

WILMINGTON UNIVERSITY
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
SYLLABUS

COURSE TITLE: Poverty and Welfare

COURSE intergenerational poverty, the feminization of poverty, and eviction. The stigmas and stereotyping that are part of our perception of the poor are considered and critiqued. The link between poverty, financial literacy, and social capital is critically examined. Current federally supported programs, the political and social context that produced and support them, and policy choices for the future are also studied. Students are asked to consider the role in helping to eradicate poverty and are provided with tools to assist them.

Prerequisite(s): None

COURSE RATIONALE:

Although poverty has existed throughout the world for centuries, the definition of who is poor in the United States was not codified until the early 1960s. The United States "War on Poverty" began soon after and continues to today with varying degrees of success. Understanding the ongoing causes of poverty and the barriers to its eradication may help students better understand people living in poverty, what types of assistance do and do not work, and how they may force for positive change within this complicated issue.

I. COURSE OBJECTIVES:

GOAL A:

Describe the incidence of poverty and the development and structure of social policies to fight it.

Learning Outcomes: The student will:

- A-1 Describe the evolution of social welfare in the United States
- A-2 Describe how the Federal Government defines and measures poverty
- A-3 Explain the demographics of poverty in the U.S. and in their community
- A-4 Apply the theoretical frameworks to understand poverty and welfare use
- A-5 Cite examples of the influence of social structure and social policy on poverty in the U.S.

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GOAL B:

Analyze the forces that impact the perpetuation of poverty in the United States

Learning Outcomes: The student will:

- B-1 Investigate the reasons for intergenerational poverty in the U.S.
- B-2 Explain why intergenerational poverty occurs in the U.S.
- B-3 Evaluate the effects of forced immigration and refugee status on poverty
- B-4 Identify strategies to reduce intergenerational poverty

GOAL C:

Evaluate the gender effects of poverty.

Learning Outcomes: The student will:

- C-1 Determine the reasons for the feminization of poverty
- C-2 Explain the cultural and socioeconomic forces that place women at greater risk of poverty
- C-3 Examine the link between financial literacy, social capital and the feminization of poverty

GOAL D:

Examine the relationship between poverty, financial literacy, and social capital.

Learning Outcomes: The student will:

- D-1 Identify the economic factors that influence absolute poverty, relative
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GOAL F: Examine the impact of eviction in the lives of the poor.

Learning Outcomes: The student will:

- F-1 Evaluate the ways that eviction affects the poor
- F-2 Investigate how and why eviction occurs in the U.S. and in their community
- F-3 Develop possible solutions for helping the poor avoid eviction

GOAL G: Organize and articulate thoughts clearly and write logically.

Learning Outcomes: The student will:

- G-1 Use APA style appropriately
- G-2 Write clearly, concisely, and appropriately using standard American English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary
- G-3 Communicate information orally in a logical and grammatically correct manner