

**SOCIAL WORK 5030**

**GLOBAL SOCIAL WORK PERSPECTIVES ON POVERTY AND INEQUALITY**

Semester 20XX

Meeting Day(s), Time, Location

Undergraduate and Graduate | 3 credit hours

**Instructor**: name/pronouns

**Office Hours**:

**Email**:

**Office Location**:

Course Description

This Migration, Mobility, & Immobility General Education Theme 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.

**COURSE DELIVERY METHOD**

The instructor will provide lecture, facilitated discussions and group activities in weekly in-person class sessions.

**REQUIRED READINGS AND MATERIALS**

* Ehrenreich, B. (2011). Nickel and Dimed. A Holt Paperback. New York.
* Readings not available for download online will be posted on Carmen Canvas.

Course Competencies and Practice Behaviors

In the context of “Embrace Difference, Seek Justice, Be the Change” as stated in the College Mission Statement, students are expected to master the following competencies and performance component behaviors:

**Competency 2**: **Advance Human Rights & Social, Racial, Economic, and Environmental Justice**

* advocate for human rights at the individual, family, group, organizational, and community system levels
* engage in practices that advance human rights to promote social, racial, economic, and environmental justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion in Practice

* demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels
* demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences

Competency 5 – Engage in Policy Practice

* use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services
* apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.
* for policies that advance human rights and social, economic, and environmental justice

Specific Course Objectives

Upon satisfactory completion of this course, students will demonstrate their ability to:

1. Students understand the different ways in which poverty is defined and measured globally (Competency 2, 3, 5)
2. Students understand and apply a variety of theoretical perspectives on the causes of and solutions to poverty (Competency 2, 3)
3. Students demonstrate an understanding of the negative effects of poverty across the lifespan (Competency 2, 3, 5)
4. Students will be critical of the social, economic, and political institutions that inform our response to poverty (Competency 2, 3)
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, 3, 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.

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| **Themes: General** |
| **Goals** | **Expected Learning Outcomes** | **In this course** |
| **GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in- depth level than****the foundations.** | **Successful students are able****to…**1.1. Engage in critical and logical thinking about the topic or idea of the theme. | **In this course, students…**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 diversescholars and poverty practitioners. |
|  | 2.1**.** Identify, describe, and | 2.1. Engage in the exploration of each weekly |
|  | synthesize approaches or | topic through a combination of lectures, |
| **GOAL 2: GOAL:** | experiences as they apply to | readings, podcast, discussions, and writing |
| **Successful students** | the theme. | assignments to learn how to identity and |
| **will integrate** |  | describe an issue, articulate an argument, find |
| **approaches to the** |  | evidence, and synthesize views or experiences |
| **theme by making** |  | verbally and in writing. |
| **connections to out-of-** | 2.2. Demonstrate a | 2.2. Gain a rigorous, critical, and self-aware |
| **classroom experiences** | developing sense of self as | engagement not only with poverty as a |
| **with academic** | a learner through reflection, | multidimensional concept and as it relates to |
| **knowledge or across** | self-assessment, and | global citizens, including stateless persons, |
| **disciplines and/or to** | creative work, building on | internally displaced groups, refugees, and |
| **work they have done in** | prior experiences to respond | undocumented persons. Engage in critical |
| **previous classes and** | to new and challenging | interrogation of policies and social ideologies as |
| **that they anticipate****doing in future.** | contexts. | 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).

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| **Themes: Migration, Mobility, and Immobility** |
| **Goals** | **Expected Learning Outcomes** | **Related course content** |
| **GOAL 1: Successful students will explore** | **Successful students are able****to…**1.1. Explain environmental, political, economic, social, or | **In this course, students…**1.1. Examine migration, mobility, and immobility (MMI) as one of the factors central to understanding poverty as a global |

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| **and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.** | cultural causes of migration, mobility, and/or immobility (thereafter, MMI). | 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. |
| **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/orplaces. | 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 |

# **GRADING CRITERIA**

**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** <60%

Attendance Policy

Continuous engagement with this course is essential to learning the material. Students are expected to attend class and engage with assignments for every scheduled meeting. 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. Students will earn 4 points per session for actively attending and actively participating. 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.

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/>

Late Assignments Policy

## Unless there are extenuating circumstances, I will not accept late assignments. Prior approval should be obtained before assignment due dates if extenuating circumstances have arisen for a given student.

Communication / Email Policy

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Weather or Other Short-Term Closings

Online classes will continue as scheduled. Should in-person classes be canceled, I will notify you regarding which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via CarmenCanvas.

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**](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

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

COURSE ASSIGNMENT DETAILS

Below is a breakdown of the assignments/discussions that are required within the course. You can find a brief description, due date and grade for each assignment (for detailed assignment information, please refer to your assignment guidelines).

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| **Assignment** | **Brief Description** | **Due Date** | **Weight – grade** |
| **Weekly Participation and Attendance** | Students are expected to complete all assigned readings and attend and actively participate in class | Weekly  | 15% overall grade  |
| **Assignment #1. Concept Paper [group assignment proposal & plan] (competencies 2, 3,****5; 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 program 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 | 10% overall grade. |
| **Assignment #2. Mini Proposal Individual Student Contributions polished drafts (competencies 2, 3,****5)** | This assignment will allow you to demonstrate your individual contribution to the group assignments in this course.Documentation provided for this assignment should reflect with what you and your group agreed would be your contribution to the mini-proposal and group presentation, and may include collaborative work, and/or polished document drafts you put together to contribute to your group’s collectivesuccess on these major assignments in this class. | Week 13Due on Saturday at 11:59 pm on the week it is presented. | 30% overall grade |
| **Assignment #3. Mini Proposal (competencies 2, 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 | 30% overall grade |
| **Group Presentations (competencies 2, 3,****5; course objectives****1-5, 7)** | This short (10 minute) presentation is designed to present the information proposed in the mini proposal in a simple and accessible format | Week 14 | 15% |

# **COURSE SCHEDULE AND OUTLINE**

Standards for Written Assignments

* Written assignments must be turned in at the assigned time.
* Double-spaced
* 12-point font, Times New Roman
* Maximum of 1” margins on all sides
* Adhere to APA format- Clarity of expression, logical organization and grammar are considered in the evaluation of written material. Students are expected to use the standards of writing set forth in the Publication Manual of the American Psychological Association, 6th Edition.
* Papers are to be placed in the Carmen prior to due date/time.
* Prescribed page lengths do not include title pages or reference lists
* Late assignments will not be accepted unless there are extenuating circumstances approved by the instructor.

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| Section I: Poverty—An OverviewWeek 1 – Welcome, introductions & course overview |
| Tasks for this week include:* Review all content and syllabus
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| Section I: Poverty—An OverviewWeek 2 – Definitions |
| Topics* What is poverty?
* Definitions and conceptualizations
* Values and ideology
* Components of poverty—social, political, economic, environmental
* Migration, mobility, and immobility as a central factor to understanding poverty

Readings: listed in the order they will be discussed in classGroup 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/](http://www.americanprogress.org/issues/poverty/news/2011/08/05/10063/what-you-need-when-youre-%20poor/)

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/>

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
 |
| Section II: Theoretical FrameworksWeek 3: Etiological Theories |
| Topics* Culture of poverty
* Biological Determinism perspective
* Introduction to economic, sociological theories

Readings* 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.
	+ Theories of the determinants of asset building page 2-8
 |
| Section II: Theoretical FrameworksWeek 4 – Assets Theory & the Capability Approach |
| Tasks for this week include:* Economic mobility and immobility
* Asset Theory—and the asset building paradigm
* Capabilities and Functioning
* The human development paradigm—moving from MDGs to SDGs

Readings* 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 Week 5 – Status of children in poverty |
| Part 1: Children and Youth Topics* Intergenerational immobility
* Rates of poverty in this group
* Consequences (focus on nutrition and education)
* Refugee and migrant families – impact of displacement on children

Readings* 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](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](http://www.scientificamerican.com/article/poverty-)
 |
| Section III: Poverty Across the Lifespan Week 6 – Strategies for reducing and addressing poverty for children and youth |
| Part 1: Children and Youth Topics* 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

Reading* USDA. (2023) About WIC. Retrieved from https://www.fns.usda.gov/wic/about-wic
	+ -WIC at a glance
	+ -WIC’s mission
	+ -How WIC helps
* USDA. (2020) Characteristics of Supplemental Nutrition Assistance Program Households: Fiscal Year 2019 Retrieved [https://www.fns.usda.gov/snap/characteristics-snap-households-fy-2020-and-early-months- covid-19-pandemic-characteristics](https://www.fns.usda.gov/snap/characteristics-snap-households-fy-2020-and-early-months-covid-19-pandemic-characteristics)
* 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.
* 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
 |
| Section III: Poverty Across the Lifespan Week 7 – Status of young adults in poverty |
| Part 1: Children and Youth Topics* 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

Reading* CFPB (2017) What is a payday loan? [https://www.consumerfinance.gov/ask-cfpb/what-is-a-payday-loan-en- 1567/](https://www.consumerfinance.gov/ask-cfpb/what-is-a-payday-loan-en-%201567/)
* 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/](http://www.wnyc.org/story/how-for-%20profit-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>
 |
| Section III: Poverty Across the Lifespan Week 8 – Status of adults in poverty |
| Part 2: Adults Topics* The working poor
* Standard vs nonstandard work—the gig economy
* Workforce mobility and immobility all content in the Weekly Module

Reading* 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
 |
| Section III: Poverty Across the Lifespan Week 9 – Status of adults in poverty (continued) |
| Part 2: Adults Topics* Feminization of poverty
* Migration of women
	+ Voluntary
	+ Forced - fleeing conflict, persecution, environmental degradation
	+ Economic survival

Reading* 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](https://www2.unwomen.org/-/media/annual%20report/attachments/sections/library/2019/un-women-annual-report-2018-2019-en.pdf?vs=4621)
 |
| Section III: Poverty Across the Lifespan Week 10 – Strategies for reducing and addressing poverty for adults |
| Part 2: Adults Topics* Domestic policies
	+ Retraining programs
	+ TANF
	+ EITC
* International policies
	+ Microfinance (microcredit,(un)conditional cash transfers, asset transfers)

Reading* 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](http://www.convergences.org/wp-content/uploads/2016/09/BMF-EN-FINAL-2016-Version-%20web.pdf) Pages 2-3 Key figures of financial inclusion
	+ Select one special report—health, food security, education, energy, habitat, microfinance in France and Europe.
 |
| Section III: Poverty Across the Lifespan Week 11 – Status of older adults in poverty |
| Part 3: Older Adults Topics* Rates of poverty in this group
* Consequences
	+ Health
	+ Social isolation
	+ Immobility
* Domestic policies
	+ Medicaid/Medicare
	+ Social Security
* International policies
	+ Cash transfers to older adults
* Older adult immigrants

Group A Reading: 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 Reading: 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](https://www.ssa.gov/pubs/EN-05-10043.pdf%20Pp1-8)
* 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 PovertyWeek 12 – Food Insecurity |
| Topic* Review all the week’s content

Reading* Jarrott, S. E., Cao, Q., Dabelko-Schoeny, H. I., & Kaiser, M. L. (2021). Developing intergenerational Interventions to address food insecurity among pre-school children: a community-based participatory approach. Journal of Hunger & Environmental Nutrition, 16(2), 196–212. <https://doi.org/10.1080/19320248.2019.1640827>
* Keumseok, K., Michelle, L. K., Glennon, S., Karima, S., & Ayaz, H. (2020). Explaining racial inequality in food security in columbus, ohio: a blinder-oaxaca decomposition analysis, 17(5488), 5488–5488. <https://doi.org/10.3390/ijerph17155488>
* Kaiser, M. L. (2017). Redefining food security in a community context: an exploration of community food security indicators and social worker roles in community food strategies. Journal of Community Practice, 25(2), 213–234. <https://doi.org/10.1080/10705422.2017.1308897>
 |
| Section IV: Special Topics in PovertyWeek 13 – Rural poverty |
| Topics* Rates of poverty in this group
* The hidden poor
* Geographic mobility and immobility among the rural poor
* How policies have disenfranchised rural America

ReadingSlovak, 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. |
| Section IV: Student Presentations Week 14 –  |
| Student Presentations |

# **UNIVERSITY, COLLEGE, AND COURSE POLICIES**

The University and the College of Social Work maintain policies regarding the conduct of courses and your academic experience. Please ensure that you review and become familiar with these policies:

## DISABILITY STATEMENT

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

## COUNSELING AND CONSULTATION SERVICES/MENTAL HEALTH SERVICES

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.

If you or someone you know are suffering from any of the aforementioned conditions, you can reach out directly to the Office of Student Life’s Counseling and Consultation Service (CCS):

1. Email: ccs@osu.edu
2. Phone: 614-292-5766
3. Visit ccs.osu.edu
4. 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.
* 988 Suicide & Crisis Lifeline: Call 988
* The Crisis Text Line at TALK to 741741

[Guidance for Students and Instructors When Military Orders Coincide with Academic Responsibilities](https://csw.osu.edu/wp-content/uploads/2023/01/Military-Veterans-Services_Guidance-For-Short-Term-Leave59.pdf)

## DIVERSITY STATEMENT

**The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.**

**To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:**

* <https://odi.osu.edu/>
* <https://odi.osu.edu/racial-justice-resources>
* <https://odi.osu.edu/focus-on-racial-justice>
* <http://mcc.osu.edu/>

## RELIGIOUS ACCOMMODATIONS

Ohio State has had a longstanding practice of making reasonable academic accommodations for students’ religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student’s religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students’ sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student’s presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student’s request for time off shall be provided if the student’s sincerely held religious belief or practice severely affects the student’s ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity.

Policy: [Religious Holidays, Holy Days and Observances](https://oaa.osu.edu/religious-holidays-holy-days-and-observances)

## CREATING AN ENVIRONMENT FREE FROM HARRASSMANT, DISCRIMINATION AND SEXUAL MISCONDUCT

**The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.**

**To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:**

* **Online reporting form at equity.osu.edu, Call 614-247-5838 or TTY 614-688-8605,**
* **Or Email**equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

* All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
* The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## ACADEMIC INTEGRITY AND 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.**

**COPYRIGHT**

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

## 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.

## GRIEVANCES AND SOLVING PROBLEMS

**According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.**

## 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). Feedback at any time in any form is always welcome.

## COLLEGE OF SOCIAL WORK AI STATEMENT

The College of Social Work promotes the development of technology literacy for all students and faculty. Accordingly, the College of Social Work allows students to use artificial intelligence (AI) tools in limited ways that support their learning.

Generally Permitted Uses of AI Tools

Students may use AI tools for the following purposes:

* Writing assistance: Improve spelling, grammar, and the structure of your own writing.
* Idea Development: brainstorming and initial idea generation.

When using AI tools beyond these generally permitted uses, students **must** follow all course assignment and instructor guidelines, including limitations placed on the use of AI tools.

### Academic Integrity and AI

While AI can be a valuable tool, remember that academic integrity remains paramount. Attribute AI-generated content with proper citations and avoid plagiarism. Additionally, consider the accuracy of information incorporated in your assignment and the ethical implications of using AI in educational contexts.

### Disclosing Your Use of AI Tools

If using AI tools, *briefly* include the following information with your submission, either at the end of your assignment on a new page or in an additional attachment. This should be brief, but enough to explain your usage:

1. Application Used: Specify the AI application or tool you used (e.g., Copilot, ChatGPT, Claude AI, Gemini).
2. Purpose: Describe the purpose for which you used AI (e.g., idea generation, writing assistance, content creation).
3. Iteration and Refinement: Briefly explain the quality of the initial output and how you revised prompts or adjusted parameters to refine the AI output. Did you experiment with different input prompts to improve the results?
4. Incorporation in Completed Assignment: Briefly reflect how you incorporated the AI-generated content into your assignment. How did you edit, adapt, or combine it with other ideas?

***Example Disclosure:***

*For the engaging a group assignment, I used ChatGPT to brainstorm different group topics and structures to familiarize myself with how groups are usually structured. I then asked for examples of groups, which I used to conduct further research through the library. Initial responses were very generic, but I used follow-up questions to probe and get more specific ideas. My group is based on one of the ideas. I also used Grammarly for writing assistance and feedback.*

## CONTENT WARNING

Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or Counseling and Consultation Services at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

## LYFT RIDE SMART

Lyft Ride at Ohio State offers eligible students discounted rides, inside the university-designated service area (opens in new window) and has expanded service to the Short North area along High Street. Service runs from 7 p.m. to 7 a.m. Prices may be impacted by distance, traffic, time of day, special events and prime time surcharges. More information about the service and the Lyft App, and a link to get started using the Lyft Ride Smart services can be found at: <https://ttm.osu.edu/ride-smart>.

## WEATHER / SHORT-TERM CLOSING

Although Ohio State strives to remain open to ensure continuity of services to students and the public, extreme conditions can warrant the usage of the university's Weather or Other Short-Term Closing Policy. Please visit this webpage to learn more about preparing for potential closings and planning course ahead for winter weather.

MILITARY-CONNECTED STUDENTS
The Military and Veterans Services (MVS) Office offers a wide range of resources, for military-connected students. Whether using benefits or not, all military-connected students are encouraged to stop by the office to learn more about how MVS can be of support (ie. information about tutoring, transition services, access to the veteran’s lounge, etc.). For service members, should you receive orders during the semester or know of classes that will be missed due to service commitments, please speak with me as soon as possible so that we can make any necessary arrangements. MVS contact information: milvets@osu.edu; 614-247-VETS; <http://veterans.osu.edu/>; 185 Student Academic Services Building, 281 W. Lane Avenue.