

Message from Dr. Fleming:

The pages that follow contain the pre-assignment and course requirements for CORE 405-T7: The Human Costs of Inequality. Students may begin immediately to read/view the assigned work for the first class meeting.

On January 7, the Blackboard (Bb) site for CORE 405 will open and contain a link to the COMPLETE SYLLABUS for our course. Download that from Bb on January 7.

Questions? Email me at:

Mary.Kay.Fleming@msj.edu



CORE 405-T7 Capstone: The Human Costs of Inequality

Mary Kay Fleming, PhD

S219
Tues. 6:30-9:20pm
CL 101

MOUNT ST. JOSEPH
UNIVERSITY

IMPORTANT INFORMATION ABOUT THIS COURSE:

*This course is offered in a blended format that requires significant independent work and meets face-to-face only seven times. Online assignments begin before the first class and continue one week past the final meeting. Blended courses were originally designed for students who could not attend traditional daytime classes—usually older adults with daytime jobs. Those who do well in these courses are students who **manage their time aggressively** and **comprehend written texts without in-class explanation**. If you procrastinate or need in-class review, do not choose this format. You will devote as much time and energy to this course as you would a standard-format course, so plan accordingly. MSJU policy requires attendance at every class meeting for the entire time. If you miss the first class meeting, you will be withdrawn from the course. For all other meetings, emergencies with medical or other documentation may allow you (at the instructor’s discretion) to remain in the course but points for in-class participation will be forfeited. Do NOT choose this section if you have a scheduled event (e.g., out-of-town work or family commitment) on one of the class nights.*

Class Dates Tuesday evenings: Jan. 15 and 29, Feb. 12 and 26, March 19, April 2 and 16
Pre-assignment due Jan. 14; post-assignment due April 23

Class Time 6:30-9:20 pm Attendance required every meeting, start to finish, by University policy

Course Instructor Mary Kay Fleming, PhD

Office and Hours Cl. 12K / 3-6pm on class nights and on Thursdays of the same week

Contact Info E-mail: mary.kay.fleming@msj.edu Ofc: 513-244-4945 Home: 859-331-0991
Leave message on home phone rather than office phone unless you call during office hours.

Course Librarian Julie Flanders, MLS (<http://faculty.msj.edu/flandej/>)
Contact Ms. Flanders via Bb Discussion Board or private email: Julie.Flanders@msj.edu

Required Materials

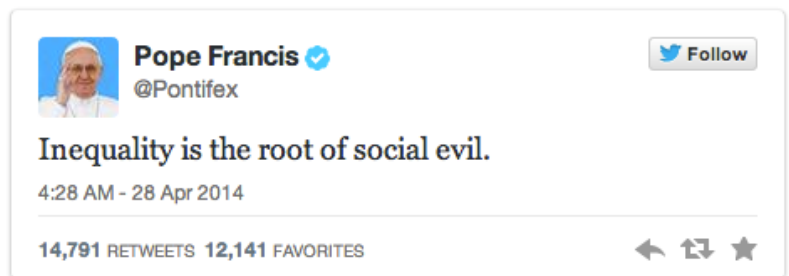
- Internet readings and videos as assigned (no required textbook)
- Daily access to a computer equipped with high-speed Internet, audio-visual playback, Microsoft Word, PowerPoint, and Acrobat reader. Check MSJ e-mail and Blackboard (Bb) daily for course updates beginning Jan. 7.

Catalog Description of Course

The Capstone is a culminating interdisciplinary course with a three-fold purpose: (1) to facilitate substantial new learning about a complex global problem; (2) to encourage integration of knowledge, skills, and values from the entire liberal arts and sciences Core Curriculum to address that problem; and (3) to strengthen concern and action for the common good as habits of mind. Topics in this course include some of the economic, racial, gender-based, and other forms of inequality in the US and across the globe. We will focus on the impact of inequality on human health, well-being, development, and other measures, as well as preventive measures. Throughout the course, a focus on the Common Good will challenge us to minimize human suffering.

Course Goals and Learning Outcomes

The Human Costs of Inequality confronts the widening gaps between the haves and the have-nots around the world and profound questions about the American Dream. The extraordinary breadth and depth of this topic will require all of us to take on the roles of novice and expert, student and teacher, as we share our varied educational backgrounds and life experiences. The CORE 405 course is designed to help you master the following learning outcomes. The words and numbers in parentheses in the middle column, below, refer to the University’s Core Curriculum learning outcomes explained here: <http://registrar.msj.edu/undergraduate-catalog/academic-information/learning-outcomes-performance-indicators/>.



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CONTENT-SPECIFIC OUTCOMES	CORE CURRICULUM LEARNING OUTCOMES	ASSESSMENT TYPE
1. Formulate and support your own philosophy about the role of the Common Good in addressing problems of inequality.	<ul style="list-style-type: none"> Examine your individual and communal responsibility for the global community (Social Responsibility 4) Recognize complex ethical issues; propose solutions (Ethics 3, 4) 	<ul style="list-style-type: none"> Reflection Prevention Paper Ethics essay
2. Interpret trends in equality in the US, including historical and current economic, gender, and racial/ethnic differences.	<ul style="list-style-type: none"> Describe the complexities, factors, and scope of a problem; Formulate an opinion or draw a conclusion based on a questioning of assumptions, an analysis of relevant evidence, and a synthesis of scholarly perspectives (Critical Thinking 1, 5) Explain how social injustice is perpetuated and overcome (Social Responsibility 2) 	<ul style="list-style-type: none"> Online quizzes Seminar participation Discussion board Prevention Paper
3. Compare examples of global inequities with those in the US with particular attention to the role of culture and development status.	<ul style="list-style-type: none"> Examine your individual and communal responsibility for the global community (Social Responsibility 4) Contrast the diversity of history, values, politics, and economic conditions in developing and developed countries (Cultural Competence 3) 	<ul style="list-style-type: none"> Online quizzes Seminar participation Discussion board Culture essay
4. Explain how inequities in educational opportunity contribute to US and global injustices.	<ul style="list-style-type: none"> Explain how social injustice is perpetuated and overcome; Examine your individual and communal responsibility for the global community (Social Responsibility 2, 4) Apply mathematical evidence or models to support a position; Apply scientific evidence or models to support a position (Critical Thinking 3, 4) 	<ul style="list-style-type: none"> Online quizzes Seminar participation Critical Thinking essay
5. Make polished written and oral presentations about the human costs of inequality.	<ul style="list-style-type: none"> Deliver an effective oral presentation designed to enlighten or persuade (Communication 1) Write using language that is clear, fluent, and consistent with conventions of Standard English; Use and document sources appropriately; Develop compelling content to fulfill the assignment (Communication 2, 3, 4) Describe the complexities, factors, and scope of a problem; Use appropriate scholarly evidence to support a position; Formulate an opinion or draw a conclusion based on a questioning of assumptions, an analysis of relevant evidence, and a synthesis of scholarly perspectives (Critical Thinking 1, 2, 5) Apply knowledge from more than one discipline to address a complex issue (Integrative Learning 2) 	<ul style="list-style-type: none"> Oral presentation all essays Prevention Paper Prevention Paper

University Policies

Every student is responsible for following University-wide policies and deadlines including, but not limited to, course withdrawal (<http://registrar.msj.edu/undergraduate-catalog/advising-registration/registration/course-withdrawal-policy/>), incomplete grades (<http://registrar.msj.edu/undergraduate-catalog/rights-policies/academic-policies/grades/#incompletegrades>), and academic honesty (<http://registrar.msj.edu/undergraduate-catalog/rights-policies/academic-policies/academic-honesty/>). In senior-level courses such as this (just as in the workforce you are about to enter), violations of intellectual property are not tolerated and will be penalized to the full extent allowed by the University. *Ask me if you are uncertain* about what constitutes plagiarism.

Students with documented disabilities should speak to me about their needs before the semester begins. In compliance with Section 504 of the Rehabilitation Act of 1973, MSJU provides academic adjustments and auxiliary aids for students with physical or mental impairments that substantially limit or restrict major life activities such as walking, seeing, hearing, or learning. Students with disabilities should contact Meghan Littrell, Director of Academic Support at 513-244-4524 (meghan.littrell@msj.edu) to present documentation and develop individualized accommodation plans. (See: <http://www.msj.edu/academics/disability-services/>).

Course Methods, Expectations, and Etiquette

Because this is a blended-format course, successful completion requires aggressive time management between class meetings—keeping up with reading and writing assignments, using scholarly databases to find authoritative sources

(consulting our course librarian for help), participating in online discussions, writing scholarly papers (consulting the Writing Center for help if needed), preparing a formal oral presentation, and contacting me about questions. Classes will be conducted in seminar format in which every student contributes during every meeting. This requires thorough preparation and respect for the opinions of others. It is very important that you show everyone the courtesy and undivided attention you expect to be shown to you. Do NOT use any electronic devices (phones, laptops) during class; this is insulting and distracting to all of us and conveys the message that we are not worthy of your time and attention.

Attendance Policy

For blended classes, attendance at every meeting, beginning to end, is required by University policy. If an emergency arises and you must miss class, your continued enrollment in the course is at the instructor's discretion and contingent on medical or other documentation for the absence. If you are permitted to continue, in-class participation points are forfeited for the class missed and other work (if it can be made up), is due within 48 hours.

Late Policy

Tests, assignments, and discussions are due as listed. Discussion posts that appear after the deadline are not scored. Submission of written work up to 48 hours after the deadline incurs a 50% penalty; nothing accepted after 48 hours.

Grading

You will have many and varied opportunities to demonstrate your learning, including:

- **Online Quizzes**
There will be a quiz before each meeting that has reading/video assignments covering all assigned material for that class. Quizzes must be completed by the deadlines shown below. Each quiz has a time limit, must be completed in one sitting, and cannot be taken late. Don't wait until the last minute when a computer glitch may prevent you from taking a quiz. Contact me immediately if you have trouble accessing or completing a reading quiz.
- **Discussion Board Participation**
There will be an online Discussion Board about assigned material for each of the first two meetings. To earn full credit, you must participate substantively in each discussion, responding directly to the posted question. Posts must be thoughtful and scholarly (i.e., on-target, show evidence of having mastered the readings, add substance or unique perspective) and respectful of others' opinions. Posts that amount to "I agree with Joe" or "here's my off-the-cuff reaction" earn no credit. Likewise, posts that do not reflect new learning from the readings earn no credit. Present your arguments in well-organized prose, written in Standard English. (It helps to compose off-line, revise/proofread, and then paste it into the Discussion Board.) Read and respond to what others have already written, as appropriate.
- **Class Participation**
A portion of your grade will be determined by your contributions to seminar-style discussions.
- **Assignments (Ethics, Culture, Critical Thinking, Reflection)**
There are four short assignments due intermittently throughout the semester. Each one has a specific purpose and point value. The first three (Ethics, Culture, Critical Thinking) are written essays to be submitted through Bb in a Word (.doc, .docx) or Adobe Acrobat (.pdf) format. The fourth one—a personal reflection—is a "post-assignment" due after the last meeting, and will be in the format of a voiceover PowerPoint. Each assignment will be introduced and discussed in class; additional guidelines and deadlines will be posted on Bb.
- **Prevention Paper and Oral Presentation**
A major paper on a topic of your choosing will present your research on prevention of a major form of inequality affecting children and families. There are several steps in this process: proposing a topic, soliciting critique from your classmates, writing a rough draft, meeting with me privately to discuss the draft, and revising, submitting, and presenting the paper in class. Guidelines for written and oral components will be posted on Bb. **Note:** This scholarly paper requires peer-reviewed sources. Work with our course librarian, Julie Flanders, to find and use the best ones.
- **Extra credit**
Bonus points are awarded for exceptional work on assignments. There is no separate or end-of-semester extra-credit opportunity, so make your work worthy of extra points as you complete each assignment.

Check your grades on Bb each time something new is posted and calculate your cumulative standing (letter grade). There will be no surprises at the end of the semester if you keep up with your grades online. Final grades are assigned based on

the total points you earn during the semester (approximate values as follows), using this scale:

A (outstanding) = 90-100%, B (above average) = 80-89%, C (average) = 70-79%, D (below average) = 60-69%, F = 0-59%.

Online quizzes, @ 20 pts.	100 pts.
Discussion Boards @ 5 pts.	25 pts.
Seminar Participation (variable pts.)	25 pts.
Ethics Essay	15 pts.
Culture Essay	15 pts.
Critical Thinking Essay	15 pts.
Prevention Paper Critique Session	15 pts.
Prevention Paper	60 pts.
Oral Presentation	10 pts.
Reflection post-assignment	<u>20 pts.</u>
COURSE TOTAL	300 pts.

Meeting 1 – January 15 The Golden Rule and Common Good

Pre-assignment – due before first meeting

Do the readings and view the videos (click the links; **don't** retype them) listed below. Take Quiz 1 online before 6pm on Sunday, Jan. 13. Participate in the online Discussion Board by 6pm on Monday, Jan. 14. **To avoid the occasional glitches with Internet access and Bb, never wait until the last minute to submit online work.**

- www.youtube.com/watch?v=99gJKzINNow (Jane Goodall on being human)
- www.ted.com/talks/frans_de_waal_do_animals_have_morals#t-744505 (Frans deWaal on moral behavior in animals)
- www.ted.com/talks/karen_armstrong_let_s_revive_the_golden_rule (Karen Armstrong on the Golden Rule)
- <http://video.pbs.org/video/2364991423/> (Jim Wallis on the common good)
- www.youtube.com/watch?v=j11F3_nb_Sg (Eboo Patel on religious pluralism)
- www.commongood.info/DalaiLama.html (Dalai Lama on peace)
- www.youtube.com/watch?v=0wZtfqZ271w (Desmond Tutu on Ubuntu)
- www.ted.com/talks/jeremy_rifkin_on_the_empathic_civilization (Jeremy Rifkin on empathy)
- www.ted.com/talks/brene_brown_on_vulnerability (Brene Brown on vulnerability)
- www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/seven-themes-of-catholic-social-teaching.cfm

