

DePaul University
School for New Learning
HC 362 Poverty, Policy and the Economy: Poor in the U.S.A.
Summer Quarter 2009

I. General Information

Instructor: Mark Enenbach

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Meeting Time: Wednesdays from 6:30pm to 9:30pm

This is a hybrid class that meets on campus

five evenings (June 17, 24, July 22, 29 and August 19.).

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

Location: O'Hare Campus

Credit: Four quarter hours

II. Course Description and Faculty Biographical Sketch

Over seventy years after the beginning of the “New Deal” and over forty years after the start of the “Great Society” 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 will engage in first hand learning by researching resources available to help those in need.

Mark Enenbach is in his 22nd year as a member of the SNL visiting faculty. He is a former faculty member of Governor's State University and has held numerous administrative and planning positions with the City of Chicago. Currently, he is Vice-President and Chief Operating Officer for the Community and Economic Development Association. He received his M.A. from Loyola University.

III. Competencies Offered:

Students may select two of the following competencies:

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

This course 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.

H-2-X Human Community, Institutions and Organizations competence, written by the student in conjunction with the instructor.

This competence will focus on the impact of social movements in the United States upon creating legal change.

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.

IV. Learning Experience:

Through a combination of readings, classroom and on-line discussions, films, and independent and group 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.

Students will be given the opportunity to engage in first hand learning by visiting agencies and organizations involved in assisting the poor. This research will provide the opportunity to view the efforts of legislative and social initiatives in their implementation as direct programs and services for those in need.

Learning Strategies

- A.) Readings
- B.) Lecture-Discussions
- C.) Guest panelists
- D.) Video presentations
- E.) Field trips
- F.) Independent research

Required Readings:

- A.) Poverty by Richard Worth. Published by Lucent Books, Inc. San Diego, California, 1997.
- B.) 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
- C.) Duplicated materials provided by the instructor on key programs designed 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 methodologies and strategies with the students on an individualized basis in order to assist in the completion of selected methods of demonstrating competence.

V. 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.

VI. Evidence the Students Will Submit

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 methodologies, strategies and resources to the student.

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

Oral presentations should be seven to ten minutes in length for one competence and fourteen to twenty 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.

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.

VII. Criteria for Assessment

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. Among these will be:

- A. Informed participation in both class and on-line discussions
- B. Independent projects, or
- C. An essay review

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.

VIII. Class Schedule

June 17	Part One: Class Introduction Part Two: The History of Community in the United States
June 24	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 Readings: <u>Poverty</u> , Chapters 1, 2, 3 and 4
July 1	On-line class: Review of Economic Opportunity and Civil Rights Legislation Readings: <u>Poverty</u> , Chapters 5 and 6 Congressional Records distributed to the class
July 9	On-line class: Part One: Poverty Policy in the 1970's and 1980's Part Two: The 1990's and Welfare Reform Readings: Social service program handouts provided by the instructor
July 15	On-line class: Part One: Current Political Solutions to Economic Need Part Two: Future Projections, Alternatives and Implications.
July 22	Class session: Oak Forest campus. Review of on-line sessions. Discuss competency work and group projects.
July 29	Resources Available to Assist Low Income Individuals Assignment: Group projects will be presented
August 5	No Class. Class time designated for field research.

August 12 No Class. Class time designated for field research.

August 19 Class Presentations, Final Projects and/or
Examinations Due

Addenda

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alternation or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

I. Health Resources

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?

II. Housing Resources

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?

III. Employment, Training and Educational Resources

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?

IV. 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?