SOC S120 : Responses To Poverty

General Information

Author:	• Elizabeth Kronbeck
Course Code (CB01) :	SOC S120
Course Title (CB02) :	Responses To Poverty
Department:	SOC S
Proposal Start:	Fall 2024
TOP Code (CB03) :	(2201.00) Social Sciences, General
CIP Code:	(45.0101) Social Sciences, General.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000584269
Curriculum Committee Approval Date:	02/28/2024
Board of Trustees Approval Date:	04/16/2024
Last Cyclical Review Date:	02/28/2024
Course Description and Course Note:	SOC S 120 explores the causes and immediate effects of poverty using a cultural, economic, political, and social context. Students will analyze theories and solutions to address the issues of poverty. The course will focus on the United States but will also cover global issues.
Justification:	Mandatory Revision
Academic Career:	• Credit

Academic Senate Discipline

Primary Discipline:	• Social Science
Alternate Discipline:	• Sociology
Alternate Discipline:	No value

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

☐ Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

• Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

Transferability & Gen. Ed. Options

General Education Status (CB25)

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

IGETC Area	Area	Status	Approval Date	Comparable Course
4-Social Sciences	Social Sciences	Approved	08/28/2017	No Comparable Course defined.

CSU GE-Breadth Area	Area	Status	Approval Date	Comparable Course
D-Social Sciences	Social Sciences	Approved	08/28/2017	No Comparable Course defined.

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Studio	0
Total	54

Course Out-of-Class Hours

Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ENGL101 - Introduction to College Reading and Composition

Objectives
- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

Advisory

ESL151 - Reading And Composition V

Objectives
- Read and critically analyze various academic readings.
- Summarize readings.
- Organize fully-developed essays in both expository and argumentative modes.
- Compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion.
- Revise writing to eliminate errors in syntax, and grammatical constructions.
- Employ basic library research techniques.
- Compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.

Entry Standards

Entry Standards

Course Limitations

Cross Listed or Equivalent Course

Specifications

Methods of Instruction

Methods of Instruction	Lecture
Methods of Instruction	Discussion
Methods of Instruction	Multimedia
Methods of Instruction	Collaborative Learning
Methods of Instruction	Field Activites (Trips)
Methods of Instruction	Guest Speakers
Methods of Instruction	Presentations

Out of Class Assignments

- Read, analyze, and critically respond in writing to primary sources from the 19th, 20th, and 21st century
- Service learning through GCC's Community Involvement Center
- Conduct out-of-class research both as individual or as group projects; (e.g. locate and analyze primary source documents and secondary source documents for essays)
- Write a four-page essay using primary and secondary sources to prove an argument; (e.g. analyze the experience of poverty; examine a specific reform, activist, or social reform group and identify its successes and weaknesses)
- Small group work that enables students to cooperatively engage the course materials in creative ways; (e.g. building blogs, final group presentations, in-class presentations)

Methods of Evaluation	Rationale
Writing Assignment	Writing (e.g., short essay on the impact of service learning or reflective journal entry)

| Exam/Quiz/Test | Three to five one-hour in-class midterm examinations |
| Presentation (group or individual) | Peer and instructor evaluations of students' presented work |

Textbook Rationale

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Matthew Desmond	Poverty, By America	Crown	March 21, 2023	978-0593239919
David Wagner	Poverty and Welfare in America: Examining the Facts	ABC-CLIO	September 30, 2019	978-1440856440

Other Instructional Materials (i.e. OER, handouts)

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

Identify basic human needs and whose needs are not being met.

Describe how those living in poverty become stigmatized by society.

Assess theories and trends as they relate to poverty.

Consider methods and theories of meeting civic and social obligations to people experiencing poverty.

SLOs

Demonstrate familiarity with the history of poverty as it relates to individuals and communities in the United States.

Expected Outcome Performance: 70.0

ILOs Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.

ILOs General Education	apply methodologies used by social and behavioral scientists
	recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions

Evaluate the impact of privilege, race, gender and class in responses to poverty.

Expected Outcome Performance: 70.0

ILOs Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.

ILOs General Education	apply methodologies used by social and behavioral scientists
	list examples of cultural and social organizations
	recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions

Explain the socio-political and cultural importance in the study and understanding of poverty in our communities.

Expected Outcome Performance: 70.0

ILOs Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.

ILOs General Education	apply methodologies used by social and behavioral scientists
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Course Content

Lecture Content

Introducing Poverty, Privilege, and the Working Poor (3 hours)
- Working theories of poverty
- Why should we care about poverty?
- The invisible aspect of being poor

History of Poverty in the United States (3 hours)
- Misuse of labor: indentured servants and enslaved
- Economics of the Salem Witch Trials
- Working poor of the American Revolution
- Promises from the American Revolution to poor Americans

Social Reform of 1800s (4 hours)
- Age of Reform in the United States
  - Dorothea Dix
  - Schooling, prison reform, mental asylums, orphanages, etc.
  - Jane Addams and Hull House
  - Rise of Unions

Challenges Faced by Immigrants (4 hours)
- European Immigrants
- Social Darwinism
- Eugenics
- Rise of Birth Control & Sterilization

Gilded Age of America (4 hours)
- Unbridled Capitalism
- Laissez-Faire Government
- Rise of Socialism, Communism and Anarchism
- Jacob Riis, How the Other Half Lives
- Lewis Hines' photographs
- Jim Crow
- Orphan Trains

The Great Depression (7 hours)
- Franklin D. Roosevelt & the New Deal
- Creating a safety net for the American public
- New Responsibilities of the Federal Government

Government Recognizes Poverty (7 hours)
- The Other America by Michael Harrington, 1962
- Poverty Thresholds by Mollie Orshansky, 1963
- Lyndon B. Johnson and The Great Society
  - Welfare Programs
  - Head Start
  - War on Poverty
- Cloward-Piven Strategy

Psychiatry, Race and War on Poverty (4 hours)
- Sensory Deprivation Studies (Depravation Theory)
- Mother Depravation & Cultural Depravation
- Classification of Mentally Disabled
- Environmental Psychology: Dangers of Urban Living
- Psychology of Language

Perpetuating Poverty through Capitalism (7 hours)
- Pay Day Loan Centers
- Subprime Lenders (homes, cars, etc.)
- Interest Rates and Bank Fees
- Redlining Communities
- Ghettoization (e.g., term's origin and demographics impacted over time)
- Revenue Stream for Cities and Counties
- Rollbacks of Great Society with Reagan's America

Global Perspectives on Poverty (3 hours)
- Famine
- Health Crisis
- Economic Globalization

Current Issues on Poverty in U.S. (6 hours)

- War on Drugs
- Great Recession 2007-2009
- Feminization of Poverty
- Who are the poor?
- Food Insecurity
- Healthcare
- Education
- Access to Resources (i.e. bank credit)
- Unhoused People

Solutions to Poverty (2 hours)
- Breaking the Cycle
- Social Structure
- Human Agency

Total Hours: 54

Additional Information

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

Yes

GCC Major Requirements

No Value

GCC General Education Graduation Requirements

Social Sciences

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Resources

Did you contact your departmental library liaison?

No

If yes, who is your departmental library liason?

No Value

Did you contact the DEIA liaison?

Yes

Were there any DEIA changes made to this outline?

Yes

If yes, in what areas were these changes made:

- Course Content

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value