

GSU 201, Section F
Poverty at Home and Abroad
Fall 2008
3 Credits

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Office Hours: By Appointment

Class Hours: Tuesday & Thursday, 2:30-3:45

Course Description:

This seminar course is designed as a service-learning course. In Service-Learning In Higher Education (B. Jacoby, Ed.), service-learning is defined as “a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of service-learning.” This semester, all students will be serving with the *Greater Philadelphia Coalition Against Hunger*, in the Food Stamp Enrollment Campaign (<http://www.hungercoalition.org>). The service experiences serve as foundations for classroom discussion and real-world synthesis of academic theory. Beginning in week three (9/8- 9/12) and continuing through week fourteen (11/24-11/28), students will perform at least two (2) hours of community service per week with the food stamp program. The service experience is a required component of this course. Details about this partnership will be given at the very beginning of the semester.

Topics discussed will be factors surrounding global poverty including: education, trade, employment, hunger and homelessness. By examining these issues through a global lens and drawing from student service experiences in Philadelphia, it is expected that students will connect the poverty issues facing Philadelphia with those of the global community.

Course Goals & Objectives:

- Understand and define various types of poverty in our world.
- Critically examine environmental, political, cultural and economic influences on poverty in Philadelphia and the global community.
- Understand the global implications and causes of economic disparity between developed and developing countries.
- Examine issues and connections between education, trade, employment, hunger, homelessness and poverty.
- Understand the role each of us can play in ending poverty through education, civic engagement, social justice and advocacy.
- Regularly examine, comprehend and respond to public debate and dialogue surrounding poverty with informed and educated opinions.
- Regularly read and comprehend news articles and media references to poverty and poverty-related issues.
- Evaluate the progress of the U.N.'s Millennium Development Goals
- Partner with the Hunger Coalition in assisting low-income families attain the food stamp benefits for which they are eligible.
- Connect service experiences with course topics.

The goals and objectives of this course support the work of the *Greater Expectations Initiative* at Chestnut Hill College. This semester, we will specifically focus on two of the ten *Learning Outcomes*. These outcomes are:

I5- Integrative Learning:

Students will demonstrate the ability to transform information and experience into knowledge and knowledge into judgment resulting in action. Students will be encouraged to make connections within and among academic disciplines, co-curricular activities and pursuits beyond the campus boundaries.

III- Civic Responsibility and Practice:

Students will be provided with opportunities to cultivate a sense of social justice, to serve with and for others, to engage in reflection and to foster an appreciation of their roles as citizens in local and global contexts. Students will demonstrate knowledge of societal issues in the analysis of contemporary and historical challenges.

Required Texts:

- 1) Griffiths, Robert J. ed. Annual Editions: Developing World 08/09. 18th ed. New York, NY: McGraw-Hill, 2008. ISBN # 978-0-07-339756-6
- 2) Ehrenreich, Barbara. Nickel and Dimed: On (Not) Getting By in America. New York, NY: Henry Holt and Company, LLC, 2001. ISBN # 0-8050-6389-7
- 3) Mortenson, Greg and Relin, David. Three Cups of Tea, One Man's Mission to Promote Peace...One School at a Time. New York, NY: Penguin Group, 2006. ISBN # 978-0-14-303825-2

Other course readings will be posted on Blackboard throughout the semester

Course Requirements:

Due to the complex and thought-provoking nature of course topics, several methods of evaluating student learning will be used in this course including, but not limited to: *class participation, writing assignments, reflection papers, group projects, oral presentations and class discussion facilitations*. All students are expected to have read and reflected upon course material prior to coming to class, and be prepared to discuss the material in class. This course may periodically utilize the “*Wisdom Circle*” method for class discussions, where each person brings his or her own expertise and personal experiences to the group. More information on this process will be given throughout the semester.

All written assignments **must** be typed, double-spaced, using Times New Roman, 12pt. font, with 1-inch margins on each side (no creative spacing, please). **All assignments should be free of spelling and grammatical errors and use the standard APA format to cite sources.** Please visit the Writing Center on the 3rd floor of Saint Joseph's Hall if you need assistance with citations and/or APA formatting. Unless otherwise specified, all assignments are due at the beginning of the class period. In some instances, students may use e-mail or Blackboard to submit assignments. Late assignments will be penalized ½ letter grade for each day late, up to three (3) days, after which, the assignment will receive an “F”.

Service-Learning Reflection Papers (1 page)

To regularly reflect on the community service component of this course, all students will complete weekly 1-page reflection papers examining their experiences serving in Philadelphia in the context of classroom discussions and readings. The paper should be submitted in the “*What? So What? Now What?*” format. Details about these assignments and the format will be given in the first two weeks of class. These papers will be graded “Pass/Fail”.

Response Papers (2-4 pages)

During the semester, there will be 2 *Response* paper assignments. These assignments should be 2-4 pages in length and will deal with topics discussed in class and/or your critical response to assigned readings. These assignments are NOT a summary of the articles or class discussions, but rather your thoughtful response to the issue(s) raised. Details about each specific assignment will be given throughout the semester, at least two weeks before the assignment is due.

Three Cups of Tea Midterm Paper (4-6 pages)

All students are expected to read the book Three Cups of Tea and respond to several questions which will require critical thinking and careful analysis of the text in the context of our course as a whole. Details about this midterm assignment will be given early in the semester. This paper is due at the beginning of the class period before fall break, 10/2.

Policy Paper (5-7 pages)

At the end of the semester, all students will submit a 5-7 page policy paper examining a topic covered in class, or a related issue. In this paper, students will critically analyze and evaluate an issue influencing global poverty and will make formal recommendations to the United Nations on this particular issue in the context of eliminating poverty. This paper is not designed to be a research paper, but rather a carefully planned, persuasive and logical argument. ****Students should note that this assignment will require research beyond the assigned readings.**** This paper is due at the beginning of the last class period, 12/4.

Oral Presentation

All students are required to give a 7-10 minute oral presentation during one of the last few class periods, outlining his/her policy paper. These presentations should be both informative and reflective, and must include some sort of visual aid (PowerPoint, poster, photographs, video, etc.)

Course Grading

Class Attendance & Participation	25%
Response Papers	15%
<u>Three Cups of Tea</u> Midterm Paper	20%
Service-Learning Reflection Papers	10%
Policy Paper	25%
Oral Presentation	5%

****Punctual attendance and active participation are *vital* to success in this course. Unexcused absences (more than 2 class periods) and/or tardiness may negatively affect the final grade****

Grading Scale

93-100 A	78-80 C+
90-92 A-	75-77 C
87-89 B+	72-74 C-
84-86 B	69-71 D+
81-83 B-	66-68 D
	65 & Below F

Plagiarism

Plagiarism or cheating in any form is wrong and will not be tolerated. Whenever you take someone else's original text, quotes, ideas and/or close restatements, you **MUST** cite the source. Since students are expected to back up arguments in all assignments with evidence, you should be familiar with the Academic Integrity and Responsibility Policy, found in the Student Handbook. (Note: While Wikipedia may be great to get quick information on music, movies, pop culture and to help you win trivia games, it is **NOT** an appropriate academic source and should not be relied upon for assignments). Again, all citations should be made in the standard APA citation format. Please ask me and/or visit the Writing Center on the 3rd floor of Saint Joseph's Hall if you need assistance with citations- **DON'T GUESS**, or worse, **OMIT** a citation.

Students found guilty of plagiarism will receive a minimum penalty of an "F" for the assignment and the possibility of an "F" for the course. All penalties are assessed on a case-by-case basis and are determined at my discretion. Again, **PLEASE ASK** if you are unsure, I am happy to help!

Blackboard Site

This course uses Blackboard (<http://chc.blackboard.com/>). The course syllabus, announcements, assignments & supplemental readings will be posted to Blackboard. You are expected to check Blackboard regularly for announcements and updates. If you do not currently have access to Blackboard, please contact the Help Desk (helpdesk@chc.edu) as you will need access for readings.

Special Accommodations

If you have a documented disability and wish to receive academic accommodations, please see your academic advisor for more details.

Tentative Course Schedule

Week 1: Introduction

- **8/26-** Introduction & Course Overview
- **8/28-** What is Poverty? How do *you* define it?
In-class Assignment: "What Is Poverty" (Parker)

Week 2: The Media, Poverty & Abundance

- **9/2-** In-class videos: MTV's "My Super Sweet 16" vs. "True Life: I'm Dead Broke"
- **9/4-** Guest Speaker: Representative from the Coalition Against Hunger

Week 3: The United Nations and Millennium Development Goals

- **9/9-** Extreme Poverty
Readings: Annual Editions-
Article 4: "Today's Golden Age of Poverty Reduction" (Bhalla, pp. 20-23)
"Can Extreme Poverty Be Eliminated?" (Sachs, pp. 10-14) [**On Blackboard**]
- **9/11-** U.N. Millennium Development Goals **Partner Presentations**

Week 4: The U.N. and Foreign Aid- Are we helping? What are the barriers?

- **9/16-** Foreign Aid and Poverty Reduction Efforts
Readings: Annual Editions-
Unit 1 Introduction: "Understanding the Developing World" (pp. 1-2)
Article 1: "How To Help Poor Countries" (Birdsall, et al., pp. 3-9)
Article 2: "The Utopian Nightmare" (Easterly, pp. 10-13)
- **9/18-** The U.N. and Foreign Aid, continued

Readings: Annual Editions-

Article 3: Africa's Village of Dreams (Rich, pp. 14-19)

Article 15: Foreign Aid II (Holman, pp. 58-61)

"The Eight Commandments" (The Economist, pp. 1-7)) [**On Blackboard**]

Week 5: Foreign Aid, continued

- **9/23-** Foreign Aid and the International Political Economy

Readings: Annual Editions-

Unit 2 Introduction: "International Political Economy" (pp. 32-33)

Article 7: "Climbing Back" (The Economist, pp. 34-35)

Article 11: "Social Justice and Global Trade" (Stiglitz, pp. 47-49)

"Bono, Foreign Aid and Skeptics" (Kristof, pp. 1-2) [**On Blackboard**]

- **9/25-** Guest Speaker: Jessica Moran, Saint Joseph's University

Week 6: International Trade, Protectionism and Poverty

- **9/30-** Protectionism and Trade Barriers

Readings: Annual Editions-

Article 10: "The Protection Racket" (Panagariya, pp. 45-46)

Article 12: "Cotton: The High Moral Issue" (Eshelby, pp. 50-51)

Article 13: "We Need Trade Justice, Not Free Trade" (Hardstaff, p. 52)

- **10/2-** Global Health Concerns

Readings: Annual Editions-

Unit 5 Introduction: "Population, Resources, Environment, Health" (pp. 174-176)

Article 41: "Malaria, The Child Killer" (Joffe-Walt, pp. 182-183)

Article 43: "The Challenge of Global Health" (Garrett, pp. 186-195)

Three Cups of Tea Midterm Paper Due

Week 7: The Universe Story and Environmental Issues

- **10/7-** No Class, Fall Break
- **10/9-** Three Cups of Tea Discussion

Week 8: Three Cups of Tea and The Universe Story

- **10/14-** Guest Speaker: S. Kathy Duffy, SSJ

Readings: [**All on Blackboard**] "Discerning Kinship with Earth" (Johnson, pp. 29-40)

"The Universe Story" (Swimme and Berry, pp. 1-15)

"At Home in the Cosmos" (Toolan, pp. 8-14) Video: "An Inconvenient Truth"

- **10/16-** Video: "An Inconvenient Truth"

Week 9: Hunger and the Global Food Crisis

- **10/21-** Video: "An Inconvenient Truth"
- **10/23-** Hunger Issues, continued

Video: Alex James in Africa

Readings: Annual Editions-

Article 17: "Food Sovereignty: Ending World Hunger in Our Time" (Mousseau & Mittal, pp. 66-68)

Article 40: "Booms, Busts and Echoes" (Bloom & Canning, pp. 177-181)

"Where Industry Once Hummed, Urban Garden Finds Success" (Hurdle, pp. 1-2) [**On Blackboard**]

"A Lifesaver Called 'Plumpynut'" (Cooper, pp. 1-3) [**On Blackboard**]

Week 10: Poverty, Education & Politics

- **10/28-** Politics and Poverty

Readings: Annual Editions-

Article 19: “Without Consent: Global Capital Mobility and Democracy” (Faux, pp. 72-77)

“Joseph Stiglitz: ‘Politicians Like Blair and Brown Have Given Global Poverty New Prominence’” (Valley, pp. 1-4) **[On Blackboard]**

- **10/30-** Speaker: Rick McKelvey, Staff, New Jersey State Legislature

Week 11: Public Policy, Poverty & Philadelphia

- **11/4- Election Day**

Readings: **[All on Blackboard]** “Down Germantown Avenue” (Anderson, pp. 15-34)

- **11/6-** Public Policy, continued

Readings: Annual Editions-

Article 45: “Reversal of Fortune” (Krishna, p. 199)

“Going To Extremes” (Shaffer)

“Homeless Jitters in Chestnut Hill” (Rubin, pp. 1-3) **[On Blackboard]**

11/7- United Nations Trip

Week 12: Women and Development

- **11/11-** Video: “Born Into Brothels”

- **11/13-** Women and Development, continued

Readings: Annual Editions-

Unit 6 Introduction: “Women and Development” (pp. 200-202)

Article 47: “Educating Girls, Unlocking Development” (Levine, pp. 207-210)

Article 46: “Ten Years Hard Labor” (The Economist, pp. 203-206)

Week 13: The Working Poor and Undocumented Laborers

- **11/18- Readings:** “An American Tragedy” (Taussig) **[On Blackboard]**

“Two Views of ‘Illegal’” (Aizenman, pp. 1-4) **[On Blackboard]**

Nickel & Dimed- Introduction and Sections 1 (pp. 1-49)

- **11/20-** Guest Speaker: Lori Boccuzzi, Chestnut Hill College

Readings: Nickel & Dimed - Section 2 (pp. 51-119)

Week 14: The Working Poor, continued

- **11/25-** Nickel & Dimed

Readings: Nickel & Dimed - Section 3 and Evaluation (pp. 121-221)

- **11/27-** No Class, Thanksgiving Holiday

Week 15: Wrap Up & Policy Presentations

- **12/2-** Policy Presentations

- **12/4-** Policy Presentations

Final Exam: TBA

****This schedule may be altered to meet the needs of the course****