



BHS 405.3 Shock Poverty (3)
Winter 2012
Instructor: John Rook, D.Phil (Oxon)

CONTACTING THE INSTRUCTOR

Class Times: Wed 6:30-9:30

Office Hours: TBA

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Location: TBA

Office: TBA

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REQUIRED TEXTS

Bouma-Prediger, Steven & Walsh, Brian, *Beyond Homelessness: Christian Faith in a Culture of Displacement*. William B. Eerdmans, Grand Rapids, Michigan: 2008

Layton, J. (2008). *Homelessness: How to end a national crisis*. Penguin.

National Council of Welfare website www.ncw-cnb.gc.ca *Dollars & Sense of Solving Poverty*

Wilkinson, R, & Pickett, K. (2009) *The spirit level. Why Greater Equality Makes Societies Stronger*
Bloomsbury Press, New York.

RECOMMENDED READINGS

Karelis, Charles, *The Persistence of Poverty: Why the Economics of the Well-Off Can't Help the Poor*.
Yale University Press, Toronto: 2007

Blais, Francois, *Ending Poverty: A Basic Income for All Canadians*. James Lorimer & Company Ltd.,
Toronto, 2001

Payne, Ruby, DeVol Philip, Dreussi Smith, Terie, *Bridges Out of Poverty: Strategies for Professionals
and Community*. Aha! Process Inc, 2001

Raphael, Dennis, *Poverty and Policy in Canada: Implications for Health and Quality of Life*. Canadian
Scholars Press Inc., 2007

COURSE DESCRIPTION

Shock Poverty is defined as instantaneous in its occurrence and devastating in its impact. Shock Poverty can be viewed through two lenses: the global and the personal. What leads to each? How do they impact each other? Poverty is a major theme in Christian Scripture and it is on that base that poverty in the modern world will be examined. In class, through readings and reflection, we will consider the impact of poverty in our world, we will address the question of poverty elimination and consider the root causes of poverty.

EXPECTED LEARNING OUTCOMES

1. To explore the implications of poverty, to understand poverty from personal, local, national and international perspectives.
2. To understand current poverty practices in the context of causal versus symptomatic responses.
3. To understand poverty as both a justice and an economic issue.
4. To develop a strategy to deal with poverty as it confronts us in our every day world.
5. To discover a Christian response to poverty.

COURSE SCHEDULE

Date	Topic
1	Introduction to Poverty: Definitions, terms and scope
2	A biblical understanding of poverty
3	The Ethics of Poverty
4	International Poverty
5	National Poverty
6	Provincial Poverty
7	Municipal Poverty
8	Housing First as a Solution
9	Basic Income as a Solution
10	The Church's Response
11	The SRO Homeless Game
12	Student Presentations
13	Student Presentations

COURSE REQUIREMENTS & GRADING

* Failure to submit all assignments will result in an automatic failing final grade.

Book Review	20%
Presentation	30%
Project	50%
<i>Total</i>	<i>100%</i>

1) Book Review (20%) – Due TBA

In a reflective critique, assess the impact of either the work of Payne or Bouma-Prediger. What questions arise for you as you read the book? Are there implications for Christian ministry? Is there a particular idea that strikes you? Why? Are there concerns or issues that you wish had been addressed? What are they? Can you suggest a solution to your concerns?

2) Presentation (40%) – Due TBA

For this assignment, use your particular learning style. If you work best alone, or if you prefer to work with others, you may do so. Depending on the number of students in the class, we will use class time to present to each other on a poverty solution. You may present a solution for a city, a church, the government, as you wish. I will be a resource for you, so please do not hesitate to discuss it with me.

3) Project (40%) – Due TBA

While you may chose to write a traditional essay style paper (If you use this method, I expect you to follow good academic style, with double spacing, with 1” (2.54cm) margins on all sides, 12 point font, and ASA formatting. You will be graded for grammar and writing and social scientific content. Therefore, ensure that your document is well-written, clearly and logically organized, draws on empirical and rational evidence where warranted, and explicitly draws on lecture notes and course readings) or you may choose to use an alternative medium. This could be in the form of a movie, PowerPoint, or format of your choosing.

Here is the question I’d like you to develop: “If Ambrose University were to take the lead on solving poverty in Canada, what would that look like?”

Late assignments will lose 10% per day.

GRADING ASSIGNMENTS

The available letter grades and percentages for course grades are as follows. A detailed chart of what constitutes an ‘A,’ ‘B,’ or ‘C,’ etc. is also included at the end of the syllabus:

A	96% and above	(GPA – 4.0)	C	63 - 67%	(GPA – 2.0)
A	91 - 95%	(GPA – 4.0)	C-	60 - 62%	(GPA – 1.7)
A-	86 - 90%	(GPA – 3.7)	D+	56 - 59%	(GPA – 1.3)
B+	82 - 85%	(GPA – 3.3)	D	50 - 55%	(GPA – 1.0)
B	75 - 81%	(GPA – 3.0)	F	Below 50%	
B-	72 - 74%	(GPA – 2.7)			
C+	68 - 71%	(GPA – 2.3)			

IMPORTANT NOTES

The last day to enter a course without permission and /or voluntary withdrawal from a course without financial penalty (**drop**) Sunday, January 22, 2011 (winter semester). These courses will not appear on the student’s transcript. Courses should be added or dropped on the student portal by the deadline date.

Students may change the designation of any class from credit to audit, or drop out of the “audit” up to the “drop” date indicated above. After that date, the original status remains and the student is responsible for related fees. Please note that this is a **new policy**, that came into effect in the 2010-2011 academic year.

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. The last day to voluntarily withdraw from a course without academic penalty (**withdraw**) Friday, March 23, 2011 (Winter semester). A grade of “W” will appear on the student’s transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

LEARNING AND CLASSROOM ETIQUETTE

In the Behavioural Science Department we believe that learning is an active and interactive process, a joint venture between student and teacher and between student and student (i.e., learning is not just “downloading” information from teacher to student). Therefore, it is expected that professors will come to each class well read and prepared to engage students on the topic at hand, giving students the utmost attention and respect. In turn, it is expected that students will take an active role in the learning process. This includes: (a) regular class attendance, (b) reading course material in advance of class, (c) showing up to class on time, and (d) attentively and proactively being “present” at class (i.e., not on the internet, not texting, not conversing with the person beside you). Committing to this type of “active learning” significantly increases the learning experience for both teacher and student, and reflects the Christian ethos of excellence and respect that lies at the heart of the Ambrose educational experience. Therefore, students will receive an automatic 10% deduction from their final grade each time that they violate any of the above offenses after the 2nd offense.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement 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.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a “Course Extension” from the Registrar’s Office. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”

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 College 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 give credit 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 college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook 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.

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