



**Required Texts\*** (The following texts can be purchased in the Hammes ND Bookstore):

Upton Sinclair, *The Jungle*. Tucson, AZ: See Sharp Press, 2003.

William Julius Wilson and Richard P. Taub, *There Goes the Neighborhood*. New York: Alfred A. Knopf, 2006.

David Shipler, *The Working Poor*. New York: Alfred A. Knopf, 2006.

Kathleen Maas Weigert and Alexia K. Kelley, *Living the Catholic Social Tradition*. Lanham, MD: Rowman & Littlefield Publishers, 2005.

Brian Barry, *Why Social Justice Matters*. Malden, MA: Polity Press, 2005.

\*Additional required readings will be available on line, particularly through Concourse, as well as readings on Reserve in the Hesburgh Library.

**Course Requirements and Grading:**

This is a seminar, not primarily a lecture course. Students will be expected to carry the discussion, and, in the second half of the semester, will facilitate and lead the discussions. **Participation** in seminar discussion will constitute 65% of the grade.

In addition, students will write several **short essays** (1-3 pages) as well as keep a community-based learning journal. These essays will focus on one or more of the issues we discuss in our class, through the readings and in other activities. The journal will be required documentation of the community-based learning experience. These essays and the journal, cumulatively, will constitute 10% of the grade.

The **class presentation** will be on an assigned issue area and will include creation of a PowerPoint and class notes. This presentation will constitute 15% of the grade.

The **final** will be an oral exam scheduled in advance. It will cover all the material of the course. This final will constitute 10% of the grade.

Class Participation	65%
Short Essays/Journal	15%
Class Presentation	10%
Oral Final Exam	10%

**Community-Based Learning Component:**

Community-based learning offers the opportunity to integrate learning and service. Classroom discussions and course readings should inform how students approach their service and interactions in the community, and their service should inform classroom discussions and the reading of articles and essays. In the context of this course, community-based learning is intended to provide a structured way for students to engage the local community to deepen their understanding of poverty and politics.

Students will make a commitment to participate weekly (from weeks 2-14 of the semester) in a service activity at one of four sites in the South Bend area. The usual time commitment at these sites is 2 hours per visit, not including transportation time. These organizations are in partnership with the Center for Social Concerns, providing community-based learning coordinators who work with ND students to support learning and service experiences on-site.

**CSEM 23101**  
**Poverty and Politics**

**Course Topics:**\*

SECTION 1: INTRODUCTION

**Aug. 26 - First Class**

*Topic:* Introduction: Why Are There So Many Poor in the United States & Why Should We Care?

*Guest Speaker:* Annie Cahill Kelly, Program Director, Community Partnerships and Service Learning, Center for Social Concerns

*Presentation:* Community-Based Learning

SECTION 2: POVERTY PAST AND PRESENT

**Aug. 31**

*Topic:* Framing Problem of Poverty in the United States

*Reading:* *The Jungle*, Chapters 1-12 (pp. 1-116)

*Assignment Due:* Questions/Observations on reading; also, attend Activities Night on Sept. 1

**Sept. 2**

*Topic:* History of Poverty in the United States

*Reading:* *The Jungle*, Chapters 13-24 (pp. 117-221); view History of Poverty links ([Concourse](#))

*Assignment Due:* Questions/Observations on reading and videos

**Sept. 7 – Labor Day**

*Topic:* Urban Poverty in the Past

*Reading:* *The Jungle*, Chapters 25-36 and Conclusion (pp. 222-335)

*Assignment Due:* Questions/Observations on reading and Essay 1 Due

**Sept. 9**

*Topic:* Urban Poverty Today

*Guest Speaker:* Professor Mary Beckman, Associate Director of Academic Affairs and Research, Center for Social Concerns; Concurrent Associate Professor, Economics and Policy Studies

*Reading:* *There Goes the Neighborhood*, Chapters 1-3 (pp. 3-96)

*Assignment Due:* Questions/Observations on reading

## SECTION 3: POVERTY, POLITICS AND THE ISSUES

### **Sept. 14**

*Topic:* Race Relations

*Guest Speaker:* Cecilia Lucero presenting on the Center for Undergraduate Scholarly Engagement (CUSE)

*Reading:* *There Goes the Neighborhood*, Chapters 4-6 and Appendices A & B (pp. 97-202)

*Assignment Due:* Questions/Observations on reading

### **Sept. 16**

*Topic:* Role of Faith in Poverty & Politics

*Reading:* *Caritas in Veritate (Charity in Truth)* ([link in Concourse](#))

*Assignment Due:* Questions/Observations on reading; also, attend "Trouble the Water" at Browning Cinema on Sept. 18

### **Sept. 21**

*Topic:* Catholic Social Tradition

*Reading:* "This Land is Home to Me," entire ([see E-Readings](#))

*Assignment Due:* Questions/Observations on reading

### **Sept. 23**

No Class

Attend Faith and Politics Panel in Carey Auditorium in Hesburgh Library at 7:30 p.m.

### **Sept. 28**

*Topic:* Community-Based Learning Coordinator Presentation on Robinson Center & Homelessness

*Reading:* *The Working Poor*, Introduction and Chapters 1 and 2 (pp. 33-76)

*Assignment Due:* Questions/Observations on reading

### **Sept. 30**

*Topic:* Community-Based Learning Coordinator Presentation on St. Joseph Medical Center Outreach & La Casa de Amistad

*Reading:* *The Working Poor*, Chapters 3 and 4 (pp. 77-120)

*Assignment Due:* Questions/Observations on reading

### **Oct. 5**

*Topic:* Poverty Expressed in Music

*Reading:* *The Working Poor*, Chapters 5 and 6 (pp. 121-173)

*Assignment Due:* Questions/Observations on reading

**Oct. 7**

*Topic:* Poverty & the Environment

*Reading:* *The Working Poor*, Chapters 7 and 8 (pp. 174-230)

*Assignment Due:* Questions/Observations on reading

**Oct. 12 – Meet at the Snite Museum**

*Topic:* Poverty and Politics in Art

*Guest Speaker:* Steve Moriarty, Concurrent Associate Professor of Art

*Reading:* *The Working Poor*, Chapters 9-11 (pp. 231-300) and *The Jungle*, Review

*Assignment Due:* Questions/Observations on reading

**Oct. 14**

No class

Service hours

**Oct. 19**

Fall Break

**Oct. 21**

Fall Break

## SECTION 4: CASE STUDIES

**Oct. 26**

*Topic:* Student Case Study Presentations

*Reading:* *Living the Catholic Social Tradition*, Chapters 1-5 (pp. 3-91); also, Case Study assigned to your pair.

*Assignment Due:* Questions/Observations on reading

**Oct. 28**

*Topic:* Case Studies on Overcoming Poverty

*Reading:* *Living the Catholic Social Tradition*; assigned Case Study.

*Assignment Due:* Questions/Observations on reading, Presentation of Case Studies by four pairs

**Nov. 2**

No class

Pizza dinner and film, "A Raisin in the Sun" in McNeill Library (133 Geddes Hall)

*Reading:* *Why Social Justice Matters*, Parts I and III (pp. 3-34 and 109-127)

*Assignment Due:* Questions/Observations on reading, Presentation of Case Studies by four pairs

**Nov. 4**

*Topic:* Expensive Being Poor

*Reading:* *Why Social Justice Matters*, Part V (pp. 169-230)

SECTION 5: THE IMPACT OF POVERTY: Student Presentations

**Nov. 9**

*Topic:* Student Presentations – Children & Poverty

1. Anne Huntington
2. Molly Singler

**Nov. 11**

*Topic:* Student Presentations – Poverty and Race

1. Mike Doyle
2. Jeff Grant

**Nov. 16**

*Topic:* Student Presentations – Poverty and the Worker

1. Meghan Borzenski
2. David Loftus

**Nov. 18**

*Topic:* Student Presentations – Immigration and Poverty

1. Susan Esquivel
2. Mariel Lee

**Nov. 23**

*Topic:* Student Presentations – Women and Poverty

1. Krystal Brady
2. Christi Chelsky
3. Danielle Kalil

**Nov. 25**

No class – Thanksgiving Break

**Nov. 30**

*Topic:* Student Presentations – Poverty and the Government's Role

1. Matt Duncan
2. Javier Galan
3. Matt LaFortune

**Dec. 2**

*Topic:* Student Presentations – Energy, the Environment, and Poverty

1. Jay Kenney
2. Brianna Sammons

*Discussion:* presentation wrap-up

SECTION 6: CONCLUSION

**Dec. 7**

*Topic:* Where do we go from here? Applying Social Analysis to systemic problems

*Reading:* Social Analysis (see E-Readings)

*Assignment Due:* Questions/Observations on reading

**Dec. 9 – Last class**

Preparation for Oral Final

**Dec. 16 – Oral Final (4:15-6:15 p.m.)**

15-minute oral exam, exact times to be assigned

\*All the information on this syllabus is subject to modification according to the discretion of the professors; (students will, of course, be notified of any such modifications with anticipation).



## CSEM 23101 Poverty and Politics

### Expectations for Short Essays

#### **Format:**

1. Use footnotes. (See *The Chicago Manual of Style* for details). A summary can be found at <http://www.libs.uga.edu/ref/chicago.html> (Use the documentary note style—not the author note system. This is not the MLA form of citation. MLA citation is an author-date system.) If using Microsoft word, under the insert menu, choose reference and then footnote to automatically number the reference and place it at the bottom of the page. The style is as follows:

#### Examples of Footnotes:

<sup>1</sup> Mark T. Berger, "Reconquest of Central America: Latin American Studies and the Transition to Democracy," *Latin American Perspectives* 24 (January 1997): 68.

<sup>2</sup> Susan Stokes, *Mandates and Democracies: Neoliberalism by Surprise in Latin America*. (New York: Cambridge University Press, 2001), 77-78.

#### Example of Bibliography:

Auyero, Javier. *Poor People's Politics: Peronist Survival Networks and the Legacy of Evita*. Durham: Duke University Press.

Samuels, David. "Presidentialism and Accountability for the Economy in Comparative Perspective." *American Political Science Review* 84 (June 2004): 149-67.

According to *The Chicago Manual of Style*, "the full reference of a note, as in a bibliographic entry, must include enough information to enable the interested reader to find it in a library, though the form of the note need not correspond precisely to that of the library catalog."

2. Use a 12 point font.
3. The text should be typed, double spaced and have one inch margins.
4. Do not add extra spaces between paragraphs.
5. Number the pages.

6. You do not need a title page. Include the title on top of your first page, include your name, student ID#, course title and date.

7. Include a bibliography.

**Style:**

Include an introduction and conclusion with appropriate outlines and summation of the main points of your paper.

Use topic sentences in your paragraphs. (Please – no two sentence paragraphs or two page paragraphs!)

Do not use a casual tone. (For example, do not use contractions such as "can't," "wouldn't", etc.)

Spell check!

**Sources:**

Use multiple sources. Do not quote lecture notes.

You should have a combination of academic, peer reviewed books and journals as sources.

As a supplement **only**, you may use internet or conventional news sources (for example *The Economist* or the *New York Times*). They should not constitute the core of your research.

Cite often. An overabundance of citations is always preferable to too few. Cite as if you want the reader to be able to easily refer to your sources when you refer to facts, quotations and interpretations.

If someone else says it, you must give credit to him or her. If you repeat the author verbatim, you must quote and cite the author. If you paraphrase his or her words, you must cite the author. Failure to do this is plagiarism.

## **Academic Code of Honor:**

### **Student Pledge**

As a member of the Notre Dame community, I will not participate in or tolerate academic dishonesty.

### **Personal Academic Behavior**

The pledge to uphold the Academic Code of Honor includes an understanding that all submitted work, graded or ungraded—examinations, draft copies, papers, homework assignments, extra credit work and the like—must be your own. Any kind of academic dishonesty is a violation. Although not exhaustive, the following list is offered by the University to serve as a guide to help you understand what is expected.

- All work you submit for a course is accepted as your own work, unless otherwise understood and approved by the instructor.
- You may not, without proper citation and approval of the instructor, submit work that has been copied, wholly or partially, from another student's paper, notebook or exam. Nor may you, without proper citation, submit work that has been copied, wholly or partially, from a book, article, essay, newspaper, the Internet or any other written, printed or media source, whether or not the material in question is copyrighted.
- Written work that paraphrases any written or printed media material without acknowledgment may not be submitted for a course. Ideas from books and essays may be incorporated in your work as starting points, governing issues, illustrations and the like, but in each case the source must be cited.
- On-line materials you use to gather information for a paper are also governed by rules about plagiarism; you need to cite electronic sources as well as printed and other sources.
- You may not give or receive unauthorized aid on an exam or quiz.
- You may not falsify data of any kind.
- You may not give a false reason for requesting a make-up examination or an extension on an assignment.
- You may not turn in the same work for two or more different courses you are taking in an academic term unless each professor involved has authorized you to do so in advance.
- You may not submit for one course any work that has been used to fulfill the requirements of another course previously taken at this or any other school without obtaining permission of the current professor in advance.
- If you become aware of an Honor Code violation, you must take responsible action.

## CSEM 23101 Poverty and Politics

### Avoiding Plagiarism \*

#### GATHERING RESEARCH MATERIAL

**Take time to make careful choices among -- and learn to use -- the research tools** available to you. You will probably find that your favorite Web search engine is not adequate, by itself, for college-level research. Consult with your professor or a librarian. You may need to use specialized research tools, some of which may require learning new searching techniques.

**Expect to make trips to the library.** While you can access many of the library's resources from your home computer, you may find that you need to make several trips to the library to use materials or research tools that are not accessible remotely. Of course you will be seeking the *best* information, not settling for sources simply because they happen to be available online.

**Allow time for gathering materials** that are not available at the Hesburgh Library. The Interlibrary Loan office can borrow articles and books from other libraries, but this process takes additional time.

**Allow time for reading**, rereading, absorbing information, taking notes, synthesizing and revising your research strategy or conducting additional research as new questions arise.

#### TAKING NOTES

**Sloppy note-taking increases the risk that you will unintentionally plagiarize.**

Unless you have taken notes carefully, it may be hard to tell whether you copied certain passages exactly, paraphrased them or wrote them yourself. This is especially problematic when using electronic source materials, since they can so easily be copied and pasted into your own documents.

**Identify words that you copy directly** from a source by placing *quotation marks* around them, typing them in a *different color* or *highlighting them*. (Do this immediately, as you are making your notes. Don't expect to remember, days or weeks later, what phrases you copied directly.) Make sure to indicate the exact beginning and end of the quoted passage. Copy the wording, punctuation and spelling exactly as it appears in the original.

**Jot down the page number and author or title** of the source each time you make a

note, even if you are not quoting directly but are only paraphrasing.

**Keep a working bibliography** of your sources so that you can go back to them easily when it's time to double-check the accuracy of your notes. If you do this faithfully during the note-taking phase, you will have no trouble completing the "works cited" section of your paper later on.

**Keep a research log.** As you search databases and consult reference books, keep track of what *search terms* and *databases* you used and the *call numbers* and *url's* of information sources. This will help if you need to refine your research strategy, locate a source a second time or show your professor what works you consulted in the process of completing the project.

## DOCUMENTING SOURCES

**You must cite direct quotes.**

**You must cite paraphrases.** Paraphrasing is rewriting a passage in your own words. **If you paraphrase a passage, you must still cite the original source of the idea.** For detailed examples and a discussion, see *Appropriate Uses of Sources*.

**You must cite ideas** given to you in a conversation, in correspondence or over email.

**You must cite sayings or quotations that are not familiar, or facts that are not "common knowledge."** However, it is not necessary to cite a source if you are repeating a *well known quote* such as Kennedy's "Ask not what your country can do for you . . .," or a *familiar proverb* such as "You can't judge a book by its cover." *Common knowledge* is something that is widely known. For example, it is common knowledge that Bill Clinton served two terms as president. It would not be necessary to cite a source for this fact.

**Printed sources:** books, parts of books, magazine or journal articles, newspaper articles, letters, diaries, public or private documents.

**Electronic sources:** web pages, articles from e-journals, newsgroup postings, graphics, email messages, software, databases.

**Images:** works of art, illustrations, cartoons, tables, charts, graphs.

**Recorded or spoken material:** course lectures, films, videos, TV or radio broadcasts, interviews, public speeches, conversations.

\* Adapted from Duke University guidelines for writers.