

<b>Course ID:</b>	<b>Course Title:</b>	<b>Spring 2024</b>
BHS / DVST 350	Poverty in Western Society	<b>Prerequisite: completion of 60 credits or permission of department</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In Person	<b>Instructor:</b>	Derek Cook M.Sc, BA., RSW	<b>First Day of Class:</b>	May 6
<b>Days:</b>	Mon – Fri	<b>Email:</b>	<a href="mailto:Derek.Cook@ambrose.edu">Derek.Cook@ambrose.edu</a>	<b>Last Day to Add/Drop:</b>	May 17
<b>Time:</b>	1:00 – 4:00	<b>Phone:</b>	403-410-2913	<b>Last Day to Withdraw:</b>	End of the Last Day of Class
<b>Room:</b>	RE104	<b>Office:</b>	L2074	<b>Last Day to Apply for Coursework Extension:</b>	June 30, 2024
		<b>Office Hours:</b>	By appointment. Contact by email.	<b>Last Day of Class:</b>	May 17

### Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar> .

### Course Description

This course will provide an overview of the origins and understanding of poverty in western society from both a theoretical and theological standpoint. This will include a review of the sources of vulnerability that contribute to poverty and the psycho-social impacts of poverty on vulnerable populations and the broader society. Strategic approaches to poverty reduction will be explored along with the respective roles of the church, state and civil society in preventing, alleviating and reducing poverty.

### Expected Learning Outcomes

It is the aim of the course that students will be able to:

1. Demonstrate skills related to perception of human needs with empathy.
2. Demonstrate awareness of ethically responsible attitudes toward social problems and, in particular, vulnerable populations in society, with a specific ability to:
  - Articulate the various ideas of poverty prevalent in western society from the industrial revolution to the present.

- Describe the impact of the changing theoretical understanding of poverty on social welfare and social policy in the western world.
3. Demonstrate knowledge of the spectrum of Christian perspectives of sociological and psychological processes in conjunction with scientific study, with a specific ability to:
- Articulate the various theological understandings of poverty prevalent in the Christian tradition from the reformation era (industrial revolution) to the present age.

Critically analyze the shifting roles of the church, state and civil society in response to the changing theoretical and theological understandings of poverty.

### Textbooks

- Raphael, D. (2020). *Poverty in Canada: Implications for Health and Quality of Life*. Toronto: Canadian Scholars.

### Course Schedule

Week of	Topic	Readings
May 6	<b>Concepts and Definitions</b>	<ul style="list-style-type: none"> <li>• Raphael, Chapters 1 - 2</li> </ul>
May 7	<b>A History and Profile of Poverty</b>	<ul style="list-style-type: none"> <li>• Handel, <i>Social Welfare in Western Society</i>. Chapter 2.</li> <li>• Raphael, Chapter 3</li> </ul>
May 8	<b>Causes of Poverty</b>	<ul style="list-style-type: none"> <li>• Raphael, Chapters 4 – 5</li> </ul>
May 9	<b>Anti-Oppressive Social Work Practice</b> Guest speaker: Dr. Prospera Tadam	<ul style="list-style-type: none"> <li>• Raphael, Chapter 6</li> </ul>
May 10	<b>Impacts of Poverty</b>	<ul style="list-style-type: none"> <li>• Raphael, Chapters 8 and 10</li> </ul>
May 13	<b>Theological Understandings of Poverty</b>	<ul style="list-style-type: none"> <li>• Reize, Toffelmire and Stovell – <i>Human Flourishing and a Theology of Poverty Alleviation</i>.</li> <li>• Cresswell, J. <i>Experiencing visions of Canadian church workers: Exploring the mentality fueling systems involved in poverty reduction</i>.</li> </ul>
May 14	<b>The Rise of the Welfare State</b>	<ul style="list-style-type: none"> <li>• Handel, <i>Social Welfare in Western Society</i>. Chapters 3, 5 and 6a (pp. 113-122)</li> </ul>
May 15	<b>Service Oriented Approaches</b>	<ul style="list-style-type: none"> <li>• Bridges Out of Poverty, Ch. 11-13.</li> <li>• Raphael, Chapter 7</li> </ul>
May 16	<b>Systemic and Policy Oriented Approaches</b>	<ul style="list-style-type: none"> <li>• Raphael, Chapters 11 – 12.</li> </ul>
May 17	<b>Grassroots / Community-based Approaches</b>	<ul style="list-style-type: none"> <li>• Raphael, Chapters 13 – 14</li> </ul>

## Requirements:

### a) Attendance (15%):

Students are expected to attend all classes, having read assigned materials ahead of time and prepared for class in order to actively participate in these discussions. If external circumstances or illness prevent you from attending or adequately preparing for a class, please let your instructor know in advance (via email) so that this can be taken into account.

### b) Class Participation (15%)

Class time will consist of a combination of lecture and “seminar” type activities (highly participative; discussion based). Therefore, participation in discussions and group activities will be a key component of learning throughout this course. Active discussion means it will be obvious to the professor that you are engaging with the course material, that you are bringing insights from the readings into the class discussions, and that you are trying to link course knowledge with everyday life. Active discussion is judged as thoughtful input to the class that has left an impression on the professor as an engaged student

### c) Creative Expression (30%)

Prepare a creative work that expresses your personal connection to the issue of poverty, incorporating both theoretical and theological themes being explored through the course. A creative work could include visual art, music, poetry, multi-media or other medium of the student’s choosing. A short (2 page) description of the work and its meaning should accompany the work. Students should be prepared to present their work to the class on the last day of class (May 17). Please see marking rubric for this assignment at the end of the Syllabus.

### d) Major Paper (40%)

The major assignment of the course will be the completion of a major research paper that addresses a particular issue related to poverty. This major paper should be 10 – 12 pages in length and include:

- An overview and discussion of the issue being addressed including its dimensions, incidence, trends and the population(s) being impacted.
- A discussion of the underlying causes of the issue reflecting on the various theoretical and theological understandings of poverty.
- A discussion of the impact of the issue on the affected population(s) from a multi-dimensional perspective.
- A reflection on alternative theological perspectives of the underlying causes of the issue and a Christian response.
- Recommendations for how the issue may be effectively addressed from a policy or programmatic perspective, reflecting on the possible roles of the state, church and civil society.

The paper will be due on June 30. Please see marking rubric for this assignment at the end of the Syllabus.

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## Grade Summary:

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points
A+	Excellent	4.00
A		4.00
A-		3.70
B+	Good	3.30
B		3.00
B-		2.70
C+	Satisfactory	2.30
C		2.00
C-		1.70
D+	Poor	1.30
D		1.0
F	Failure	0.00
P	Pass	No Grade Points

*If you will be using percentages, please provide a scale which indicates how percentages in your class will be translated to letter grades. These equivalencies are at the discretion of the instructor, but MUST be stated in the syllabus. You can just cut and paste your scale into this space (removing what is here).*

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

## Other:

*Any added features in the syllabus are optional. You may or may not wish to include elements such as a bibliography, reading list, or reporting form. This section should also include information on out of classroom activities, such as field trips, and any supplementary fees required to complete those additional elements.*

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### e) Class Participation (15%)

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**Marking Rubric**

**Attendance**

Rubric Criteria (weight)	Excelling (90%–100%)	Accomplished (80%)	Developing (60%–70%)	Beginning (0–50%)
<b>General Attendance (10%)</b> (Excludes certain excused absences such as Ambrose athletic teams' out-of-town games). In the case of illness or other extenuating circumstances, inform the instructor prior to class for an exemption.	Misses no more than one class (100%); misses two classes (90%).	Misses three classes (80%).	Misses four classes (70%), misses five classes (60%).	Misses six to nine classes (50%), misses ten classes (0%).

## Creative Expression

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
<b>Purpose and Content (25%)</b>	The piece as a whole fully addresses the assignment's objectives and expresses a perspective on a theme relevant to the course.	The piece as a whole largely addresses the assignment's objectives and expresses a perspective on a theme somewhat related to the course.	The piece misses some of the assignment's objectives and the connection to the theme(s) of the course is unclear.	The piece as a whole doesn't address the assignment's objectives and is not relevant to the theme(s) of the course.
<b>Critical Thinking (25%)</b>	The piece demonstrates a strong depth of analysis and expresses a distinct theoretical or theological perspective on poverty.	The piece demonstrates awareness of a theoretical or theological perspective on poverty as covered in the course.	The connection of the piece to a particular theoretical or theological perspective on poverty is unclear.	The piece does not express a theoretical or theological perspective on poverty.
<b>Creativity (20%)</b>	The chosen medium and content demonstrate a highly unique and unified creative vision and voice.	The chosen medium and content demonstrate a unique vision and voice but lack unity between medium and content.	The chosen medium and content are somewhat creative and unique.	The chosen medium and content lack a unique vision and voice.
<b>Voice and tone (15%)</b>	It sounds like I care about my piece as a whole. That which I care about is embodied in the assignment. There is a sense of passion or enthusiasm in evident in the piece.	My tone is OK, but the piece as a whole does not strongly express how I think and feel. The passion or enthusiasm is somewhat lacking.	My piece is bland or pretentious. There is either no hint of a personal connection to the content.	My piece suggests I don't really care about the assignment. There is a sense that I'm simply trying to pump something out.
<b>Overall Quality (15%)</b>	There is a high degree of artistic / creative style and a unity between style and content. Attention to detail is evident.	There is some creative / artistic style but lacks attention to detail.	There is some creative / artistic style but a lack of unity between style and content and a lack of attention to detail.	The piece is sloppy with little artistic / creative style and significant lack of attention to detail.

## Major Paper

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
<b>Purpose and Content (30%)</b>	The paper as a whole fully addresses the assignment's objectives. The paper is well-developed and supported by external sources and focuses on relevant details. There is a unified wholeness to the paper.	The paper as a whole largely addresses the assignment's objectives. The paper is mostly developed and supported by external sources. The paper largely focuses on relevant, but is a little unfocused occasionally.	The paper as a whole misses some of the assignment's objectives. Several of the objectives are not well developed or lack clarity. The paper as a whole is not very unified.	The paper as a whole doesn't really get at the assignment's objectives. The study does not have a sense of direction and is often unclear. The paper as a whole is fragmented.

		The paper as a whole is mostly unified.		
<b>Critical Thinking (25%)</b>	The paper thoroughly addresses the questions identified in the guide, as well as addressing additional factors. A broad set of external sources are used (documents, multiple organizational interviews) to support the case study and address complex issues.	The paper generally addresses the questions identified in the study guide. A moderate set of external sources to support the paper are used and address standard sets of issues.	The paper addresses some of the questions identified in the study guide. A limited set of external sources are used to support the study and somewhat address standard sets of issues.	The paper doesn't really address the questions identified in the study guide. A very limited set of external sources are used to support the study and barely address standard sets of issues.
<b>Voice and tone (15%)</b>	It sounds like I care about my paper as a whole. That which I care about is embodied in the assignment. There is a sense of passion or enthusiasm in my writing.	My tone is OK, but the paper as a whole could have been written by anyone. I need to tell how I think and feel. The passion or enthusiasm is somewhat lacking.	My writing is bland or pretentious. There is either no hint of a real person in it, or it sounds like I'm faking it.	My writing sounds as if I don't really care about the assignment. There is a sense that I'm simply trying to pump something out.
<b>Organization (15%)</b>	The paper as a whole is well organized and structured and there is a sense of flow. Overall, there is a compelling opening, an informative middle, and a very satisfying conclusion (that links together the key issues, the assessment and analysis).	The paper as a whole is relatively well organized and structured with a sense of flow. Overall, there is an acceptable opening, middle, and conclusion.	The paper as a whole is somewhat organized and structured but there isn't really a sense of flow. Overall, the organization and cohesiveness are rough but workable, but sometimes gets off topic.	The paper as a whole is not very organized or structured and there are many breaks in flow. Overall, the writing is aimless, disorganized, and lacking in cohesiveness.
<b>Mechanics: Conventions and Sentence Fluency (15%)</b>	The paper uses correct grammar, punctuation, and spelling. Sentences are clear, complete, and of varying lengths. The study follows the conventions of the APA or MLA writing style and these are used for citations in the case study and in the reference / works cited section.	There are a few errors to fix, but generally correct conventions are used. Sentences are well-constructed. The study generally follows APA or MLA writing style, but there is inconsistency in its usage.	There are enough errors in the case study to distract a reader. Sentences are often awkward, run-ons, or fragments. The case study suggests an idea what APA or MLA is, but indicates the writer is mostly guessing as to what is a writing style.	Numerous errors make the case study hard to read. In addition, this is compounded by many run-on sentences and sentence fragments. The case study suggests that the writer doesn't know what APA or MLA is or doesn't cite sources.

## Ambrose University Important Policies & Procedures:

### Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

### Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See [ambrose.edu/registrar/request-forms](http://ambrose.edu/registrar/request-forms).) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

### Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

### Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination

periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

### Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

### Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and



cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

### Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

### Learning Services

Learning Services provides support with

- **research and communication skills** (e.g., writing a paper, researching, giving a presentation), and
- **subject-specific skills** (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are **free** to students currently enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/sas/learning-services>.

### Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

### On Campus:

- Counselling Services: [ambrose.edu/counselling](https://ambrose.edu/counselling)
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

### Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

### Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website– [ambrose.edu/sexual-violence-response-and-awareness](https://ambrose.edu/sexual-violence-response-and-awareness).

### Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: [www.calgarycasa.com](http://www.calgarycasa.com)

**Note:** Students are strongly advised to retain this syllabus for their records.