



COURSE: Children in Poverty: Using the Liberal Arts to Understand the Causes and Consequences of Child Deprivation - Elizabeth Rellinger Zettler

Required Texts:

1. Alderman, H., editor, (2011). No Small Matter: The Impact of Poverty, Shocks, and Human Capital Investments in Early Childhood Development (Human Development Perspectives). World Bank Publications. (ISBN: 978-0821386774)
2. Kozol, J. (1996). Amazing Grace: The Lives of Children and the Conscience of a Nation. Harper Perennial.
3. Many other readings, as noted in the weekly schedule will be provided via e-mail, downloaded by students from Academic Search Premier, or handed out in class. It is imperative that students check their campus e-mail on a regular basis to ensure that they are receiving all of their class material.

Course Goals: Throughout this course, we will look at the problem of childhood poverty from many lenses. For instance, we will look at the causes of poverty from a political and historical standpoint and examine the biological consequences of poor prenatal care and infant nutrition. We will also work to look at the complex interactions of various forces as they affect the lives of individual children both nationally (e.g., we'll examine how a lack of health insurance can have a multiplicative effect in terms of both creating poverty and magnifying the effects of poverty) and internationally (e.g., we'll look at how gender biases interact with other forces for girls in India). Throughout the entire course, we'll also pay particular attention to the rhetoric of poverty by exploring how various groups talk about the issue of childhood poverty to advance other goals.

Course Objectives: In addition to introducing you views of children living in poverty, this course is designed to prepare you for a successful career at Illinois College in several ways:

1. To give you practical advising on issues such as what kind of learner you are and your study habits, creating a personal development plan, time management, and course selection;
2. To introduce you to the fundamental values of this campus community, including the value of a liberal arts education, our affirmation of community responsibility, and the ability to connect ideas across disciplines;
3. To help you make the transition from your work at high school to the more rigorous demands of reading, thinking, collaborating, problem solving, speaking, and writing at the college level;
4. To foster friendships that can serve as both an academic and social network.

Cultural Comparison Paper – Students will choose 2 communities and compare and contrast many factors that affect the care and treatment of children within these communities. More information, including a grading matrix, will be presented in class. To do this well, students typically will write a 5-8 paged paper.

Ecological Systems Model – Students working in pairs will choose a subculture and create a model showing the dynamic interaction between forces as they affect the cycle of poverty. In doing so, students will be encouraged to think creatively to both understand and represent the myriad ways in which factors combine to make it difficult for individuals and minority groups to escape poverty. These models can take many forms, but three-dimensional representations are preferred.

In Class Collaborative Projects - During the semester various assignments will be given that will require the students to complete work together using a Jigsaw Classroom Approach. More about this process will be explained during class. The purpose of these projects is to encourage students to utilize information as it is being learned.

Persuasive Paper – Each student will choose a text of some sort (this may include a play, short story, art work, song, or advertisement) to analyze using information learned throughout the semester in this course and in their Communications course. They will write a 8-12 page paper discussing how this text impacts or illustrates the state of children in poverty. In writing this paper, students will also explore the intended purposes of the author(s), and the likely effect on the intended audiences.

Persuasive Presentation – Students will present a persuasive speech based on their persuasive paper. This speech will be joint graded by Dr. Rellinger and by Dr. Wright.

Service Learning Component – Students will engage in both a local and a global service learning project. More details about these projects will be distributed during the semester. In addition to the working directly on these projects, students are required to:

1. properly documents their participation in this project;
2. write a 3-5 page paper focusing on the interplay between theory, research, and experiential views of the impact of poverty on children.

Reflective Journal – throughout the semester, students will keep a reflective journal in which they record their activities, their academic reflections on these activities, and their personal reflections on their own views of the care of children in various communities around the world.

Exams - Two exams will be given during the semester. One will occur during at midterm and the other will take place during finals week. The final is cumulative, but will be primarily contain material covered in the last section of the course. All tests will be comprised of multiple choice, short answer, and essay questions. Questions will be taken from both the text and class lectures. Many of these questions will require critical thinking (as opposed to recall or recognition) of the material.

Preliminary Class Schedule

Schedule can be modified upon the agreement of students and the professor.

Note: Readings should be completed on or before the day they are listed.

Topic I: Introduction to the Learning Community

Aug. 25

Introductions to the course, IC, and each other Take the CLA

Aug. 26

Community Service Blitz

Aug. 27

1:45-3:30 Presentation by Mallory Bejeister; Discuss Community/Civic Engagement; Discuss Syllabus; Begin Discussing Service Project; Writing Survey
Reading: "What We Don't Talk about When We Don't Talk about Service."

4:00: Opening Celebration Convocation

Aug. 28 The Liberal Arts.

Assignment: View Liz Coleman's Call to Reinvent Liberal Arts Education at

<http://www.youtube.com/watch?v=syqScVtnKuU>

Topic II: Culture and World Views of Poverty

Aug. 29 Basic Statistics

Reading: explore the NCCP website (<http://www.nccp.org>) and the CHIP website (<http://www.childhoodpoverty.org/>).

Aug. 30

Ethical Issues

Reading: Declaration on the Rights of the Child (download at:

<http://www.un.org/cyberschoolbus/humanrights/resources/child.asp>)

Aug. 31

Urban Poverty in the United States and Plagiarism Exercise Reading: Introduction and pages 1 to 8 of No Small Matter

Sept. 3

Story Corps Convocation from 11:00-11:50

Sept. 4

Cognitive Development and Poverty

Reading: pages 9 to 18 of No Small Matter Final Version of Summer Paper Due

Sept. 5 Poverty in the Third World

Reading: pages 18-25 of No Small Matter

Sept. 6

Policy Implications

Reading: pages 25-50 of No Small Matter

Sept. 7

Adjustment to College: Mallory presents on Wellness

Sept. 10

Mollie Barker Convocation "Be the Change" from 11:00-11:50

Sept. 11 Gender and Poverty

Reading: Explore various links at the UN Women Website at

http://www.unifem.org/gender_issues/resources.php?WebSectionID=4 Selection of Topic for Cultural Comparison Paper Due

Topic III: The Science of Poverty

Sept. 12 The Deprived and Polluted Fetus

Reading: pages 51-60 of No Small Matter 6:00 p.m. Dinner at Barnes House

Sept. 13 The First 3 Years of the Brain

Reading: pages 60-70 of No Small Matter

Sept. 14

Adjustment to College: Dorm Life and Beyond

Sept. 17

In COM 101 Class – Begin working on informative speech based on the UN Declaration of the Rights of the Child

Sept. 18 Malnutrition and Academic Performance

Reading: pages 70-83 of No Small Matter

Sept. 19 Poverty and Crisis

Reading: pages 85-98 of No Small Matter

Topic IV: The Social World and Poverty

Sept. 20 Orphans

Reading: pages 98-113 of No Small Matter

Sept. 21

Adjustment to College: Mallory presents on Time Management

Sept. 25 Social Services for the Poor

Reading: pages 115-130 of No Small Matter

Sept. 26

Intervention

Reading: pages 130-154 of No Small Matter

Sept. 27 Intervention Continued Reading: TBA

Sept. 28 Adjustment to College: Information Literacy – Schewe Library

Topic V: The Rhetoric of Children and Poverty

Oct. 2 Presentation by Dr. Kallia Wright on the state of the Jamaican Child

First Draft of Cultural Comparison Paper Due

Oct. 3

Why are we always feeding the Children? Reading: TBA

Oct. 9

Adjustment to College: Service Learning

Oct. 10

Politics of the Left and Right Reading: TBA

Oct. 11

Art and Children of the Poor Reading: TBA

Oct. 12

Adjustment to College: Mallory on Diversity (Session 1)

Oct. 16 Collaborative Project #1

Revision of Cultural Comparison Paper Due

7:00 Convocation on “Letters to President Obama”

Oct. 17

Poverty and the Theatre (The sun may come up for Annie, but what about the others?)

Reading: Handout from Annie

Oct. 18

From Elvis to Eminem: The Music of Poverty and Brainstorming for Persuasive

Speech Prepare for Midterm Reading: Lyric handouts

Oct. 19

Adjustment to College: Mallory on Diversity (Session 2) Collaborative Project #1 Due

Oct. 23 Presentation by Kallia Wright

Topic VI: Spiritual and Philosophical Schools of Thought

Oct. 24 Advising for Spring Semester

Oct. 25 MIDTERM EXAM

Oct. 26 Adjustment to College: Mallory on Diversity (Session 3)

Oct. 29 John Q. Adams Convocation, "What's so scary about diversity?" 11:00-11:50

Oct. 30

Christian and Non-Christian Traditions Reading: TBA

Oct. 31 Ethical Lenses from Sparta to the Enlightenment Reading: Handout from Santrock

Topic VII: Applying What We Know

Nov. 1 Adjustment to College: Schedule Adjustments

Nov. 2 Persuasive Speech Presentations Day 1

Nov. 6 Persuasive Speech Presentations Day 2

Nov. 7 Persuasive Speech Presentations Day 3

Nov. 8 Persuasive Speech Presentations Day 4

Nov. 9 Adjustment to College: Completing Service Learning Project

Topic VIII: Putting it Together

Nov. 13 Fun with Statistics

Reading: selection from How to Lie with Statistics (handout)

All Work Related to the service learning project is due at the start of class.

Nov. 14

Ecological Systems Theory

Reading: selection from Bronfrenbrenner (handout)

Nov. 15

Begin Modeling Process

Reading: Begin Amazing Grace, pages 1-103

Nov. 16

Adjustment to College: Self-Evaluations and Service Projects

Nov. 19

Amanda McGrory Convocation 11:00-11:50

Nov. 20

Modeling Continued

Reading: Continue Amazing Grace, pages 105-205

Nov. 21 Final Day for Modeling

Reading: Complete Amazing Grace, pages 207-280

Topic IX: A Brighter Day

Nov. 27 Solutions at the Individual Level

Reading: pages 155-183 of No Small Matter

Interactive Model Projects Due at Start of Class

Nov. 28

Solutions at the Local Level

Nov. 29

Solutions at the Global Level

Nov. 30

Adjustment to College: Stress Management and Service Projects

Dec. 4 Collaborative Project #2

Rhetorical Analysis Papers Due by Start of Class

Dec. 5

Collaborative Project #3

Dec. 6

Collaborative Project #4

Dec. 7

Adjustment to College: Yerkes-Dodson and Metacognition

Final Versions of All Collaborative Projects Due by Start of Class

Dec. 11

Preparation for Final and Course Assessment

Reflective Journal Due by Start of Class

Dec. 14

Final Exam 3:00-5:00