

Subject card

Subject name and code	Theories of Poverty and Social Practices towards the poor, PG_00151401						
Field of study	Social Work						
Date of commencement of studies	October 2025		Academic year of realisation of subject			2026/2027	
Education level	Bachelor's studies		Subject group			Obligatory subject group in the field of study	
Mode of study	full-time studies		Mode of delivery			e-learning	
Year of study	2		Language of instruction			Polish	
Semester of study	4		ECTS credits			1.0	
Learning profile	practical		Assessment form			credit	
Conducting unit	Division of Social Pedagogy -> Institute of Education -> Faculty of Social Sciences -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		prof. dr hab. Maria Mendel				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	20.0	0.0	0.0	0.0	0.0	20
	E-learning hours included: 20.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	20		0.0		5.0	25
Subject objectives	Objectives of the course focus on shaping: 1 / a critical distance towards various ways of describing poverty, explaining it and designing solutions to problems that result from it; 2 / disposition to think about poverty and to take actions related to it, based on the idea of social solidarity and democracy.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PRACSOCL3_W09] will gain and advanced understanding views on selected social structures and institutions and types of social bonds and their historical evolution	Student knows and understands the transformations of social ties and is able to present diverse views on the historically changing social structures and institutions in the perspective of the social phenomenon of poverty.	[SW1] oral statement/conversation/discussion
	[PRACSOCL3_W08] will gain and advanced understanding processes of change of selected social structures and institutions and types of social bonds, as well as reasons, course, scale and consequences of these changes	Student knows and understands the processes of changing selected structures and social groups, predicting their course and consequences within the chain of activities leading to the formation of a coherent, mutually supportive community.	[SW2] presentation/project/paper/report
	[PRACSOCL3_W07] is ready to think and act in an entrepreneurial manner, correctly analyzes and interprets the basic issues of social assistance and integration and is ready to think and act in professional situations in a professional manner, using basic concepts specific to social work	The student thinks about counteracting poverty, linking it with readiness to act.	[SK2] presentation/project/paper/report
	[PRACSOCL3_U03] is able to correctly analyse causes and course of selected social processes and phenomena (cultural, political, legal, economic) specific for fields of science and scientific disciplines, relevant for social work	Student can analyze the causes and course of social processes and phenomena leading to the exclusion and marginalization of people, groups and local communities, identifying barriers preventing the achievement of social cohesion.	[SU1] oral statement/conversation/discussion
Subject contents	A. The concept of poverty (relative poverty in the context of contemporary conditions) and the theory of poverty (paradigmatic, arising in specific socio-political and cultural contexts, ways of describing and explaining poverty and approach to related problems) B. Foundations of the theory of poverty (the importance of legal solutions, including the history of English Poor Law) C. Economics and poverty (issues of inequality and redistribution) D. Theories of poverty, that is around scientific descriptions and paths of explaining poverty and related social practices (the theory of poverty culture, the situation and structure of poverty and social Darwinism, the theory of social redundancy, etc.). Theory, politics and social assistance: how do we describe and explain poverty, trying to solve the problem it is? E. The counterculture of poverty and the importance of understanding its determinants and consequences F. Images of poverty (the social importance of visual representations of poverty and examples of tackling underlying inequalities) G. Spatial dimensions of poverty (spatial polarization of poverty and wealth; directions of change - including new subjectivity and politics of representation, current research in architecture and art) H. Dominant media discourses around poverty and what results from them (for the poor) I. "Exclusion by beautification" and other forms of functional aestheticization related to poverty. Urban poverty. J. Changes in socio-political orders in connection with poverty. Poverty and fascism, Nazism, communism (including around lessons by Stephane Hessel in his <i>Time for Outrage!</i>)		
Prerequisites and co-requisites			

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	First: attendance at classes; secondly: preparation and oral presentation of the poster "Poverty - my understanding, action"	70.0%	100.0%
Recommended reading	Basic literature	Kerbo H. (2012), <i>Social Stratification and Inequality: Class Conflict</i> in historical, comparative, and global perspective, New York: McGraw-Hill Lister, R. (2004), <i>Poverty</i> , Cambridge: Polity Mendel M., Rymsza M.(2014): Why do we need community organizers? Solidarity, partnership, and alliance in community work [In:] Rymsza M. (Ed.): <i>Toward Active Welfare. The Development of Social Work and Community Work in Poland and in Europe</i> , Warsaw: Institute of Public Affairs, pp. 201-224 https://www.isp.org.pl/uploads/drive/oldfiles/Program%20Polityki%20Spolecznej/TowardActiveWelfareISPRymsza2.pdf Mendel, M. (2011): Heterotopias of Homelessness: Citizenship on the Margins, <i>Studies in Philosophy and Education</i> 30(2):155-168. DOI: 10.1007/s11217-011-9226-y	
	Supplementary literature	Hessel S. (2011): <i>Time for Outrage!</i> London: Charles Glass Books Lipman P. (2010): Education and the right to the city. The intersection of urban policies, education, and poverty [in:] Apple M.W., Ball S.J., Gandin L.A. (ed.): <i>The Routledge International Handbook of the Sociology of Education</i> , Routledge, Abingdon-New York Lister, R. (2013), Power, Not Pity; Poverty and Human Rights, <i>Ethics & Social Welfare</i> , 7(2): 109123. http://dx.doi.org/10.1080/17496535.2013.779002 Lister, R. (2015), To count for nothing: Poverty beyond the statistics, <i>Journal of the British Academy</i> , 3, 139165. DOI 10.5871/jba/003.139 Mendel M. (2019). Radically engaged social pedagogy. On the currency of the work of Teodora and Izidor Gulowski. <i>Pedagogika Społeczna / Social Pedagogy</i> , Vol. 73, Issue 3, 2019. http://pedagogikaspoleczna.com/wp-content/uploads/2020/01/PS32019-35-46.pdf Rosanvallon P.(2013): <i>The Society of Equals</i> , A.Goldhammer (transl.), Cambridge: Harvard University Press	
	eResources addresses		
Example issues/ example questions/ tasks being completed	How do we think about poverty and how do we explain it (both in the colloquial and scientific sense - theories)? Why this way?How do we respond to the phenomenon of poverty? What are the social practices undertaken to deal with the phenomenon of poverty? Why are they like this?What are the connections between thinking about poverty, the way of explaining it, and social practices towards poverty?What does this mean politically?How to change social thinking and action towards the phenomenon of poverty, to the benefit of the poor themselves and the entire society? How to counteract social inequalities that are the basis of poverty and shape a society of equals? What is the role of education in this?		
Work placement	Not applicable		

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