

DePaul University

1. School for New Learning

2. Course Number: HC 362

Title: Poverty, Policy and the Economy: Poor in the U.S.A
Spring Quarter 2017

3. Instructor: Mark Enenbach

Email address: menenbac@depaul.edu

Telephone: 630-769-0369

Appointments: Schedule with Instructor

4. Course Dates : Tuesdays from 5:45to 9:00pm, March 28th-June 6th

This is a hybrid class that meets on campus five evenings

Other sessions will be on-line or designated for a research assignment.

5. Course Location: Loop Campus

6. Course Description

Over 90 years after the beginning of the “New Deal” and over 50 years after the start of the “War on Poverty”, poverty, hunger, homelessness and unemployment continue to plague every part of our nation. What is the responsibility of society toward those in need? What have we learned about resolving the problems faced by those in economic and social crises?

This course will explore the history of efforts to help the poor in the United States. The impact of the economy and foreign policy upon support for government funded programs to assist low income persons will be evaluated.

Students registered for the L-3 competence will be required to engage in first hand learning by volunteering at an organization lobbying for social, political or legal change.

7. Learning Outcomes and Competencies Offered:

Learning Outcomes:

By the conclusion of the course students should have achieved the following goals:

1. A basic understanding of formal efforts made to combat poverty in the United States.

2. Knowledge of the resources available to assist low and moderate-income individuals and families.
3. A comprehension of major government legislation designed to create opportunity for Americans to become self-sufficient.
4. An awareness of the impact of the economy and foreign policy upon support for government-funded social service programs.
5. The ability to formulate one's own opinion relative to the role and responsibility of government to help the poor.
6. An understanding of the role of community organizations and grass roots efforts to alleviate poverty.

Competences:

Students may select two of the following competencies:

L-3 Can assess the social and personal value of civic engagement for achieving change

Learning experiences must demonstrate critical analysis of the impact of active student involvement in a social and/or legal movement. Requires minimum of 12 hours of volunteer service.

H-4 Can analyze power relations among racial, social, cultural or economic groups in the United States.

This competence will analyze power relationships from an historical perspective which includes legal rights, opportunity and income.

H-1-X Human Community, Communities and Societies Competence, written by the student in conjunction with the instructor.

This competence will study the historical response to poverty and its relationship to economic conditions in the United States.

F-X Focus area competence written by the student in conjunction with the instructor.

This competence will evaluate alternative solutions to poverty in the United States from the student's perspective.

8. Learning Strategies and Resources

Through a combination of readings, classroom and on-line discussions, community service, films, and independent research, students will develop an understanding of the history of efforts to help the poor in the United States. Students will review key legislation that created programs to assist low-income individuals and families. Video highlights of key social, legal and elected leaders in both the Civil Rights Movement and the War on Poverty will provide a core

background for evaluating the success of these efforts. The role of community based organizations and grass roots efforts to address poverty will be studied.

Students will be given the opportunity to engage in first hand learning by serving at agencies and organizations involved in assisting the poor. This will provide the opportunity to view the effects of legislative and social initiatives on direct programs and services for those in need.

Learning Strategies

- A.) Readings
- B.) Lecture-Discussions
- C.) Video presentations
- D.) Community service at community based organizations (for H-2-H students)
- E.) Independent research

Required Readings:

Congressional records of the following pieces of legislation

- a. The Economic Opportunity Act of 1964
- b. 1967 Amendments to the Economic Opportunity Act
- c. Omnibus Budget Reconciliation Act of 1981
- d. Government Performance and Results Act of 1993
- e. Personal Responsibility and Work Opportunity Reconciliation Act of 1996

And: On-line resources provided by the instructor on efforts to assist the poor.

Attendance and Participation:

Students are encouraged to make every effort to attend classroom sessions. Participation in classroom and on-line discussions is a necessary part of having a fulfilling learning experience. In the event that students are unable to attend a classroom session it is recommended that they borrow notes from another student.

Students will be given a wide range of options for fulfilling their competencies including independent research papers, oral presentations in class or by DVD, video or audio format, or an optional take home essay examination. The instructor will discuss various research methods and strategies with the students on an individualized basis in order to assist in the completion of selected methods of demonstrating competence.

9. Learning Deliverables

Students registered for particular competencies will be evaluated on projects submitted to the instructor. Competence may be demonstrated by written or oral presentation. Oral projects may be in audio or video form or as presentations to the class. Written projects require footnotes and a bibliography of source material. Oral projects require an outline of the presentation and a bibliography. Students registered for two competencies may, in some cases, complete an expanded project, which addresses both competencies.

All students will be required to submit a competence proposal at the second class session. Competence proposals will be reviewed by the instructor for pertinence to the competence or competencies addressed. The instructor will offer suggested research methods, strategies and resources to the student.

The suggested length for term papers is six to eight pages for one competence and twelve to fourteen pages for two competencies. All term papers must include footnotes and bibliography, including at least four sources per competence.

Oral presentations should be six to eight minutes in length for one competence and twelve to sixteen minutes for two competencies. Students making oral presentations must submit a one page outline of their presentation and a bibliography including at least four sources per competence.

Students will also be given a third option of completing a final essay examination to display competency in either one or two competence areas. The final essay examination would be in lieu of either the written or oral projects.

This course will adhere to the principles of academic integrity outlined in DePaul University's Student Handbook.

The DePaul Student Handbook clearly defines plagiarism. Plagiarism will not be accepted and will result in a failure of the assignment or possible the course. If you need assistance in knowing how to cite a source, please ask for assistance.

10. Assessment of Student Learning

Assessment will focus on the achievement of outcome measures that are designed to meet the learning goals of the student. Student evaluation will embody the qualities of clarity, integrity, flexibility and empathy. The multiplicity of learning experiences offered in the class affords the opportunity to measure progress through the assimilation of a variety of assessment sources.

As indicated previously, students will be given the opportunity to prepare their own competence proposals, which will be reviewed with the instructor. These

proposals will provide students with a framework from which to assess their progress throughout the course.

Grading will be on the standard A, B, C, D, F format. Unfinished work or work requiring revision will be given an Incomplete (IN) grade.

11. Grading Criteria and Scale

Criteria:

Independent projects or essay review (50 points)

Informed participation in classroom discussions (10 points)

Online Assignments (40 points)

Grading Scale

A 93-100

A- 90-92

B+ 88-89

B 83-87

B- 80-82

C+ 78-79

C 73-77

C- 70-72

D+ 68-69

D 63-67

D- 60-62

F 59 or below

Students may also submit a written request to the instructor by email, no later than Friday of the 3rd week of class, to be graded on a Pass/Fail basis.

12. Class Schedule

March 28	Part One: Class Introduction Part Two: The History of Community in the United States
April 4	Video History of Social Responsibility: Lincoln and the Emancipation Proclamation; The Great Depression and the Programs of the New Deal; and The Role of the Civil Rights Movement in the Development of Poverty Policy The War on Poverty
April 11	On-line class: Review of Economic Opportunity and Civil Rights Legislation Readings: Congressional Records Provided Online
April 18	On-line class: Poverty Policy in the 1970's and 1980's Part Two: The 1990's and Welfare Reform Readings: Social service program links provided online
April 25	Classroom session Review of on-line sessions. Discuss competency work and group projects.
May 2	On-line class: Part One: Current Political Solutions to Economic Need Part Two: Future Projections, Alternatives and Implications
May 9	Group Research
May 16	Classroom Session Services Available to Assist Low Income Individuals Assignment: Group projects will be presented
May 23	Online Class: Topic: The Great Recession
May 30	Online Class: Course Reflections and Evaluation

June 6 Classroom Session
Class Presentations, Final Projects and/or Examinations
Due

13. Course Policies

This course includes and adheres to the college and university policies describe in the links below:

[Academic Integrity Policy \(UGRAD\)](#)
[Academic Integrity Policy \(GRAD\)](#)
[Incomplete Policy](#)
[Course Withdrawal Timelines and Grade/Fee Consequences](#)
[Accommodations Based on the Impact of a Disability](#)
[Protection of Human Research Participants](#)
[APA citation format \(GRAD\)](#)

14. Course Resources

[University Center for Writing-based Learning](#)
[SNL Writing Guide](#)
[Dean of Students Office](#)

15. Instructor Brief Biography

Mark Enenbach is in his 30th year as a member of the SNL visiting faculty. He is a former faculty member of Governor's State University and held numerous administrative and planning positions with the City of Chicago. He most recently was the Vice-President and Chief Operating Officer for the Community and Economic Development Association. He received his M.A. from Loyola University.

Addendum

XI. Group Project Topics

A) Health Services

1. Who offers substance abuse counseling and treatment?
2. Where can you receive help for an alcoholic?
Where are detoxification facilities located?
3. How can you get emergency ambulance care for a person in need?
4. Where can a person receive free medical services? How do they qualify?
5. Where can a minor receive:
 - a. Counseling and/or treatment for a sexually transmitted infection?
 - b. Information on birth control?
6. How can you get a child vaccinated against childhood diseases?
7. Where can a diabetic receive counseling and assistance?
8. Where can you find free or low cost dental care?
9. Who provides assistance for pregnant women and infant children?

B) Housing Services

1. How can you locate emergency housing for a victim of fire?
2. How do you get a list of buildings scheduled for demolition? How do you obtain a list of building permits?
3. How do you get a family of seven into public housing?
4. How do you get heat into a building?
5. How do you get a senior citizen into public housing?
6. What is the procedure and what are the requirements for obtaining a bona fide eviction?
7. Who can help you get rid of rodents in a building?
8. Where do you go if you feel you have been a victim of housing discrimination?
9. Where can you get help in finding mortgages and rehabilitation loans in low-income areas?

C) Employment, Training and Educational Services

1. How do you apply for a civil service position?
2. How do you apply for unemployment compensation? What are the requirements?
3. With whom can you discuss employment discrimination problems? What services are available?
4. Who assists ex-offenders in finding jobs and how?
5. Who helps persons with disabilities get jobs and transportation to work?
6. Where can a parent or custodian find day care so that they can work?
7. Where can you find assistance with employment and training opportunities?
8. How can you help an adult who wants to receive a high school diploma?
9. Who offers special educational counseling programs for persons who have limited or no knowledge of the English language? What special services do they offer?
10. What financial resources for college students are available? How does one apply?
11. Where can an individual go to school to learn a trade?
12. Where can an individual go to find information on starting their own business?

D) General Social Services

1. How do you apply for food stamps?
2. How do you apply for social security and Medicare?
3. How do you apply for public aid?
4. What services are available for incapacitated senior citizens? For persons with disabilities?
5. What are some free or discount services that are available for senior citizens?
6. Where can you bring a suit against a person who has failed to properly repair your auto, television, etc. without hiring a lawyer? How do you do this?
7. Where can you go for free or low cost legal aid?
8. Where is free income tax preparation assistance offered? Who is eligible?
9. Where can you find day care services for senior citizens?