

Spring 2012

Course Overview

The breadth of readings and varied course format encourages students to approach real world issues and applications from both theoretical and practical positions. An interactive and analytical environment: group and class discussions, panel presentations, projects and guest speakers provides access to the expertise and rich experiences each individual brings. Exploring a holistic view of one's participation in life's many different cycles prompts learners to grow in new and unexpected ways. While the readings seem many, they are interesting and quick reads escalating one's life into today's challenging concerns. The impact cannot be underestimated.

The agenda and timetable for each class meeting detail the assignments and expectations. One should note the heavy reading-time commitment between January 21st and February 25th. Course materials are available now in McGuinn 100 if one wishes to obtain them; \$50 borrowing fee. Review each week's schedule carefully.

Some materials are **required reading** prior to the first class on January 21st. Class will prove more relaxing if one also reads a good part of *Race in America Readings* before class begins on the 21st.

Outliers: The Story of Success, Malcolm Gladwell, will be one of the books discussed on February 18th. After reading the book, each person will draft a question/concern/observation that could be shared as the discussion progresses; these remarks will be turned in at the end of the discussion on February 18th.

Understanding Men's Passages, Gail Sheehy is available now. A written comment and at least one question on the book is to be turned in by February 4th. Another book, such as *Seasons of a Woman's Life* is available when the Sheehy book is returned along with the written comment and question. On February 25th, the second book is returned along with a written comment and at least one question on the book.

Course Evaluations

10 Exams: each 5 points	= 50 points
9 Discussion Observations: each 5 points	= 45 points
Final exam	= 10 points

January 21, 2012

Read all the following articles before class on January 21st.

These articles are at the beginning of *How Race Is Lived in America*.

1. Another America
2. Against All Odds
3. Class Struggle
4. Adrift in Ivy League
5. Lucky Cedric
6. Interview with Cedric Jennings
7. Race Intrudes into a Lawyer's Career

9:00 Movie: *The Corner* (60 minutes)

10:00 Discussion of *The Corner*

10:15 Introductions, Group Info, Course Overview and Personal Data Sheet.

10:50 Exam on readings listed above.

11:00 Video: *Race: The Power of an Illusion* (55 minutes)
A House We Live In: Levittown
Cedric (20 minutes)

12:15 Lunch

12:45 Class Discussion of *The Corner*, the five Cedric articles, and *The Good Black*.

1:30 Movie: *Partners of the Heart* (55 minutes)

3:00 Observations on video followed by exam

January 28, 2012

How Race is Lived in America

Two generations after the end of legal discrimination, race still ignites political debates over Civil War flags, for example, or police profiling. But the wider public discussion of race relations seems muted by a full-employment economy and by a sense, particularly among many whites, that the time of large social remedies is past. Is there a change with the shift in employment? Race relations are being defined less by political action than by daily experiences, in schools, in sports arenas, in pop culture and at worship, and especially in the workplace. These encounters—race relations in the most literal, everyday sense—are the subject of a series of reports, the outcome of a yearlong examination by a team of New York Times reporters. The entire 14 articles are much reading but the impact can not be underestimated. Your care is anticipated, but appreciated.

Assignment: Each person will write a brief observation on each of the 14 articles to assist in their joining in the discussion. The remarks will be turned in at noon.

<u>Reading</u>	<u>Page</u>	<u>Article Title</u>	<u>Reading</u>	<u>Page</u>	<u>Article Title</u>
1.	1	Shared Prayers, Mixed Blessings	8.	104	Reaping What Was Sown on the Old Plantation
2.	18	Best Friend, Worlds Apart	9.	119	Growing Up, Growing Apart
3.	32	Which Man's Army	10.	135	The Hurt Between the Lines
4.	46	Who Gets to Tell a Black Story	11.	149	The Minority Quarterback
5.	63	A Limited Partnership	12.	166	Guarding the Borders of the Hip-Hop Nation
6.	77	At a Slaughterhouse, Some Things Never Die	13.	182	Why Harlem Drug Cops Don't Discuss Race
7.	91	When to Campaign With Color	14.	199	Bricks, Mortar and Coalition Building

Assignment: Each will write their response to the seven questions within the three questions below. Your informal remarks will aid in your joining the discussion. Your responses will be turned in at noon.

1-How Does Race and Culture Contribute to an Individual's Sense of Identity?

Reacting to the statement "race, language, and culture are intertwined." Furthermore, certain combinations of race, language, and culture create expectations in many people's mind. We often expect or behave in certain ways. To understand these statements, you may want to think about how your race, culture, and language intertwine to contribute to your own sense of personal identity and also how they cause other people to regard you in particular ways.

1-How would you characterize yourself in terms of your race, your culture, and your language?

2-What group of people do you primarily identify with?

3-How would you characterize the knowledge, beliefs, and behavior of this group, and how does the group itself influence your values and behavior?

4-What language are you most comfortable speaking?

5-In summary, how does your race, culture, and language help explain who you are?

2- How Does One Retain Identity Within the Larger Society?

One of the issues associated with racial and cultural identity is whether or not the special characteristics of races and cultures should be preserved or not. Some people think that races and cultures may eventually become so similar that differences among them will cease to exist, and complete assimilation and equality will result. They see this as a desirable result because it would reduce friction among groups. Other people think differences in race and culture are valuable and that individuals should appreciate and strive to preserve the unique characteristics of their own race and culture. Certainly one can experience confusion and dissonance by leaving one's own culture for another culture and having to decide which parts of one's culture to retain and which parts to give up in order to fit in smoothly. This is often an issue for people who study or live in another country for a significant period of time.

6-Can people retain their identity, their group, and still be part of the "larger," "the society" as a whole?

3- How Close Has America Come to Achieving Racial Equality?

Racial equality is an issue that many people care about, including those who believe in equality on principle and those who believe that some people are somehow "less equal" than others. The warrants of justice and fairness are at the heart of this issue. The idea that "all men are created equal" suggests that every American should have an acceptable quality of life, an equal opportunity to self-development, and the ways and means necessary for achieving these goals. Whether or not all Americans can be successful in these areas is controversial. Some evidence suggests that considerable improvement has been made. Still, many members of racial minorities have not climbed into the middle class and instead live in poverty and sometimes create horrendous social problems for the rest of society.

7-Is or is not progress being made and what signs demonstrate your opinion?

9:00 Video: *State of Equality in the United States* (60 minutes)

10:00 Class Discussion on *How Race is Lived in America*

12:00 Exam – Lunch – Remarks turned in

ASSIGNMENT: Read and prepare to discuss: *Slavery By Another Name*. (Distributed January 21st)

1:00 Video: *Slavery By Another Name* (30 minutes) followed by discussion of the reading and video.

2:15 Video: *Inequality Between Races* (30 minutes) followed by exam.

February 4, 2012

Group Meetings

9:00 Videos: Wall Street, *Biding*; President of Dartmouth College, Dr. Kim

9:30 Discussion *Class Counts Readings* (Distributed on January 28th)

Class Counts Readings, covering moving up and the challenges to the American dream, introduce social class to the diversity challenge.

- * The rich-poor gap has widened in the U.S. over the past three decades, but it's no easier for a child to climb above his or her parents' station than it was in 1970 – and harder than it is in continental Europe.
- * Determined to live better than their parents, more Americans are turning to debt to pay for lifestyles their income can't support.
- * In a changing economy, the escalators of mobility aren't working as they once did and education counts for more.
- * In Latin America, the rich usually stay rich and the poor usually stay poor – with bad results not just for the poor but for entire economies.

Assignment: Each person will prepare a brief observation on each of the articles below to assist in their joining a discussion on social class. The remarks will be turned in at noon.

- Read i. For Richer (1 to 12)
- Read 1. Shadowy Lines That Still Divide. (1-1 to 1-9)
- 2. Life at the Top in America Isn't Just Better, It's Longer.
- Read 3. When Richer Weds Poorer, Money Isn't the Only Difference. (3-1 to 3-6)
- 4. On a Christian Mission to the Top.
- Read 5. College Dropout Boom. (5-1 to 5-9)
- Read 6. 15 Years on the Bottom Rung. (6-1 to 6-12)
- 7. When the Jones' Wear Jeans.
- 8. The Five-Bedroom, Six Figure Rootless Life.
- 9. Old Nantucket Wealth Meets the New.
- 10. Richest Are Leaving Even the Rich Far Behind.
- 11. Fictions Long History of Fixation on Class.
- Read 12. Up From the Projects: Angela Whitiker's Clinch. (12-1 to 12-20)
- Read 13. A Success Story That's Hard to Duplicate. (13-1 to 13-3)

11:00 Dr. Paul Schervish, Ph.D., Director of the Center on Wealth and Philanthropy
Joys and Dilemmas of the Ultra Wealthy
Read: *Very Rich Are Leaving the Merely Rich Behind*

12:15 Exam and lunch - Turn in remarks on *Class Counts Readings* and written comments and at least one question on the book, e.g. *Understanding Men's Passages*, which is returned today.

Heroes

"*Democracy is based upon the conviction that there are extraordinary possibilities in ordinary people.*" — Harry Emerson Fosdick

1:00 Video: *Ghandi* (20 minutes)

Recalling lives of note, often with admiration, sometimes even joy, can turn out very satisfying. In contemplating lives of accomplishment, one realizes many people of interest are only slightly known, not celebrities in the ordinary sense. Ideally, the section on heroes gives notice to famous people but also to people who, though not well known, made a difference. *Lives of Moral Leadership* by Robert Coles, celebrates all walks of life.

Remembering Robert Kennedy
Moral Leadership in Everyday Life
Bond Between Leaders and Followers

Assignment: Write a brief observation on each section.

- 1:20 Joseph Badokufa Bulugu, S.J., East African Jesuit
Through this class, students will develop a critical approach from their own background and that of others. Joseph Badokufa Bulugu, S.J., will be narrating how his life experiences brought him from a modest village background in Tanzania to the height and centre of opportunities. By the end of this discussion, students will be able to appreciate the diversity in themselves, and learn how to further treasure it in their communities for maximum social change.
- 3:15 Observations on talk, followed by exam.

Pick up second book which on February 25th will be discussed along with first book, which is turned in at noon today along with a written comment and at least one question on the book. As assigned for the first book, a written comment and at least one question on the second book will be turned in on February 25th when both books are discussed. Everyone should be comfortable with what they write so that they may easily participate in the discussion February 25th.

The books, *Organizing Genius* and *Disrupting Class*, will be handed out for discussion on February 18th.

**AD 71901
SC 35701**

**Maximizing Intellectual Capital
Social Change in Action**

James A. Woods, S.J.

February 18, 2012

Group Meetings

9:00 Video: *Waiting for Superman*

9:30 Kathie Lawless, Burlington Schools

Book: *Disrupting Class*, Clayton Christensen, Michael Horn and Curtis Johnson (Distributed on February 4th)

A crash course in the business of learning. According to recent studies in neuroscience, the way we learn doesn't always match up with the way we are taught. If we hope to stay competitive – academically, economically, and technologically – we need to rethink our understanding of intelligence, reevaluate our educational system, and reinvigorate our commitment to learning. Filled with fascinating case studies, scientific findings, and unexpected insights on how innovation should be managed, *Disrupting Class* will open your eyes to new possibilities, unlock hidden potential, and get you to think differently.

To assist in the discussion prepare five written statements on *Disrupting Class*.

1-How does customized learning help many more students succeed in school?

2-How will student's centric classroom increase the demand for new technology?

3-How can we compete in the global classroom – and get ahead in the global world

4-How can disruptive innovation circumvent roadblocks that have prevented other attempts at school reform

5-Practically speaking, how will this effect college students?

11:45 Exam and turn in five written statements on *Disrupting Class*.

12:00 Lunch

12:45 Video: *Waiting for Superman* (cont.)

In September, the Harvard University Extension School celebrated their 100 year anniversary. *The Gates Unbarred*, a book chronicling Extension's history, was distributed. The Alumni remarks at the Convocation were delivered by Columbian President Alvaro Uribe, a 1993 Extension on-line graduate. This academic year Harvard Extension offers 130 on-line courses. Over 20 percent of their 14,000 students will take their classes completely online.

It was only in 1979 that the University of Phoenix began from a base of 23 graduating students at their first commencement ceremony which was held in the chapel of the Jesuit High School in Phoenix. The then President of the Association of Jesuit Colleges and universities, Fr. William McInnes, S.J., was their first commencement speaker. The University of Phoenix's alumni has grown to over 400,000 by 2009. Continuing to grow at a rapid clip, it is now the largest university in the United States with over 443,000 degree seeking students attending in October 2009.

- 1:15 Discussion of *Organizing Genius* which shows the powerful process through which groups connect. (Distributed on February 4th)
After reading *Organizing Genius*, each person will draft a question/concern/observation from reading each story that could be shared as the discussion progresses; these remarks will be turned in at the end of the discussion

Organizing Genius chapters to be read:

1. Forward, Introduction and End of the Great Man (begin xi to 30)
2. Selling a Place Called Hope (Pages 87-116)
3. Manhattan Project (Pages 171-195)
4. Take Home Lessons (Pages 196-218)

- 1:45 Video: *Waiting for Superman* (cont.)

- 2:30 Discussion of *Waiting for Superman* and *Outliers: The Story of Success*, Malcolm Gladwell

Why do some people succeed far more than others?

There is a story that is usually told about extremely successful people, a story that focuses on intelligence and ambition. In *Outliers* Malcolm Gladwell argues that the story of success is very different, and that if we want to understand how some people thrive, we should spend more time looking around them – at such things as their family, their birthplace, or even their birth date. The story of success is more complex – and a lot more interesting – than it initially appears.

Outliers explains what the Beatles and Bill Gates have in common, the extraordinary success of Asians at Math, the hidden advantage of star athletes, why all top New York lawyers have the same resume, and the reason you've never heard of the world's smartest man – all in terms of generation, family, culture, and class. It matters what year you were born if you want to be a Silicon Valley billionaire, Gladwell argues, and it matters where you were born if you want to be a successful pilot. The lives of outliers – those people whose achievements fall outside normal experience – follow a peculiar and unexpected logic, and in making that logic plain Gladwell presents a fascinating and provocative blueprint for making the most of human potential.

After reading the book, each one will draft a question/concern/observation that could be shared as the discussion progresses; these remarks will be turned in at the end of the discussion.

- 3:00 Exam

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February 25, 2012

9:00 Video: *China College Prep* (20 minutes); Video: *College Prep Insights* (7 minutes); Discussion

10:00 Joseph Jiang, Jesuit Priest from China, Ph.D. Education Candidate.

Our overall objective is to develop a sustained appreciation of diversity and pluralism. The class starts by Father Jiang's narration of his birth, family upbringing, education and entrance into and training with the Jesuits. Throughout the presentation there is a conscious effort to uncover and examine the "myths" that influence our negative attitudes and behavior towards those deemed to be different from us, simply because of their skin pigmentation, ethnicity, ancestry, or geographical origin.

12:00 Observations on talk, followed by exam

12:45 Work and Family Discussion and Distribution of Final Exam Material

The context for our work-and-family struggles is changing quickly. The "conspiracy of silence" that once surrounded family concerns at work is ending as more workers give voice to their conflicts. Old gender-role taboos are crumbling and technology is shattering the boundaries of the workplace, giving workers more choices than ever in how to combine work and family. Families are changing in form, children's developmental needs are better understood, workplace policies are evolving and flexible-work opportunities have never been greater. Balancing career and personal life requires great management of the life cycle. How is individual talent turned into team work to create "collaborative advantage."

Video: *The Third Chapter: Passion, Risk and Adventure in the 25 Years After 50*, Sara Lawrence-Lightfoot (25)

Each student will have written a comment and at least one question on each book read. Everyone should be comfortable with what they write so that they may easily participate in the discussion. Each person will turn in their comments and questions as well as the books at the end of the day.

Understanding Men's Passages, Gail Sheehy

An account of men's lives today, revealing their doubts, their passions, their hunger for renewal.

Seasons of A Woman's Life, Daniel and Marie Levinson (pages 199-421)

Based on exhaustive interviews speaks to the dreams, emotional crises, inexplicable feelings, social conflicts and psychological upheavals that mark each woman's life course.

Sari: Indian Women at Work in New Zealand, Edwina Pio

This poignant, optimistic journey exposes the fault line of race and gender, and yet gives one reason for hope. These case studies of Indian women are a testimony to grit, courage and ability – coping with forced separation, discriminatory immigration policies and the strains of moving to another country. (Stats are interesting, but read the short biographies scattered throughout.)

Work and Family, Sue Shellenbarger

Aligns the moment-to-moment reality of daily lives with the most cherished personal values and responsibilities in order to attain the inner peace that comes with leading a balanced and well-examined life.

**AD 71901
SC 35701**

**Maximizing Intellectual Capital
Social Change in Action**

James A. Woods, S.J.

March 3, 2012

9:00 Finding God in Prayer – Finding God in Everything.
Michael Boughton, S.J.

PROFILE: Fr. Michael Boughton, S.J., Director for the Center for Ignatian Spirituality at Boston College.

At Boston College, the CIS is an effort to draw on the wisdom and compassion of a healthy tradition of religious pluralism in such a way that students, faculty and staff would feel free to discuss personal, ethical and religious values. Out of this initiative the focus draws the narratives of people, their stories, as the foundation for any spirituality.

This session provides the opportunity to pause and reflect, to work on picking up your own signals, the signals that give meaning to your life. Father Boughton has reflected on this topic with various faculties all over the United States, ranging from Chicago to Chestnut Hill, Massachusetts.

This is the background for today's session. There are two tracks for reflection: the idea of vocation for all of us and discerning meaning in one's life. *How Resilience Works* is a helpful read.

11:00 Exam

11:15 Each one will have an opportunity to reflect on their own opportunities for building an environment for success.

12:00 Turn in final