



FLORIDA
ATLANTIC
UNIVERSITY

COURSE CHANGE REQUEST Undergraduate Programs

Department Sociology
College Arts and Letters

UUPC Approval 12/4/23
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

Current Course Prefix and Number SYO 3534

Current Course Title
Poverty & Society

Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.

Change title to:

Change prefix

From: _____ To: _____

Change course number

From: _____ To: _____

Change credits*

From: _____ To: _____

Change grading

From: _____ To: _____

Change WAC/Gordon Rule status**

Add Remove

Change General Education Requirements***

Add Remove

*See Definition of a Credit Hour.

**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.

***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

Change description to:

This course introduces students to the sociological study of poverty from a historical and global perspective, with a focus on structural sources of poverty. It explores how changes in the economy, public policies, and social norms and practices affect the incidence and experience of poverty. Students will also examine the link between globalization and poverty in the U.S. and beyond.

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes: Summer 2024

Terminate course? Effective Term/Year for Termination:

Faculty Contact/Email/Phone Patricia Widener/pwidener@fau.edu/561-297-3270

Approved by

Department Chair Ann Branaman
College Curriculum Chair [Signature]
College Dean [Signature]
UUPC Chair Korey Sorge
Undergraduate Studies Dean Dan Meeroff
UFS President _____
Provost _____

Date

11/6/23
11/13/23
11/14/23
12/4/23
12/4/23

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

**Florida Atlantic University
Department of Sociology
Term 2, Summer 2024**

Poverty & Society

Prof. P. Widener

SYO 3534-002 (CRN 13357) (3 credit hours) (Online, synchronous, live lecture)

Prerequisites: None

Requirements met: This course counts towards the sociology major or minor.

Meets: Mondays and Wednesdays, 9:45am-12:55pm

*Meets fully online.

Professor Patricia Widener

Email: pwidener@fau.edu

Office: Davie West 408 (Davie)

Office hours: Mondays and Wednesdays 1-2pm on Zoom; and by appointment through Zoom.

Office telephone: 954-236-1079

Course description

From the course catalog: “This course introduces students to the sociological study of poverty from a historical and global perspective, with a focus on structural sources of poverty. It explores how changes in the economy, public policies, and social norms and practices affect the incidence and experience of poverty. Students will also examine the link between globalization and poverty in the U.S. and beyond.”

More specifically, this course examines the structural opportunities and obstacles that enable or disable individuals from exiting poverty and/or push others closer toward a life or a period of poverty. To better understand poverty and a person’s risk of moving in and out of poverty in the U.S., this course discusses the economic and political systems as well as socio-economic changes (e.g., rise of technological jobs & decline of manufacturing ones), disparities in the public educational system, discriminatory practices, and policies for and/or against the poor.

Importantly, this course focuses on structural explanations for poverty, rather than individual or cultural explanations. Global poverty, specifically the international labor force in the U.S. and modern-day slavery, is also examined. Throughout the semester, the examination of poverty will be grounded in a historical perspective as well as a global one: How is the face of poverty today qualitatively and quantitatively different from the past? How does an increasingly global world influence poverty levels and the life course of the poor?

Course objectives

- To think critically of the individual, cultural and structural explanations of poverty within the U.S. and internationally.
- To understand the factors and/or influences existing nationally and globally that lead to the uneven allocation of opportunities and obstacles and extreme inequality.

- To apply key sociological concepts to better understanding national and global poverty and how the two are connected.
- To evaluate the difference between sociological evidence, media reporting, and advocacy on the issue of poverty.
- To deepen one's reflexivity, or one's own ability to locate oneself in a system of social relations and dynamics.

Skills developed or practiced

- Critical reading, critical thinking and critical writing skills
- Ability to apply sociological concepts and/or perspectives to personal, contemporary, regional and global events and/or experiences
- Awareness of and ability to analyze empirical data and discuss issues of national and global poverty from a sociological perspective

Assignments

Exam I: This exam consists of three short papers (each worth up to 33pts +1pt for an exam total of 0-100 points). These essays test your critical reading and critical thinking skills, and your ability to apply sociological concepts as based on the assigned readings to novel and contemporary cases. Each paper is due at different times during the first-half of the semester and will be made available to you approximately one week before the due date.

- Essay #1: Due May 24 (before the beginning of class)
- Essay #2: Due June 5 (before the beginning of class)
- Essay #3: Due June 5 (before the beginning of class)

General directions for all essays and specific directions for each essay will be available on Canvas under Files. *Each day that an essay is late – beginning when it is due - four points will be deducted from the grade.* Each essay must be: 1) emailed directly to me (pwidener@fau.edu) (not through Canvas), and also, 2) submitted through TurnItIn on Canvas under Assignments. Exam I is worth 35% of your overall grade.

Exam II: The same guidelines for Exam I apply to Exam II. Exam II is worth 35% of your overall grade.

- Essay #1: Due June 12 (before the beginning of class)
- Essay #2: Due June 21 (at the end of class)
- Essay #3: Due June 21 (at the end of class)

Photovoice Project: There are three components to this project: 1) provide two photographs that you have personally taken; 2) write a short explanation of your photos; and 3) explain or present your photos to the class. More detailed guidelines are available on Canvas under Files.

Photographs: Take between 2-4 photographs with 1-2 photos representing economic or social hardship and 1-2 photos representing economic or social privilege. Do not photograph anyone's homes or anyone's face or identifying markers. Email me the photographs as jpeg attachments (not through Canvas, but directly to my FAU email: pwidener@fau.edu), so that I can copy and incorporate them into a group PowerPoint presentation. If photos are emailed late, you will not be able to present on the presentation day.

****Stay safe and do not do anything unusual or risky to “document” disparity in Southeast Florida. Hardship and privilege are usually observed within a close distance of where most of us regularly socialize, live, work, or play. You must take your own photos.**

Written explanation: Prepare one to two pages explaining the meaning of your photos and how the photos reflect your experience and how they connect to the theme. Email me your explanation as a Word document attachment and submit it through TurnItIn on Canvas under Assignments.

Presentation: Each student will present, explain, or give voice to their photos. I will prepare a Powerpoint presentation of your photos, grouped by theme. During class, students will take turns presenting their photos to the group, who have the opportunity to ask questions or share similar or different experiences. Be sure that you are in class on time, so that you can explain your photos.

- Photographs and written explanations are worth 15% of your overall grade, and are due on June 14.
- The in-class presentation is worth 5% of your overall grade, and will occur on June 19.

Attendance and Participation: Attendance is likely to improve your understanding and test scores, and is worth 10% of your overall grade. Percentage points will be deducted for full absences (10% per absence) and partial absence/viewing (5% per partial absence). Partial absence includes late arrivals, early departures, constantly leaving the classroom (or virtual class space), deep sleeping, and/or chronic phone/computer distractions, or disruptive behavior or disruptive interactions with others.

Suggestions for Success

Attend all classes with your full attention; take detailed notes during lecture; complete the readings; review the weekly outline on Canvas; follow directions on all assignments; carefully prepare and proofread any written assignment; submit assignment on time; ask questions in class, by email and/or during office hours if you are confused; and return to the readings.

Policy on Attendance, Late Assignments, and Make-up Essays

- Excused absences will be granted for religious observation, documented and required participation in university activities (such as athletics), certain documented civic responsibilities (such as jury duty), and military duty. Students are expected to notify me in advance of these absences. Since these are planned absences, assignments due during the absence should be submitted before the absence.
- Each day that an essay assignment is late three points will be deducted from your grade, unless other accommodations or agreements have been reached between the professor and the student.
- There are no make-up essays, unless other accommodations or agreements have been reached between the professor and the student due to extraordinary circumstances.

Classroom and Online Etiquette & Participation

- I expect everyone to contribute to course discussion, ask questions (in class, by email, and/or during office hours), and to apply course material to social experience.

- In-class and online behavior should be suitable to a group and university setting: turn off your cell phones, be courteous when someone is speaking, be courteous if you arrive late to class, and use computers for in-class purposes only.
 - *In-class or online behavior should not be disruptive to other students or to the in-class and online learning and discussion of other students. In the online class, keep yourself on “mute” unless speaking.
- Please see the FAU statement on netiquette: <http://www.fau.edu/oit/student/netiquette.php>
- Time for comments and questions will be designated each class period. During those times, discussions should be in a manner that is inclusive and respectful of the opinions, insights, and contributions of others. In the spirit of collaboration, be attentive, courteous, supportive, and engaged.
- Attendance is likely to improve your understanding and test scores.

Final grade assessment	Percent worth	Date due
Exam I	35%	
<ul style="list-style-type: none"> • Essay #1: Due before class (before 9:45am) • Essay #2: Due before class (before 9:45am) • Essay #3: Due before class (before 9:45am) 		May 24 June 5 June 5
Exam II	35%	
<ul style="list-style-type: none"> • Essay #1: Due before class (before 9:45am) • Essay #2: Due at the end of class (before 1pm) • Essay #3: Due by the end of class (before 1pm) 		June 12 June 21 June 21
Photovoice project		
<ul style="list-style-type: none"> • Photos & written explanation • In-class presentation 	15% 5%	June 14 June 19
Attendance/Viewing	10%	Every class
	100%	

Grading Scale

93-100	A	80-82	B-	67-69	D+
90-92	A-	77-79	C+	63-66	D
87-89	B+	73-76	C	60-62	D-
83-86	B	70-72	C-	0-59	F

Required texts

- Royce, Edward. 2023 (4th edition). *Poverty & Power: The Problem of Structural Inequality*. Rowman & Littlefield.
 **For each assigned chapter and for the short papers, I would highly encourage you to review the extended table of contents on pp: vii-xii.

Additional Required & Recommended Readings

Additional required reports, chapters, and journal articles are assigned most weeks and may be found on Canvas, online, and/or FAU library. I also recommend additional readings if you are interested in a particular subject; however, I suggest them for after the semester or if you have completed your required assignments and readings.

Canvas & Group Emails

An outline of each class will be posted on Canvas under Files. Canvas under Files will also be the site for essay assignments, handouts, some assigned readings, and writing and photovoice assignment guidelines. Canvas is also the site to join Zoom classes and office hours. Always check your FAU email for group emails for advice, revised instructions, and/or potential changes or adjustments.

General advice

Be curious, explore, read, and develop a lifelong interest in the arts and sciences.

University Policies:

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/> or call 561-297-3540.

Accessibility Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students

on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/. For more information on the Davie campus, go to: <http://www.fau.edu/student/broward/counselingbroward/>

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Religious Accommodations for Students and Faculty:

In accordance with regulations of the Florida Board of Governors and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations, and work assignments. The details of this policy, as it pertains to FAU, may be found in the University Catalog and University Regulation 2.007, Religious Observances.

Additional advice or guidance:

Guidance on critical thinking, reading, and expression: “One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly are the keystones of the academic experience. In this course, the professor will provide instruction in an objective manner and will remain open to a wide variety of viewpoints, so long as those viewpoints are evidence-based and presented in a respectful way. During class, the professor may take positions and make statements for the sole purpose of accomplishing an academic objective or enhancing the learning environment. Additionally, the adoption of class materials for this course does not imply an endorsement of the full content of those materials or the positions of the authors of those materials. Often the professor will provide materials as a point of departure for critical thinking and debate. Students should keep in mind that the ideas presented or discussed during class may not necessarily reflect the professor’s personal beliefs or opinions on the subject matter.”

Davie Campus Library: The BC-FAU library is open to FAU students. There is a computer room and printing station on the first floor designated specifically for FAU students, and shared or communal study space throughout the library. Students are able to reserve specialty rooms, including audio-visual recording labs, and schedule one-on-one appointments with faculty librarians, who are available to offer assistance with research and citations. See: <http://ucl.broward.edu/>

Writing Center: Visit the University Center for Excellence in Writing on both the Boca Raton and Davie campuses. You can schedule appointments for either in-person or online. For more information, see www.fau.edu/UCEW

Food pantry: Beyond Food is a campus resource that provides resources, toiletries, and a three-day supply of food to assist students who may be experiencing hunger. Beyond Food also takes donations. There are pantries on both the Davie and Boca campuses. See: www.fau.edu/dean/beyondfood

Student Resources website: <http://www.fau.edu/studentresources/>

Semester in Review

Poverty in the U.S.

Class 1: May 15

- Introductions & Overview

Individual-level Explanations for Poverty & Absolute & Relative Poverty Measurements

Class 2: May 17

- Royce: Chs. 1-2 & Appendix A

Cultural & Human Capital Explanations for Poverty

Class 3: May 22

- Royce: Ch. 3

Structural Explanations: Economic Systems

Class 4: May 24

- Royce: Ch. 5
- **Exam I, Essay #1 is due today before class**

Monday, May 29 – NO CLASS – Memorial Day

Structural Explanations: Political Systems

Class 5: May 31

- Royce: Ch. 6

Reflection: Power & American Cultural System on Poverty

Class 6: June 5

- Royce: Ch. 7
- **Exam I, Essay #2 and #3 are due today before class**

Structural Explanations: Social System & Social Movements

Class 7: June 7

- Royce: Ch. 8 & 11

Global Poverty: Structural Violence & Privilege

Class 8: June 12

- Farmer, Paul. 2003. Ch1: "Suffering and Structural Violence." Pp. 19-50 in *Pathologies of Power*. [Available on Canvas]

- **This is a seminal chapter to understanding global structural violence.*

- ****Exam II, Essay #1 is due today before class****

Modern Day Slavery: Application of Structural Violence & Privilege

Class 9: June 14

- ****Your photos and explanations for the photovoice project are due today.****
- Associated Press. 2015. "Is your grocer or restaurant selling you slave-peeled shrimp." 15 December. Journalists Martha Mendoza, Robin McDowell, Margie Mason and Esther Htusan. [Available online.]
- *The Guardian*. 2014. "Trafficked into slavery on Thai trawlers to catch food for prawns." June 10 [Available online: <http://www.theguardian.com/global-development/2014/jun/10/-sp-migrant-workers-new-life-enslaved-thai-fishing>]
- Bowe, John. 2010. "Bound for America." *Mother Jones*. May/June: 61+ [Available online and on Canvas.]
- Bowe, John. 2003. "Nobodies: Does Slavery Exist in America?" *The New Yorker*. 21 April. [Available online and on Canvas.]

Photovoice Presentations

Class 10: June 19

- ****Student presentations of their photographs****

Final Essays

Class 11: June 21

- ****Exam II, Essay #2 and #3 are due by 1pm.***
 - *There is no lecture today as you will have class time to work on your final essays. I will be available on Zoom if you have questions and/or want to chat.*
- *Grades are due in the Registrar's Office by 9am, Monday, June 26.*