Virginia." Sociological Spectrum 24(1):93-124.

Lee, Matthew R. 2000. "Concentrated poverty, race, and homicide." The Sociological Quarterly 41(2): 189-206.

Light, Ivan. 1996. "A self-help solution to fight urban poverty." The American Enterprise v. 7: 50-2.

Marcuse, Peter. 1997. "The enclave, the citadel, and the ghetto: what has changed in the post-Fordist U.S. city." Urban Affairs Review 33(2): 228-64.

Massey, Douglas S., and Mary J. Fischer. 2000. "How segregation concentrates poverty." Ethnic and Racial Studies 23(4): 670-91.

McCormack, Karen. 2004. "Resisting the Welfare Mother: The Power of Welfare Discourse and Tactics of Resistance." Critical Sociology 30(2):355-384.

McLaughlin, Diane K. and Leif Jensen. 1995. "Becoming Poor: The Experiences of Elders." Rural Sociology 60:202-23.

Mulherin, Stephen. 2000. "Affordable housing and white poverty concentration." Journal of Urban Affairs 22(2): 139-56.

Nelson, Margaret K. 2004. "How men matter: Housework and self-provisioning among rural single-mother and married-couple families in Vermont, U.S." Feminist Economics 10(2):9-37.

Nelson-Richards, M. 2001. "Rural Poverty and Global Capital: A Sociology of an Emerging Democracy – South Africa (Kangwane)." Journal of Third World Studies 18(2):161-188.

Newman, Sandra J. 2000. "Welfare Reform: Should Housing Have a Role?" Journal of Housing and Community Development." 57(1): 16-18.

Neto, Frederico. 2004. "Innovative approaches to rural development: Moving from state-controlled towards market-based land reform." 28(1):50-61.

Nightingale, Demetra S. 2000. "Welfare Reform: Should Housing Have a Role?" Journal of Housing and Community Development." 57(1): 22-24.

Nord, Mark. 2000. "Does it cost less to live in rural areas? Evidence from new data on food security and hunger." Rural Sociology 65(1):104-125.

Olson, Christine M., Kendra Anderson, Elizabeth Kiss, Frances C. Lawrence, and Sharon B. Selling. 2004. "Factors Protecting Against and Contributing to Food Insecurity Among Rural Families." Family Economics and Nutrition Review 16(1):12-21.

Olzak, Susan, Suzanne Shanahan, and Elizabeth H. McEneaney. 1996. "Poverty, segregation, and race riots: 1960 to 1993." American Sociological Review 61: 590-613.

Parker, Karen F., and Matthew V. Pruitt. 2000. "Poverty, poverty concentration, and homicide." Social Science Quarterly 81(2): 555-70.

Pattillo-McCoy, Mary. 2000. "The limits of out-migration for the black middle class." Journal of Urban Affairs 22(3): 225-41.

Quane, James M. and Bruce H. Rankin. 1998. "Neighborhood poverty, family characteristics, and commitment to mainstream goals: the case of African American adolescents in the inner city." Journal of Family Issues 19(6): 769-94.

Rank, Mark R., Hong-Sik Yoon, and Thomas A. Hirschl. 2003. "American Poverty as a Structural Failing: Evidence and Arguments." Journal of Sociology and Social Welfare 30(4):3-30.

Rankin, Bruce H., James M. Quane. 2000. "Neighborhood poverty and the social isolation of inner-city African American families." Social Forces 79(1): 139-64.

Roe, Emery. 2000. "Poverty, defense, and the environment: how policy optics, policy incompleteness, fastthinking.com, equivalency paradox, deliberation trap, mailbox dilemma, the urban ecosystem, and the end of problem solving recast difficult policy issues." Administration and Society 31(6): 687-725.

Shapiro, Isaac. 1989. "Laboring for Less: Working but Poor in Rural America." Washington, D.C. Center on Budget and Policy Priorities.

Shore, William B. 1996. "Recentralization: the single answer to more than a dozen United States problems and a major answer to poverty." Journal of the American Planning Association 61: 496-503.

Siemens, Robert. 1997. "The problem of modern poverty: significant congruences between Hegel's and George's theoretical conceptions." The American Journal of Economics and Sociology 56: 617-37.

Snyder, Anastasia R. and Diane K. McLaughlin. 2004. "Female-Headed Families and Poverty in Rural America." Rural Sociology 69(1):127-150.

Spencer, C.S. 2000. "Food Scarcity, Rural Poverty, and Agricultural Development in Latin America: Issues and Evidence." Culture and Agriculture 22(3):1-14.

Strait, John B. 2000. "An examination of extreme urban poverty: the effect of metropolitan development and demographic dynamics." Urban Geography 21(6): 514-42.

Swanson, Louis and David Freshwater. 1999. "From New Deal to No Deal." Forum for Applied Research and Public Policy 14(1): 84-9.

Thurston, Linda P. and Lori A. Navarrete. 2003. "Rural, Poverty-Level Mothers: A Comparative Study of Those With and Without Children Who Have Special Needs." Rural Special Education Quarterly 22(2):15-24.

Tolman, Richard M. and Daniel Rosen. 2001. "Domestic violence in the lives of women receiving welfare: mental health, substance dependence, and economic well-being." Violence Against Women 7(2): 141-58.

Valadez, James R. 2000. "Searching for a Path Out of Poverty: Exploring the Achievement Ideology of a Rural Community College." Adult Education Quarterly 50(3): 212.

Wachs, Martin, and Brian D. Taylor. 1998. "Can Transportation Strategies Help Meet the Welfare Challenge?" Journal of the American Planning Association 64: 15-19.

Weinger, Susan. 1998. "Children living in poverty: their perception of career opportunities." Families in Society 79(3): 320-30.

Wilson, William Julius. 1999. "When work disappears: new implications for race and urban poverty in the global economy." Ethnic and Racial Studies 22(3): 479-99.