

Foundation Topics in Social Work: Real World Perspectives on Poverty Solutions SWK 503.001

Fall term 2019, 1 credit hour

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Meeting time and location:

Friday, 12:00-2:00 pm
Location SWK ECC 1840
(first two sessions in B780)

Catalog Description

This course is taught by various members of the program faculty. Each version of the course has its own subtitle, some being offered one time only while others are repeated and may evolve into regular courses with their own course number and title. This is an appropriate selection for upper-level undergraduate students.

Course Summary

Real World Perspectives on Poverty Solutions introduces the key issues regarding the causes and consequences of poverty through a lecture series featuring experts in policy and practice from across the nation. The course explores interdisciplinary, real-world poverty solutions from a wide variety of perspectives and encourages the formation of a community of learners at U-M committed to engaging these issues together.

Learning Objectives, Approaches, and Outcomes

This lecture series course features different guest speakers each week. Speakers are national and global experts drawn from university, business and community contexts who explore interdisciplinary real-world poverty solutions from a wide variety of perspectives. Lectures will be recorded and made available on-line to engage the community regarding strategies and programs for poverty prevention and alleviation. Lectures will be free and available to the community as space permits.

Learning Objectives, Approaches, and Outcomes (cont.)

Specific student learning objectives are to:

- 1) gain an understanding the key issues regarding the causes and consequences of poverty
- 2) explore a wide variety of approaches to understanding and providing solutions for poverty
- 3) learn from a diverse group of experts from university, business and community contexts
- 4) participate as a member of a multidisciplinary learning community linking scholars and practitioners from both the university and the community.
- 5) practice communicating ideas about poverty solutions in an online discussion forum and through written reflections.
- 6) explore the dynamics of commitment to social change and providing solutions to poverty.

Competencies

Social Work curriculum follows the competency based education framework adopted by the Council on Social Work Education. This course engages the following competencies:

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Required Materials: i>clicker

Each student is required to purchase an i>clicker to bring to class each week. The i>clickers will be used to engage students during weekly lectures and to track participation and learning throughout the course. Each speaker will be asked to build in several questions throughout his or her presentation. Students should respond to these questions to receive full participation points.

i>Clicker Registration

In order to activate your i>clicker for this course, you will need to register your i>clicker on Canvas. To do this, go to Canvas and click the i>Clicker Registration tool in your course navigation menu. Then enter the 8-character remote ID, as listed under the barcode label on your i>clicker. After registering, you will see a verification table. This will confirm your i>clicker course registration.

We consider bringing a fellow student's i>clicker to class to be cheating and a violation of the University Honor Code.

Evaluation

Students will be assessed and graded on participation and attendance at the weekly lectures (as assessed using i>clickers), on regular postings on the course Canvas discussion board, and on two reflective essays in response to presentations of their choosing (and the associated readings), due at regular intervals throughout the semester.

Attendance

The Stephanie Land Lecture on Monday October 28 and the CEW+ Advocacy Symposium on Tuesday October 29th are advertised as a part of this series but since they don't happen Friday at noon are not requirements for the course. The Land lecture is strongly encouraged for all students and a preapproved make up lecture.

For students who have an unavoidable conflict with a class meeting, there is an alternate activity to earn the participation points for attending the class. The student must notify us in advance of the conflict and prepare a summary of the presentation that was missed (1-2 pages) based on the video of the presentation. This option may be used no more than once (1) during the semester.

Grading

Participation & attendance in class: 36 points (6 per class meeting)

Canvas discussion postings (2): 18 points (9 points each)

Reflective essays (2): 36 points (12 points for initial essay, 24 points for final essay)

Total points possible: 100 points

Letter grades will be assigned as follows:

A 93-100%

A- 90-92.9%

B+ 87-89.9%

B 83-86.9%

B- 80-82.9%

C+ 77-79.9%

C 73-76.9%

C- 70-72.9%

Canvas discussion postings

For 2 of the lectures, write a paragraph (at least 150 words) about an important idea from the Friday presentation and Q&A. We will provide a couple sample questions based on the presentation to get you started. The discussion for each week will be available starting on Friday afternoon (4 pm) after each class meeting until the next Tuesday evening (11 pm).

Reflective essays

Initial Essay: By the conclusion of the 2nd week of class students will write an essay reflecting on their current understanding of poverty.

Students should attend to questions like: What experiences with poverty does the student have? What are the causes and consequences of poverty? What social dynamics effect poverty? What is involved in providing a solution to poverty?

Final Essay: By the last day of class students will write an essay reflecting on: A) their initial essay. B) at least four ideas from the lectures given during the semester.

This essay should detail any changes in thinking for the student about the causes and consequences of poverty. What has the student learned about the dynamics of commitment to social change and providing solutions to poverty?

Students should make explicit reference to their initial essay and to at least four lectures in crafting their final essay.

Late essays will immediately lose 10% of their total point value and will lose an additional 10% for each day the assignment is late.

Is important to submit your own responses in discussion postings and essays.

Intentional plagiarism carries serious consequences within the class and the Dean's office.

| Date | Location | Speaker | Topic | |
|-------------|--------------------------|--------------------------------------|--|-------------------|
| 10/4/2019 | B780 - SWK | Luke Shaefer | Introduction | |
| 10/11/2019 | B780 - SWK | Efosa Ojomo | The Prosperity Paradox: How innovation can lift nations out of poverty | |
| 10/18/2019 | ECC - SWK | Bridgette Brawner | Health and Poverty: The toll of living with less | Initial Essay Due |
| 10/25/2019 | ECC - SWK | Faith Fowler | The Road to Hell: Eliminating poverty versus serving people in poverty | |
| 10/28/2018 | Rackham Amphitheatre | Stephanie Land | Maid: Hard work, low pay, and a mother's will to survive | |
| 10/29/2019 | Michigan League Ballroom | Stephanie Land and Joy Degruy | CEW+ Advocacy Symposium: Redefining Leadership | |
| 11/1/2019 | ECC - SWK | Dorian Warren | The Hidden Rules of Race: Barriers to an Inclusive Economy | |
| 11/8/2019 | ECC - SWK | Greg Landsman | Beyond School: Where to focus collective action to support children in poverty | |
| 11/15/2019 | ECC - SWK | Dean Kamen | From the Segway to medical devices: Inventing people-centered solutions | |
| 12/2/2019 | | | | Final Essay Due |

Essay Rubrics.

Initial Essay

| Criteria | Pts |
|---|---------|
| Addresses questions The initial essay addresses relevant questions concerning poverty and approaches to alleviating poverty. | 4.0 pts |
| Experience The initial essay explores the student's experiences | 4.0 pts |
| Writing The essay has a structure, writing quality, and length that allows for adequate description of the questions and experiences described. | 2.0 pts |
| Poverty The essay offers a description of poverty. | 2.0 pts |
| Total Points: 12.0 | |

Final Essay

| Criteria | Pts |
|---|---------|
| Reflects on initial essay The final essay includes material from, and further reflections on, the initial essay. | 4.0 pts |
| Four Ideas The final essay includes four ideas from lectures given during the semester. | 8.0 pts |
| Changes The final essay reflects on changes in the students understanding of the causes, consequences and solutions to poverty. | 4.0 pts |
| Learnings The final essay outlines the student's learnings about the causes, consequences and solutions to poverty. | 4.0 pts |
| Writing The essay has a structure, writing quality, and length that allows for adequate description of the questions and experiences described. | 4.0 pts |
| Total Points: 24.0 | |