



CORE 405-T7 Capstone: The Human Costs of Inequality

Mary Kay Fleming, PhD

S220
Tues. 6:30-9:20pm
CL 204

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—often returning adults with daytime jobs—who could not attend traditional daytime classes. Those who do well in these courses are students who study independently and **manage their time aggressively**. 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 If you miss the first class meeting, you will be withdrawn from the course.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.*

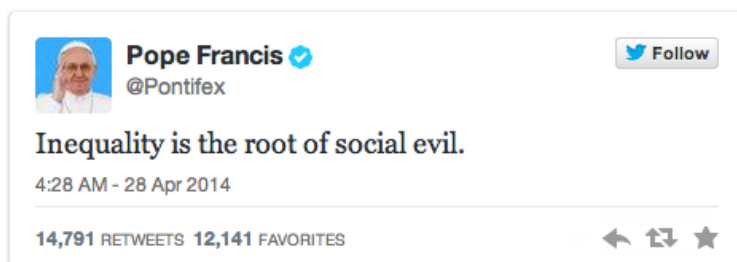
- Class Dates** Tuesday evenings: Jan. 14 and 28; Feb. 11 and 25; March 17 and 31; April 14
Pre-assignment due Jan. 13; post-assignment due April 21
- Class Time** 6:30-9:20pm Attendance required every meeting, start to finish, by University policy
- Course Instructor** Mary Kay Fleming, PhD
- Office and Hours** Cl. 12K / 3-6pm before class, plus 3-6pm on Thursdays of our off-weeks; others by appt.
- Contact Info** **E-mail:** mary.kay.fleming@msj.edu **Ofc:** 513-244-4945 **Home:** *859-331-0991
*Leave messages on HOME phone; I do not check office voicemail regularly
- Required Materials**
 - Internet readings and videos as assigned (no required text)
 - Daily access to a computer equipped with high-speed Internet, audio recording, audio-visual playback, Microsoft Word, PowerPoint, and Acrobat reader. Check MSJ e-mail and Blackboard (Bb) daily for course updates beginning Jan. 10.

Course Description

All Core Capstones are culminating interdisciplinary courses 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. This particular Capstone addresses some of the socioeconomic, 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 on preventive measures. Throughout the course, a priority on the Common Good will challenge us to minimize human suffering.

Course Goals and Learning Outcomes

Is the American Dream still viable? *The Human Costs of Inequality* confronts the widening gap between the haves and the have-nots in the US and around the world, with particular focus on upstream prevention early in life. The extraordinary breadth and depth of this topic will require each of us to take responsibility as novice and expert, student and teacher, as we share our varied educational backgrounds and life experiences. CORE 405 is designed to help students master the following learning outcomes. The words and numbers in parentheses (middle column below) refer to the University’s Core Curriculum explained here: <http://registrar.msj.edu/undergraduate-catalog/academic-information/learning-outcomes-performance-indicators/>.



COURSE 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) Connect experiences inside and outside the classroom; Reflect on how a liberal arts education has enriched your understanding of life's big questions (Integrative Learning 1, 3) 	<ul style="list-style-type: none"> Seminar participation Ethics essay Reflection
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. Analyze primary, secondary, and tertiary approaches to prevention.	<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) Apply knowledge from more than one discipline to address a complex issue (Integrative Learning 2) 	<ul style="list-style-type: none"> Online quizzes Seminar participation Discussion board Prevention Paper
4. Compare examples of inequities in the US and developing countries with particular attention to the roles of culture and education.	<ul style="list-style-type: none"> Contrast the diversity of history, values, politics, and economic conditions in developing and developed countries (Cultural Competence 3) 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 Discussion board Culture essay Critical Thinking essay
5. Make polished written and oral presentations about the human costs of inequality using an interdisciplinary perspective and supporting evidence about upstream prevention.	<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 written assignments 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 the Director of Academic Support at 513-244-4524 to present documentation and develop individualized accommodation plans. (See: <http://www.msj.edu/academics/disability-services/>).

Course Methods, Expectations, and Etiquette

Success in a blended-format course requires aggressive time management between class meetings—keeping up with reading and writing assignments, using scholarly databases to find authoritative sources (consulting a reference librarian for help, if needed), participating in online discussions, writing scholarly papers (consulting the Writing Center, if necessary), preparing a formal oral presentation, and contacting me with 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. Anyone missing the first meeting is automatically withdrawn by the registrar. If a true emergency causes you to miss a subsequent class, it may or may not be possible for you to continue the course (**instructor's discretion**). If it is possible to continue, points that would have been available for in-class activities are forfeited and other work (*if it can be made up*) is due within 48 hours.

Late Policy

Tests, assignments, and discussions are due as listed below and on Bb. 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 is 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 over readings/videos assigned for that class. Quizzes must be completed by the deadlines 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 an online quiz.
- **Discussion Board Participation**
There will be an online Discussion Board about assigned material for most meetings. To earn full credit, you must participate often and 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" as well as posts that do not reflect new learning will not earn 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.)
- **Class Participation**
A portion of your grade will be determined by your contributions to seminar discussions during class.
- **Assignments (Ethics, Culture, Critical Thinking, Reflection)**
There are four short assignments due intermittently throughout the semester. Each one has a specific purpose, addressing one or more of the learning outcomes in the table above. The first three (Ethics, Culture, Critical Thinking) are written essays; the fourth one—a personal reflection—is a voiceover PowerPoint "post-assignment" due after the last meeting.
- **Prevention Paper and Oral Presentation**
A major paper on a social-justice topic of your choice will demonstrate your command of the research on a major form of inequality affecting children and families. There are several required steps in this process:

proposing a topic; securing my approval; soliciting critique from your classmates; writing a rough draft; meeting with me privately to discuss the draft; revising/polishing the paper; submitting the paper via Bb; and presenting orally in class. Guidelines for written and oral components will be posted on Bb. **Note:** This scholarly paper requires peer-reviewed sources. Work with reference librarian Susan Falgner to identify and use the best sources, and make appointments at the Writing Center if you need help with writing.

• **Extra credit**

At your option (for up to 15 pts.), you may submit a letter to the editor, op-ed column, or essay to a major newspaper or magazine on a social-justice issue, explaining the problem and advocating a specific preventive approach. Your letter/essay must present supportive scholarly evidence and meet the publication’s submission guidelines. See additional details on Bb. Submit to the publication and to me via private email before 6pm on April 23.

Check your grades on Bb each time something new is posted and calculate your cumulative 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 (good) = 80-89%, C (average) = 70-79%, D (below average) = 60-69%, F = 0-59%.

Online quizzes (15-25 pts. each)	105 pts.
Discussion Boards (5 pts. each)	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>15 pts.</u>
COURSE TOTAL	300 pts.

Meeting 1 – January 14 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. Quiz 1 opens on Jan. 10; complete the quiz online before noon, Monday, Jan. 13. There is no online Discussion Board before for our first meeting.

- [www.ted.com/talks/frans de waal do animals have morals#t-744505](http://www.ted.com/talks/frans_de_waal_do_animals_have_morals#t-744505) (Frans deWaal on moral behavior in animals)
- www.youtube.com/watch?v=99gJKzINNow (Jane Goodall on being human)
- [www.ted.com/talks/jeremy rifkin on the empathic civilization](http://www.ted.com/talks/jeremy_rifkin_on_the_empathic_civilization) (Jeremy Rifkin on empathy)
- [www.ted.com/talks/brene brown on vulnerability](http://www.ted.com/talks/brene_brown_on_vulnerability) (Brené Brown on vulnerability)
- [www.ted.com/talks/karen armstrong let s revive the golden rule](http://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)

Golden Rule lies at the heart of every religious and of every ethical system of morality, it what makes us look at one another. The religions have all adopted it independently, Chinese, Indian, Muslim, Christian, Jewish, because they find it works and because it says something very deep about the structure of our humanity.

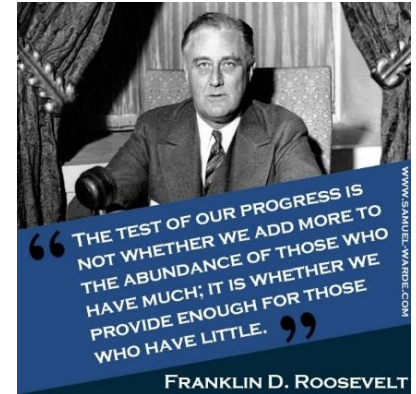
Karen Armstrong

- Catholic Social Teaching: www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/seven-themes-of-catholic-social-teaching.cfm
- www.usccb.org/issues-and-action/human-life-and-dignity/economic-justice-economy/upload/catholic-framework-economic-life.pdf [Optional: www.usccb.org/upload/economic_justice_for_all.pdf]
- Methodist Manifesto by John Wesley (under “Readings” link on Bb)

Meeting 2 – January 28 Inequality in the United States

Read and view videos as listed below. Complete Quiz 2 by noon, Thursday, Jan. 23. Participate in the online Discussion Board by noon on Monday, Jan. 27.

- http://img.slate.com/media/3/100914_NoahT_GreatDivergence.pdf
- <http://mashable.com/2013/03/02/wealth-inequality/>
- www.pbs.org/now/shows/332/video.html [Optional: www.pbs.org/now/shows/332/betrayal-of-work.pdf by Beth Shulman]
- <http://billmoyers.com/segment/bill-moyers-essay-the-united-states-of-inequality/> (watch the video)
- <http://sojo.net/blogs/2013/05/10/infographic-racial-wealth-gap/> [Optional: <http://pewsocialtrends.org/2011/07/26/wealth-gaps-rise-to-record-highs-between-whites-blacks-hispanics/>]
- www.ted.com/talks/nick_hanauer_beware_fellow_plutocrats_the_pitchforks_are_coming
- Play the game at this link: www.understandingrace.org/lived/game/index.html
- Robert Reich on trust in public institutions: www.facebook.com/RBReich/videos/1864237410255513/
- A writer’s perspective on poverty: <https://whatever.scalzi.com/2005/09/03/being-poor/>
- www.newyorker.com/magazine/2018/01/15/the-psychology-of-inequality [.pdf also available on Bb]
- www.nytimes.com/interactive/2017/08/07/opinion/leonhardt-income-inequality.html
- <https://www.theguardian.com/world/2017/dec/15/extreme-poverty-america-un-special-monitor-report>
- <https://www.washingtonpost.com/business/2019/10/08/first-time-history-us-billionaires-paid-lower-tax-rate-than-working-class-last-year/>

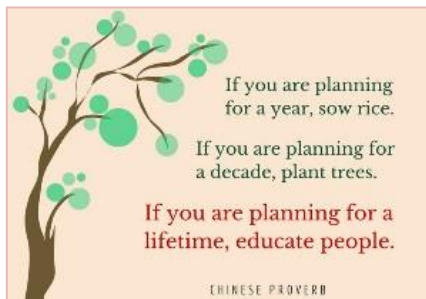


Meeting 3 – February 11

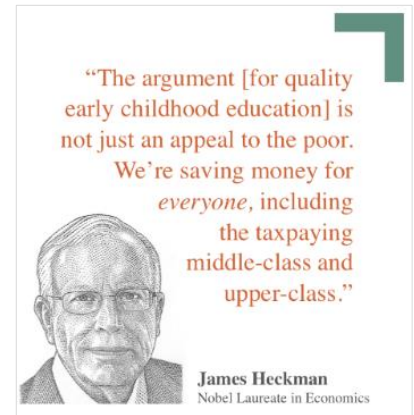
Addressing Inequality in the US: Upstream Prevention

Study the readings and videos below, and take Quiz 3 before noon, Thursday, Feb. 6. Participate in the online Discussion Board by noon on Monday, Feb. 10. The resources below, harvested from the premier US research centers studying upstream prevention, introduce the work of neurobiologists, psychologists, physicians, economists, and others.

- <https://developingchild.harvard.edu/resources/the-timing-and-quality-of-early-experiences-combine-to-shape-brain-architecture/> (download the PDF)
- <https://news.yahoo.com/how-breakthrough-science-can-change-the-lives-of-poor-families-starting-in-the-womb-100020836.html> (read article, watch 34-minute documentary at the top of the article)
- <https://developingchild.harvard.edu/resources/a-science-based-framework-for-early-childhood-policy/> (download the PDF)
- Olds, D. (2006). The Nurse Family Partnership: An evidence-based preventive intervention. *Infant Mental Health Journal*, 27(1), 5-25. (Download here www.nursefamilypartnership.org/wp-content/uploads/2018/04/2015NFP_MIECHVReport_forprint-1.pdf or access at “Readings” link on Bb)



- An introduction to the work of economist James Heckman – begin here: <http://heckmanequation.org/about-professor-heckman>
- <http://heckmanequation.org/content/resource/heckman-depth>
- Download the PowerPoint on Schools, Skills, and Synapses here: <https://heckmanequation.org/resource/presenting-the-heckman-equation/>
- <https://highscope.org/perry-preschool-project/>
- <https://heckmanequation.org/resource/perry-intergenerational-effects-summary/> (download Research Summary PDF)
- <https://heckmanequation.org/resource/the-case-for-investing-in-disadvantaged-young-children/> (Download PDF)
- <https://heckmanequation.org/resource/the-american-family-in-black-and-white-a-post-racial-strategy-for-improving-skills-to-promote-equality/> (Download PDF)
- Read “Research Summary” here: <https://heckmanequation.org/resource/research-summary-lifecycle-benefits-influential-early-childhood-program/>
- www.pbs.org/newshour/show/reducing-infant-mortality-starts-with-listening-to-women-in-this-city



Meeting 4 – February 25

In-class critique of Prevention Paper topics

No Quiz or Discussion Board this week; instead, you’ll conduct preliminary searches for TWO viable topics for your Prevention Paper. Review at least two good sources per topic, and prepare a several-minute oral summary of each idea. During class, present both ideas for feedback from your peers, and likewise participate in critiquing their ideas. Final choices for Prevention Paper topics will be made at the end of this class meeting.

March 8-14: HAPPY SPRING BREAK!

Meeting 5 – March 17

Inequality in the Developing World

Study the readings and videos below and take Quiz 5 before noon, Thursday, March 5. Participate in the online Discussion Board by noon on Monday, March 16. **The assigned readings-videos for this week are deliberately light to allow you to split your time evenly between these assignments and the Prevention Paper.**

- <https://www.youtube.com/watch?v=A3nllBT9ACg> (Miniature Earth 2018)
- <http://populationinstitute.org/worldpopulationday/>
- UN SDGs: <https://sustainabledevelopment.un.org/sdgs>. Click each goal to read more about it.
- www.ted.com/talks/richard_wilkinson.html (how economic inequality harms society)
- www.ted.com/talks/lang/eng/tim_jackson_s_economic_reality_check.html (investing in the future)
- www.oxfamamerica.org/static/media/files/Foreign-Aid-101-Mar2014-single-Oxfam-America.pdf
- <https://video.nationalgeographic.com/video/news/00000144-0a24-d3cb-a96c-7b2d51630000>

Meeting 6 – March 31

Addressing Inequality in the Developing World: Upstream Prevention

Study the readings and videos below, and take RQ 6 before noon on Thursday, March 26. Participate in the online Discussion Board by noon on Monday, March 30. **The assigned readings-videos for this week are deliberately light to allow you to split your time evenly between these assignments and the Prevention Paper.**

- www.ted.com/talks/sheryl_wudunn_our_century_s_greatest_injustice (Sheryl WuDunn on girls' education)
- www.ted.com/talks/leymah_gbowee_unlock_the_intelligence_passion_greatness_of_girls
- www.ungei.org/resources/files/What-Works-in-Girls-Educationlowres.pdf (Foreword and Chs. 1-2 only)
- <http://en.unesco.org/gem-report/sites/gem-report/files/girls-factsheet-en.pdf>
- <https://www.worldbank.org/en/topic/girlseducation>
- <http://educationforgirls.org/the-girl-effect.htm> (center text and videos)
- <http://unsdsn.org/resources/publications/young-children-as-a-basis-for-sustainable-development/> (download .pdf)

Who is someone you look up to and why?

My parents. When I was 17, someone asked me, "Who would you have been if you were just an ordinary girl from the Swat Valley?" I said that I am an ordinary girl from Swat Valley. But if I had an ordinary father and an ordinary mother, I would have two children by now.



Meeting 7 – April 14 Prevention Paper Oral Presentations

Your completed Prevention Paper is due via Bb by noon on Sunday, April 12 (guidelines and scoring rubric posted on Bb). During the final class meeting on April 14, you will deliver a polished 5-minute oral presentation about your paper (guidelines on Bb).

Post-Assignment due April 21

A personal reflection (voiceover PowerPoint) is due via Bb by noon on April 21 (guidelines on Bb). This assignment concludes the course.

Optional: Resources for Further Study

- Alexander, M. (2012). *The new Jim Crow: Mass Incarceration in the age of colorblindness*. New York: The New Press.
- Coates, T. (2015). *Between the world and me*. New York: Random House.
- Kristof, N. D., & WuDunn, S. (2009). *Half the sky: Turning oppression into opportunity for women worldwide*. NY: Random House.
- Kristof, N. D., & WuDunn, S. (2014). *A path appears: Transforming lives, creating opportunity*. New York: Alfred Knopf.
- Putnam, R. D. (2015). *Our kids: The American Dream in crisis*. New York: Simon & Schuster.
- Stiglitz, J. E. (2013). *The price of inequality: How today's divided society endangers our future*. New York: Norton.
- Stiglitz, J. E. (2016). *The great divide: Unequal societies and what we can do about them*. New York: Norton.
- Szalavitz, M., & Perry, B.D. (2010). *Born for love: Why empathy is essential—and endangered*. New York: Harper.
- Wallis, J. (2011). *Rediscovering values: A guide for economic and moral recovery*. New York: Howard.
- Wilkinson, R., & Pickett, K. (2011). *The spirit level: Why greater equality makes societies stronger*. London: Bloomsbury.