

Diversity and Equality CSEM
University of Notre Dame
CSEM 23101 Fall 2012 TR 2:00-3:15

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COURSE DESCRIPTION

This course explores the tensions between cultural diversity and economic equality, mainly domestically, but also internationally. Students will discuss the relationship between the two concepts, and debate the extent to which they are in tension. Questions related to this include the structural and cultural causes of poverty and approaches to deal with it, including how local nonprofits attempt to work in culturally diverse environments. How do nonprofits attempt to influence the lives of those in poverty? To what extent does cultural diversity, defined more broadly as diversity in both practice (lifestyle), and belief (e.g. in agency, or purpose of life) complicate their effectiveness?

COURSE REQUIREMENTS

The College Seminar is designed to help you improve your speaking and analytical skills. These include, for example: *listening, questioning, stating a thesis, presenting evidence, discussing alternative arguments, and speaking clearly, fluently, and persuasively*. To this end, the assignments for our course are focused on developing your **critical thinking** and **oral presentation** skills.

Readings

Required texts:

Max Weber, *The Protestant Ethic and Spirit of Capitalism*.

Elijah Anderson, *The Code of the Street*.

Most of the readings for the course are from a variety of sources, and will be available on Sakai Concourse, as will the schedule of readings.

Daily Preparation and Participation

This course is a seminar, and its value to you will directly correspond to your level of active involvement in class discussions. We will assign you a daily class participation grade of 0 to 5 points according to the following formula:

5 = present, on time, and completely prepared; made several high-quality contributions to whole-class discussions or contributed actively to small-group discussions;

4 = present and partially prepared and/or tardy; OR some contributions to class discussions, but could be more active or quality could be improved;

3 = present but unprepared; OR minimal to zero contributions to class discussions;

0 = absent

At the end of the semester, your daily participation points will be averaged to give your overall class participation grade. Please note that both excused and unexcused absences will result in a participation grade of 0 for the day(s) of missed class. Zeros can add up quickly, so be sure to come to class whenever possible!

Oral Presentations

During the course of the semester, each student in this class will be responsible for making several oral presentations of various types, as listed below; this may also include leading a 30-minute whole-class discussion of the day's readings (the latter can be done together with a friend). Oral presentations will be graded according to rubrics that will be shared with students ahead of time, and each of the presentations will receive a letter grade.

Final Discussion

In lieu of a written final examination, we will use the 2-hour final examination period to hold a wrap-up discussion of the course material we have investigated throughout the semester: how it is and is not integrated within the diverse contexts and works we have studied, and what it has taught us. Each student will receive a participation grade for this discussion according to the regular 5-point participation scale that will be weighted as 10% of his/her total daily participation grade for the semester.

Paper

Submit a revised and formal written paper, based on your last speech (not talking points), with revisions based on comments and reflection on the oral version. It will be due during finals week.

Attendance Policy

You are expected not only to attend every class but also to contribute to its success. Please be sure to bring a letter of excuse for official or excused absences (limited to severe illness, religious holidays, and family emergencies—please note that job interviews are *not* considered

to be excused absences). Your course grade may be lowered by one step (e.g., A- to B+) for **three to four** unexcused absences; by one full letter (e.g., B to C) for **five to six** unexcused absences; and by two full letters (e.g., A to C) for **seven or more** unexcused absences. Oral presentations missed due to unexcused absences cannot be made up. This is a performance-based course that depends on your active participation during all class meetings.

GRADING SYSTEM

Your final grade for this course will be calculated according to the following formula:

Daily preparation and participation	40%
Formal oral presentations	40%
Paper	20%

EXPLANATION OF GRADES

The grading standards in this course are defined as follows:

- A:** a mark of distinction that is reserved for the highest achievement in all course components
- B:** reflects work of good quality, originality, and accuracy completed on time and in full
- C:** work is satisfactory in all respects but may lack in some areas such as originality or accuracy
- D:** work is completed in full but exhibits significant deficiencies in mastery of course material and/or in quality of execution of oral and/or written assignments
- F:** major lapses in attendance, participation, completion of assignments, mastery of course material, and/or quality of work

THE NOTRE DAME HONOR CODE

This class follows the binding Code of Honor at Notre Dame. The graded work you do in this class must be your own. In the case where you collaborate with other students make sure to fairly attribute their contribution to your project.

Plagiarism (which we define in this course as any oral or written work presented as entirely your own and original to the particular assignment that is *not*, in fact, entirely your own and/or original to the particular assignment) is a very serious matter and will be taken seriously. Penalties for violations of the Academic Code of Honor are severe. If you are in doubt about the

legitimacy of your activities with respect to this course, please ask ahead of time. It is always better to be safe than sorry!

Presentations: (specifics for each presentation will be handed out).

- 1. Your own exposure to or experience with lifestyle diversity and its effects.**
- 2. A culture or group (e.g. Roma, Australian Aborigines, “Hyperachievers”...) The focus here will be on how the particulars of this particular group affect their social position, socio-economic status (SES) and their relations with outside groups.**
- 3. Visit and presentation of a religious group (as it relates to diversity and inequality)**
- 4. Report on how institutions have dealt with this issue: (1) Nonprofit social service agency in the South Bend area (2) country social policy, as needed (France, Russia, GB, Switzerland...)**

For this last presentation, you will visit a South Bend social service agency and gather information on how they work with those seeking help from them (assistance, life changes, support groups, etc.). There will be a sign-up on a list of agencies, and we will assist your connection with them. Transportation to the agency will be your responsibility, but we will make you aware of several options.

Initial Schedule of Reading Assignments

Aug. 23 Thurs. See articles on Concourse: includes “Culture Matters” (Jindra); “New American Divide” (Murray); Handout on Structure, Culture, Agency.

Aug. 28 Tues. Presentation 1. Student will make short presentations on their exposure (or non exposure) to lifestyle diversity. (no powerpoint)

Aug. 30 Thurs. (Ines) Structures—some of the chapter culture, social class and social identity development (Appleby, p. 26-35) and “Dynamics of Oppression and Lifestyle Diversity” (Appleby, p. 52-67) (files will be on Sakai)

Sept 4 Tues. Readings TBA

Sept. 6 Thurs. Readings TBA

Sept. 11 & 13 Presentation 2: Do reports on groups; Powerpoint allowed