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| Course title: | Foundational Topics in Social Work: Real World Perspectives on Poverty Solutions |
| Course #/term: | SWK 503, 001. Fall 2020 |
| Time and place: | Friday, 12 noon, online |
| Credit hours: | 1 |
| Prerequisites: | none |
| Instructor: | Trevor Bechtel |
| Pronouns: | he/his |
| Contact info: | Email: betrevor@umich.edu Phone: 734-615-0216 You may expect a response within 8 hours |
| Office: | online |
| Office hours: | by appointment |

1. Course Statement

a. Course 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.

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.

b. Course objectives

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.

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.

c. Course 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

2. Class Requirements

a. Text and class materials

The lectures in the speaker series Real World Perspectives on Poverty Solutions compose the complete materials for this course. This semester these lectures will be streamed to YouTube using the StreamYard platform. Staff will facilitate the Q and A sessions in real time utilizing YouTube chat and Twitter. Lectures will be recorded and made available at poverty.umich.edu/speakers and on Canvas on Fridays a few hours after the lectures happen.

At several points there will be a Zoom session with students immediately following the YouTube lecture at the following link.

<https://umich.zoom.us/j/96579200343?pwd=QUQyNktyRHBXR0k4YXJpMmp3dTdjQT09>

Meeting ID: 965 7920 0343

Passcode: 655114

b. Class schedule

| Date | Speaker | Topic |
|-------------------------|---|--|
| 9/18/2020 | Trevor Bechtel | Introduction |
| 9/25/2020 | Michael Arceneaux | I Don't Want to Die Poor https://www.youtube.com/watch?v=K6CvP47je_A |
| 9/30/2020 11:30 a.m. | Mayors Forum | America's Mayors on Crisis and Change https://www.youtube.com/watch?v=d7gKcJ9bkW0 |
| 10/2/2020 | Fred Wherry | The Weight of Debt, the Dignity of Debtors https://www.youtube.com/watch?v=a9XiLnEPcPQ |
| 10/9/2020 | Joneigh Khaldun and Garlin Gilchrist | Life during COVID-19 https://www.youtube.com/watch?v=-_qAw-hqAM |
| 10/16/2020 | Luke Shaefer and Team | Understanding Communities of Deep Disadvantage https://www.youtube.com/watch?v=ajP6GTK8zDA |
| 10/23/2020 | Ariel Kalil | Behavioral Insights and Parental Decision-Making: A New Framework for Supporting Low Income Families https://www.youtube.com/watch?v=X5YYWjs4P30 |
| 10/30/2020 | Nicholas Kristof | Tightrope: Americans Reaching for Hope https://www.youtube.com/watch?v=rckHGHxCwX8 |
| 11/6/2020 | Majora Carter | Community as Corporation: Talent Retention in Low- Status America https://www.youtube.com/watch?v=kIMpDkzedjI |

c. Assignments

Canvas discussion postings

For each lecture, write a paragraph (at least 100 words) about an important idea from the Friday presentation and Q&A. I 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).

Questions

Each student will ask two questions of the speaker before or during a lecture. These will also be subsequently uploaded to the Canvas site. Questions can be submitted in advance as text or video files. Video files may be played during the lecture. Questions can be asked during the lectures via YouTube chat or the twitter hashtag #povertysolutions.

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 a week after 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. Reusing writing from the initial essay and the discussion postings is appropriate for this assignment.

d. Attendance and class participation

The Mayors forum on Wednesday September 30 is advertised as a part of this series but since it does not happen Friday at noon are not requirements for the course. This forum is strongly encouraged for all students and a preapproved make up lecture.

Students are expect to watch all lectures online, write responses and participate by asking two questions during the course of the semester. Synchronous participation is highly preferred but given the online environment asynchronous participation is possible. All class sessions will be recorded and made available.

This is the MSW [Policy on Class Attendance](#).

e. Grading

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%

Participation, attendance, and summaries: 42 points (6 per class meeting)

Questions: 18 points (9 points each)

Reflective essays (2): 40 points (15 points for initial essay, 25 points for final essay)

Total points possible: 100 points

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.

f. **Class Recording and Course Materials**

The lectures in the speaker series Real World Perspectives on Poverty Solutions compose the complete materials for this course. They will be recorded and made available at poverty.umich.edu/speakers and on Canvas on Fridays a few hours after the lectures happen.

g. **COVID-19 Statement**

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#). I also encourage you to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

h. **Health-Related Class Absences**

Please evaluate your own health status regularly. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*