Syllabus for **First Year Seminar** at Loyola Marymount University

**Empathy: An Antidote to Bullying the Self, Others, and the Planet**

FFYS 1000.15, T/Th 9:25-10:40, St. Robert's Hall 106, Fall 2013

**Instructor Names:** Teresa Heiland & Michaela Lavick

**Prof Heiland’s Office:** Burns Fine Arts, 243  
**Email:** Theiland@lmu.edu

**Dance Phone:** (310) 338-4436  
**Office hours:** Tues 3-4, Wed 11-12 am, Thurs 3-4 & by appt.

**Prof Lavick’s Office:** Xavier, 336  
**Email:** Michaela.lavick@lmu.edu

**Phone:** (310) 338-7387  
**Office Hours:** Mon 2-4pm, Tues 2-4pm, Wed 8-9:30am, Thurs 2-5pm, & by appt.

**Course Description:**
This course will engage students in connecting concepts about Empathy found in a variety of texts, rituals, and art works to the themes of the LMU Mission in order to learn and explore how humankind maps paths negotiating social issues that affect the body, mind, and spirit of humankind and the planet. Course activities will be experiential, reflective, analytical, and creative. Over the course of the semester, students will read a variety of texts that explore authors’ understanding of Empathy from the viewpoints of the Encouragement of Learning; Education of the Whole Person: body, intellect, and emotions; and Service of Faith and Promotion of Justice in relation to the self, other, and the planet.

**Learning Outcomes:**
Students will:
- engage critically and reflectively in scholarly discourse.
- exercise critical thinking in oral discussion and writing (e.g. abstract, non-fiction narrative essay, research paper, group presentation project).
- be able to evaluate sources for quality (e.g., by learning to differentiate between scholarly and popular sources).
- acquire research skills including use of the library catalog and electronic databases to retrieve books or articles, whether in print or online.
- understand and appreciate the intellectual rigor and academic excellence that defines an LMU education.

**Instructional Methods:**
Seminar-style discussion, writing, and presentation activities; critical reading and layered process writing assignments (both informal and formal); brief topical lectures and instruction on writing; library exploration at the library and using the online webpage and catalogs; on-line writing tutorial software; portfolio projects; in-class presentations; and one-on-one tutorials with writing instructor.

**Required Text(s):**
1. All topical reading assignments can be accessed via Blackboard. See attached schedule for due dates for reading assignments.

**Required Student Tasks**
1. Selected readings in required text accompanied by written blog and video assignments.
2. Process drafts and final revisions of formal papers.
3. Consistent attendance and participation in all assignments and activities.
4. Library tutorials.
6. Tutorials with Michaela Lavick and completion of small writing assignments for her.

Final Exam: Thursday December 12th 8:00 – 10:00 am.

Information Literacy
Information Literacy entails the ability to locate, evaluate, and use information effectively and ethically, developing the critical thinking skills that form the basis of lifelong learning. We will be spending some time in the course on information literacy as it relates to the topics in our readings and in your projects.

Information Literacy Modules
During the course of the term students are required to work through the Lion’s Guide to Research & the Library modules, which is made up of four online modules accessible through MyLMU Connect. Following each module you will take an online quiz on the material covered. The four quizzes may be taken only one time each. The modules and completion dates are:

1. Starting Your Assignment (module & quiz) - complete by 9/5/13
2. Types of Information (module & quiz) - complete by 9/24/13
3. Finding and Evaluating Information (module & quiz) - complete by 10/10/13
4. Using Information Ethically (module & quiz) - complete by 10/22/13

The modules may be found through MyLMU. Just follow these steps:

• Login to MyLMU Connect at http://mylmuconnect.lmu.edu
• Click on the course title “FFYS-1000-15 FYS: Empathy:Self/Other/Planet 2013” to enter the course page.
• Click on the “Information Literacy” link in the course menu on the left-hand side of the page.
• Click the link for the Information Literacy tutorial Module you have been assigned. The tutorial will open in a new window.

Note to student:
(Tutorial checkpoints) + (Blackboard Quiz) = total points for Module 1
80 + 20 = 100 points
Same goes for modules 2, 3, 4
So the entire tutorial (4 modules, 4 quizzes) is worth 400 points total, but it is all worth 10% of final course grade).

Grading: Information Literacy Tutorial & Quizzes - 10%
The default settings for the tutorial modules allow students to take each module twice if they need to (if they complete it a 2nd time, the second attempt score will replace the 1st attempt score in the grade center). Students are only allowed to take the quizzes once.

Active Participation/Attendance/Attitude
Workload expectations For every credit hour of in-class time, students should be able to commit a minimum of two hours of time outside of class. We meet 2.5 in-class hours per week, which means you should set aside a minimum of 5 hours outside of class to prepare your work and readings. For some activities, such as attending performances, watching videos, preparing presentations, or writing research papers, more time might be required.
Active Participation is the most important factor in your learning. It is vital that you are here to learn, as everything you need to know is explained in class. Students are expected to be mentally and emotionally prepared. Students are expected to come to class having continued awareness and presence of the emerging system of theory and ideas we’re exploring. Be ready to share or comment when asked and demonstrate a strong desire to learn.
Participation: Be actively involved, mentally and physically, throughout the duration of class. This includes sharing, asking questions, and being present in your energy and sometimes with your voice. If you are a rather quiet person, please talk to me so we can find a way for you to reveal that you are alert and involved intellectually. Be proactive in your approach to class work.

Attitude: includes active participation in discussions, asking questions, and demonstrating desire. Attitude can be demonstrated every moment of every class. Are you giving positive energy? Are you absorbing energy from others and giving energy back? Students are expected to be supportive, compassionate, and understanding of themselves and others at all times. *See details on the following pages regarding Participation and Attitude.

Attendance and Readiness: I do keep track of your tardiness and readiness. Be at class, dressed, and ready to begin at class start-time. I keep track of tardiness. For each three times you are late to class more than 5 minutes, you have accumulated an additional absence. So be careful. Inform me if you are always coming from U-Hall, as you may have no control over punctuality from that distance.

Attendance Policy: You may miss TWO classes before absences begin to affect your grade. These TWO absences are freebies in case you are sick or something comes up and you cannot make it to class. Additional absences affect your grade by lowering your grade one third of a letter grade for each additional absence. Example: If you finish the course with a B, but have three absences, two are excused and one affects your grade. You will end up with a B-. There are 30 regular class meetings and 4 required tutorial meetings. This means you have 34 required meetings for the course.

If you miss class, you must contact a classmate to find out what we did or if there are any assignments you need to prepare for next class. If an assignment was due during the class you missed, you should email or phone Teresa Heiland (or Michaela Lavick for tutorial meetings), or find a way to get homework in the hands of another student who can give it to us before, or on the day, of your absence. You are responsible for any material that is due during the next class period as well. So, if you missed any material that a classmate’s instruction doesn’t clarify for you, then please come see me in my office as soon as you are able. If you know you are going to be absent, turn in your homework in advance or through a classmate. Your work will be considered late, even if you told me you were going to be absent.

Late Assignments?: Late Assignments will be reduced by one letter grade per weekday late, except for Blog homework and Tutorials and Tutorial Quizzes. No late Blog assignments will be accepted (the computer system cuts off at 9:00 am the morning when they are due). Tutorials and tutorial quizzes must be completed by the final deadline; no Tutorial late work will be accepted.

Use of Technology: We will be using MyLMUConnect, Blackboard, eres, the library catalog, youtube, the library video collection, email and other internet sources. If you need any assistance getting comfortable with any of these tools, please let one of us know.

MYLMUConnect & BlackBoard: To access your BlackBoard account, on any search engine, type My.LMU.edu, click enter. Then, in the space available, type your username and password to login to my.lmu.edu. Click on the pull-down menu called “Systems Login.” Look for MyLMUConnect and click on it. Your courses are listed here. Click on our course: “FFYS-1000-15 FYS:Empathy:Self/Other/Planet 201330.” Here you will find assignments, blogging, and all other details needed to stay connected and do your work. We will tell you which homework to submit here and which homework to bring in paper copy to hand in to us in class.
Grading Breakdown for all Projects:

50% WRITING
- Blogs (15%)
- Abstract (7%)
- Narrative (7%)
- Research Paper (14%)
- Final Group Project Writing (7%)

25% ACTIVE PARTICIPATION
- Preparation with reading, writing, sharing of ideas verbally & participating in interactive activities that require relationship with others (7%)
- Final group project planning and creativity (5%)
- Tutorial with Michaela Lavick (7%)
- Portfolio and level of creativity, organization, and accessibility for readers (6%)

15% ORAL COMPETENCY
- Oral presentation (7%)
- Video clips (homework) (2%)
- Final group project presentation, oral component (6%)

10% INFORMATION LITERACY

Online course and quizzes administered by the LMU library.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>94 - 100</td>
<td>A</td>
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<td>90 - 93</td>
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<td>87 - 89</td>
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<td>80 - 82</td>
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<td>70 - 72</td>
<td>C-</td>
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<tr>
<td>60 - 69</td>
<td>D</td>
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<td>&lt; 60</td>
<td>F</td>
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Extra Credit: If offered, it will be fairly and universally offered, not just given to selected students.

Rubrics: Rubrics for all your assignments are located on myLMUConnect Blackboard at FYS 1000.15.

A General Guide for Grading Active Participation and Attitude

Teacher will assess Active Participation and Attitude based on the following: Use of language appropriate to the course material; Composure and with body language and cognitive material learned; Frequency of interaction with teacher and students in and outside of class; Willingness to accurately understand concepts and ideas and to apply them.

The Grades of A and A-: Student speaks frequently when appropriate. Student uses exceptionally well-chosen language which signifies he or she is comprehending concepts from the class and applied these concepts to his or her body or other’s bodies. Student speaks respectfully with the teacher and with other students.

The Grades of B+, B and B-: The student speaks regularly when appropriate. Student uses adequate descriptive language, which signifies he or she is comprehending concepts from the class and can apply them to him or herself. Student speaks respectfully.

The Grades of C+, C and C-: The student seldom speaks, but does so when called upon. Student primarily communicates his or her “appreciation” of the concepts, but hasn’t yet made personal connections to these concepts yet. Student speaks respectfully.

The Grade of D: Student only speaks when called upon. Commentary only reflects the viewers’ like or dislike of an experience. Commentary does not relate to concepts experienced or embodied. Student does not speak respectfully.

The Grade of F: Student does not speak when called upon.
GENERAL LMU ACADEMIC GUIDELINES:

Academic Honesty: Academic dishonesty will be treated as an extremely serious matter, with serious consequences that can range from receiving no credit for assignments/tests to expulsion. It is never permissible to turn in any work that has been copied from another student or copied from a source (including Internet) without properly acknowledging the source. It is your responsibility to make sure that your work meets the standard of academic honesty set forth in the “LMU Honor Code and Process” which appears in the LMU Bulletin 2010-2011 (see http://www.lmu.edu/about/services/registrar/Bulletin/Bulletins_in_PDF_Format.htm.) Suggestions for preventing plagiarism are found at http://library.lmu.edu/Services_for_Faculty/Preventing_Plagiarism__links_for_faculty.htm.

Americans with Disabilities Act: Students with special needs as addressed by the Americans with Disabilities Act who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services Office. Any student who currently has a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office (Daum Hall Room 224, 310-338-4535) as early in the semester as possible. All discussions will remain confidential. Please visit http://www.lmu.edu/dss for additional information.

To Promote Classroom Respect: RESPECT FOR SELF AND OTHERS: As an LMU Lion, by the Lion’s code, you are pledged to join the discourse of the academy with honesty of voice and integrity of scholarship and to show respect for staff, professors, and other students. Please refer to the Lion’s Code (see http://www.lmu.edu/AssetFactory.aspx?vid=30313) or to LMU’s Community Standards at http://www.lmu.edu/studentlife/Judicial_Affairs/Standards_Publication.htm for the Student Conduct Code, Section IV. D.

Expectations for Classroom Behavior: Disruptive and Threatening Student Behavior (Fall 2010): “Disruptive behavior which is persistent or significantly interferes with classroom activities may be subject to disciplinary action. A student may be referred to the Office of Student Judicial Affairs if their behavior constitutes a violation of the conduct code.”

Group Email Communication: At times we will communicate with the entire class using campus email systems, so it is essential that you regularly check your lion.lmu.edu email address or forward your lion account email to your preferred email address.

Tentative Nature of the Syllabus: If necessary, this syllabus and its contents are subject to revision; students are responsible for any changes or modifications distributed in class or posted on LMU’s course management system MYLMU Connect (if you are using that technology).

Additional Details:
Friday Aug 30th is the last day to add or drop a class without a grade of W.

Advice on how to succeed in this course: Get passionate about something so assignments feel easy to you. Form good study habits, and avoid procrastination. Make your goal to learn about the material and yourself, not just to get the homework done. Listen to other students, but form your own opinions that allow you to have meaning and purpose. Engage with your teachers, your librarians, and your classmates. Set an academic goal for yourself with writing, researching, and bringing your ideas together. Try to sit in
Stay healthy by doing five things: 1.) Eat healthy, 2.) Exercise, 3.) Relax, 4.) Be optimistic: Smile and Laugh, and 5.) Get enough sleep

**Checking Your Grades:** If you have a question about a grade or about your overall grade so far, please talk to me after class or during office hours. Teresa uses an electronic grade book that can predict a grade at any point in time, and Michaela will keep her tutorial grades separate until midterms and final grades are input with the registrar; however, if we as a class decide to delete any smaller assignments, the overall weighting of larger assignments will increase and thus affect the final grade. Please check with us at any time and we’ll do our best to assess your progress.

**Electronic Devices:** Please turn off and put out of sight all electronic devices (other than a calculator or computer, if/when allowed) during class-time unless asked to do internet searches as part of the classroom activities. The interruptions electronic devices cause disrupt class and interfere with the learning process. A repeat offender may lose credit for the day's work.
### FFYS 1000.15 Empathy

#### Assignments, Readings, and Project and Paper Due Dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>For today’s class: Reading/Writing/Watch/Do/Smaller Homework assignments</th>
<th>Major Project Due Dates</th>
<th>Tutorial Schedule</th>
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<tbody>
<tr>
<td>Aug 27</td>
<td>REQUIRED on your own, with friends. Visit before November 19th:</td>
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<td>Facing the Wall: Living With the Berlin Wall</td>
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<td>The Wende Museum, Culver City, California</td>
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<td>The exhibition <em>Facing the Wall: Living With the Berlin Wall</em> reflects</td>
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<td>upon larger issues of the human impact of the Cold War and the</td>
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<td>activities, behaviors and opinions of those living in those tumultuous times. It traces the personal stories of four individuals: a West Berlin wall painter, Thierry Noir, an East German border guard Peter Bochmann, a day visitor from the West Alwin Nachtweh, and a former East German Stasi officer Hagen Koch. Exploring the complex, interconnected and often contradictory nature of history seen through the lenses of these four individuals living at the Wall, this exhibition recreates the place where the realities of political ideology and personal experience came face to face.</td>
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<td><strong>DUE</strong>: Hand in a ½ page typed response about one aspect of the museum that taught you something and/or made you feel something new.</td>
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<td><strong>Address</strong>: 5741 Buckingham Parkway, Suite E; Culver City, CA 90230</td>
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<td><strong>Main Number</strong>: 310-216-1600</td>
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<td>Aug 29</td>
<td>1. Read: Eva Selhub and Alan Logan's Chapter 2 &quot;Backs to Nature&quot; from Your Brain on Nature (26 easy pages).</td>
<td>Tutorials #1</td>
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<td>2. Write in your blog: (250-300 words) Give three key elements of the text and explain their meaning. Do not write more than one paragraph for each key element. This writing entry is about your succinctly expressing contents/contexts. Start your blog in the Blackboard page for our course on My.LMUConnect.</td>
<td>Tutorials #1</td>
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<td>Sept 3</td>
<td>1. Read: David Howe’s Chapter 5 “The Empathic Brain” from Empathy: What it is and why it matters, (17 easy pp).</td>
<td>Tutorials #1</td>
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<td>2. Write in your blog: (250-300 words) Give three key elements of the text and explain their meaning. Do not write more than one paragraph for each key element. This writing entry is about your succinctly expressing contents/contexts.</td>
<td>Tutorials #1</td>
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<td>Sept 5</td>
<td>1. Watch: WGBH’s TV program “Mirror Neurons” by Nova Science (14 min), <a href="http://www.wgbh.org/programs/Nova-ScienceNow-390/episodes/Mirror-Neurons-20734">http://www.wgbh.org/programs/Nova-ScienceNow-390/episodes/Mirror-Neurons-20734</a>.</td>
<td>Information Literacy Module #1 due</td>
<td>Tutorials #1</td>
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<td>2. Write: (200-250 words) Give three key elements of the video and explain their meaning. Do not write more than one paragraph for each key element. This writing entry is about your succinctly expressing contents/contexts.</td>
<td>Information Literacy Module #1 due</td>
<td>Tutorials #1</td>
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<td>3. Information Literacy Module 1 is due by today.</td>
<td>Information Literacy Module #1 due</td>
<td>Tutorials #1</td>
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<tr>
<td>Date</td>
<td>Assignment</td>
<td>Instructions</td>
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| Sept 10 | 1. Read: Read Patricia Churchland's Chapter 6 "Skills for a Social Life" from *Braintrust* (45 medium level pages).  
2. Write: (200-250 words) Be aware of the arguments she makes. Give three key elements of the text and explain their meaning. Do not write more than one paragraph for each key element. This writing entry is about your succinctly expressing contents/contexts. | Tutorial #2  
Sign up and have tutorial by Sept 19 |
| Sept 12 | 1. Go to the library and search for a book on bullying (childhood, sports, cyber, workplace, etc). Read a chapter and respond in writing about it here in your blog. Cite the book you are speaking/writing about.  
2. Go to the internet to find a high quality blog on bullying that relates to your bullying topic you just wrote about. Read it and respond here in your blog citing what comments/ideas you are responding to.  
3. The entire blog entry should clearly be in 2 sections, and make it about 300 words, more or less. Be sure to focus on key elements of each, and be sure to mention connections between the ideas in the book and the ideas in the online blog. | Tutorial #2 |
| Sept 17 | 1. Read: Jessie Klein's Chapter 9 "America is from Mars, Europe is from Venus" from *The Bully Society* (26 easy pages).  
2. Write: (200-250 words) Give three key elements of the text and explain their meaning. Do not write more than one paragraph for each key element. This writing entry is about your succinctly expressing contents/contexts.  
3. Videotape yourself: This is for practice. After you write in your blog, use any video recording device to create a video blog of yourself talking about what you wrote in your blog. Do not just read the blog, but talk about it in an impromptu way, as if someone were interviewing you about the topic. Upload your video to this blog. Keep this video because it might be used in another project this semester. | See #3. Bring video clip to class. |
| Sept 19 | 1. *Your abstract is due today*. An abstract is a summary that provides readers with a quick overview of an essay/article. It should express the thesis or the central idea and key points of the essay/article. It also should briefly suggest any implications or applications of the research or thematic material explored by the author. Bring your abstract to class printed out on paper.  
2. Consider the following when creating your abstract:  
  - Choose your favorite reading assigned so far and create an abstract that is between 100-150 words in length  
  - Find and express the thesis or the central idea  
  - Present the key topics that support the central idea. | Abstract due |
### Sept 24
1. Read: Robert King's Chapter 5 "Engaged Spirituality" from *Thomas Merton and Thich Nhat Hanh* (40 easy pages).
2. Write: (250-300 words) Give three key elements of the text and explain their meaning. Do not write more than one paragraph for each key element. This writing entry is about your succinctly expressing contents/contexts.
3. *Information Literacy Module #2 is due today.*
4. Announcement: Optional event nearby that is related to this reading, but happening on Nov. 9th. Exploration of the Playa Vista Labyrinth with artist Linda Ekstrom. More details are listed on the last page of your syllabus.

**Exploration of the Labyrinth with artist Linda Ekstrom**

Starts at Crescent Park West in Playa Vista (between Pacific Promenade and Bay Park Drive, Playa Vista 90094, street parking).

Artist Linda Ekstrom shares the history of the labyrinth as a tool for meditation and prayer. Meet at the Playa Vista Labyrinth designed by Beth Thielen at Crescent Park at 2 pm. Afterwards join curators Meg Linton and Carolyn Peter for a tour of Tapping the Third Realm at LMU’s Laband Art Gallery and OTIS Ben Maltz Gallery. More details are listed on the last page of your syllabus. See info below**

### Sept 26
1. Read: Find a book in the library related to any aspect of empathy (science, self, other, planet) that we’ve covered so far that you would like to explore more. Read a chapter in that book.
2. Write: (250-300 words) Give three key elements of the text and explain their meaning. Do not write more than one paragraph for each key element. This writing entry is about your succinctly expressing contents/contexts.

### Oct 1
1. Read: J.D. Trout's Chapter 1 "Bridging the Empathy Gap" from *The Empathy Gap* (35 easy pages).
2. Write: (200-250 words) This writing entry is about tracing the progression of events/discovery/idea across sources. How did Trout frame the delivery of ideas in the chapter using his/her chosen sources? Focus on how you see him/her shaping ideas, rather than summarizing the ideas as we had been doing in earlier blogs.

### Oct 3
1. Go back to one of the readings (assigned in class or use one of your own library finds) that you found most interesting, but you must choose one that has a citation list at the back of the reading. Look at the citation list at the back of the list. Scan down until you find an academic-type of journal article that interests you. Search for it at the library and read it carefully. You can do this from your room via the internet. Print it out. [NOTE: You'll eventually be doing a research paper, so choose something that interests you that you might be able to use for the paper later.]
2. Write: (200-250 words) Give three key elements of the text and explain how this author approaches the topic similarly or differently from the chapter/article from which you found this new article. For example, are the tone of voice, audience, purpose, style of document, and scholarly or non-scholarly modes of communication different/similar and how? This writing entry is about your succinctly expressing contents/contexts. Cite the article in your blog. [Name of Author, Title of Article, Title of Journal, pages (if applicable), Year of publishing]. Come to class to share briefly about what you learned from this new article.

### Information Literacy Module #2 due Tutorial #3
Sign up and have tutorial by Oct 3
<table>
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<tr>
<th>Date</th>
<th>Assignment</th>
<th>Notes</th>
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<tr>
<td>Oct 8</td>
<td>1. Read: Calloway-Thomas' Chapter 5 &quot;Crafting Images: Media and Empathy&quot; from <em>Empathy in the Global World</em> (33 medium level pages).&lt;br&gt;2. Write: (200-250 words) Give three key elements of the text and explain their meaning. Do not write more than one paragraph for each key element. This writing entry is about your succinctly expressing contents/contexts.&lt;br&gt;3. Bring with you to class three passages from this text that you found were written in such a way that was very inciteful, expressive, clear, personally relevant for you. Be prepared to talk about why with a partner and to look at the text and how it worked for the author and you.</td>
<td>Tutorial #4 Sign up and have tutorial by Oct 15</td>
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<td>Oct 10</td>
<td>1. Go onto the internet. Read Andy Chen’s blog <a href="http://changeobserver.designobserver.com/feature/the-value-of-empathy/11347/">http://changeobserver.designobserver.com/feature/the-value-of-empathy/11347/</a>&lt;br&gt;2. Read about “Product Red” at wikipedia. Skip to the bottom and look for “Other websites.” There are a couple of articles that talk about this campaign to raise money for AIDS in Africa, etc. Write in your blog about what you think/feel about what people are saying about these types of campaigns. How do you feel about it?&lt;br&gt;3. Go to Youtube. Look for commercials with the specific goal of finding commercials that you think drew you in and worked your empathy even though you wouldn’t normally care about the product or service. Write down one or two websites so we can watch it/them in class and share ideas. I'll bring examples to class, but I'd love to see what you find interesting as well.&lt;br&gt;4. Write in your blog (200-250 words) how this commercial tapped your empathy, and how that might have worked to the benefit of the advertisers. How did they do it? In your blog, mention the youtube or video page you are referring to and give the URL. 5. <em>Information Literacy Module #3 Due</em></td>
<td>Information Literacy Module #3 due</td>
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<td>Oct 15</td>
<td>1. Read: Rifkin's Chapter 11 &quot;The Climb to Global Peak Empathy&quot; from <em>The Empathic Civilization</em> (35 easy pages).&lt;br&gt;2. Write: (200-250 words) Give three key elements of the text and explain their meaning. Do not write more than one paragraph for each key element. This writing entry should be about determining the impact of this person's way of thinking, his level of understanding, and his ability to accurately relate to sources so that others better understand his attitude about the topics he presents. First give your own impressions, then, to figure out the impact this person's work has on the field, and especially this particular work, do some quick searches on the internet to see if he has a good reputation and also see what others think of this book. You might start with wikipedia, then look at Amazon.com to read reviews of this work. What other ways can you make assessments of the quality and impact factor of this person's work?’&lt;br&gt;3. Due: <em>Outline of themes you will include in your non-fictional Narrative</em> that we are working on in class. Bring the outline to class on paper.</td>
<td>Due: outlines of themes for the narrative Tutorial #4</td>
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| Oct 17 | 1. Your Non-fictional Narrative assignment about Empathy related to your area of interest is due today. Bring to class on paper.  
   • The non-fictional narrative essay recreates and experience for a central purpose.  
   • It reveals an insight about the action or the people involved.  
   • By utilizing source materials you research in the library, contextualize theories and experiences by people in that/your field to address/illuminate an idea/concept.  
   2. Come to class dressed comfortably for doing creative movement and rolling around on the floor (if you must wear a dress, wear shorts under).  
   3. Optional Related Event this week: **Friday, October 18, 7-9 pm, Free: Full Moon Event I: The Summoning** – a site specific theatrical performance. Starts at LMU Laband Art Gallery. Under the direction of Professor Kevin Wetmore, LMU Theatre Arts students perform a site-specific Renaissance-inspired work at LMU’s Laband Art Gallery and lead the audience on a spiritual and physical journey to the OTIS Ben Maltz Gallery. Program begins at LMU at 7 pm and finishes at OTIS by 9 pm. Dress for the evening weather and wear walking shoes. *See note below.  
   Narrative due. |
| --- | --- |
| Oct 22 | 1. Read: Dietz and O'Neill's Chapter 9 "Changing the Way We Measure Progress" from *Enough is Enough* (12 easy pages).  
   2. Write: (200-250 words) Give three key elements of the text and explain their meaning. Do not write more than one paragraph for each key element. This writing entry is about your succinctly expressing contents/contexts.  
   3. Snap 25 photos of images that you think are symbolic of typical notions of American affluence and success. Bring them to class on your device or make them available online. Also put them here in your blog. Look at your images reflect and write about them briefly (100 words) here in your blog. Come to class prepared to discuss them.  
   4. Information Literacy Module #4 Due.  
   Tutorial #5 |
| Oct 24 | 1. Look at all the articles of clothing and shoes that you have in your closet and dresser. Write down the places where those items were manufactured. Tally up the countries to assess which of those provide us with the most clothing. List them here and also bring them to class so we can compare and contrast.  
   2. Locate an academic journal article about the increase in US outsourcing and what it does to the US and to the countries abroad, among other topics. This is your chance to search for an article on your own that is related to this global topic. Write in your blog about what you learned and how you feel about this issue. Write 200-250 words in about 3 paragraphs. [You might want to print this out if it seems like a good article to use for your research paper.]  
   Create mind-map of the paper you are working on.  
   Tutorial #5 |
| Oct 29 | 1. **First draft of research paper due.** Submit via Blackboard.  
**Your research paper will be an Argumentative/Persuasive Essay**  
Compose a valid argumentative essay (approx. 7 pages, not including title page and references), that is arguing for or against an idea, concept, issue. Take a point of view by:  

Making a claim/giving an assumption/establishing a hypothesis by considering the following:  
- Give reasons and evidence in support of that claim/assumption/hypothesis  
- Take into account opposing viewpoints  
- which are acknowledged, accommodated, and/or refuted by using the skills of  
  - Introducing the argument  
  - Referencing current / ongoing discourse  
  - Creating logical transitions (maintaining fluency)  
  - Utilizing supporting quotes (refuting if you argue against)  
  - Come to a sound conclusion  
**Other considerations:**  
- Quoting and citing in Chicago Manual of Style (2-3 quotes per page),  
- Referencing sources using author-date method (2-3 per page),  
- Application of footnotes (at least 3 for whole paper),  
- and providing a proper Chicago Manual of Style reference list (at least 15). | First Draft of Research Paper due, submit via Blackboard | Tutorial #5 |
2. Write in your blog about various topics and concepts presented (150-200 words). What was most important to you? Cite names of important speakers/authors.  
3. Bring list of sources you plan to use for your research paper so we can explore citing and footnoting. Hand in list on paper.  
4. Required out of class event Sunday: “**Artists Speak: Confronting Brokenness and Repairing Relationships.**” Sunday Nov. 2nd 2:30 pm in Murphy Recital Hall (across from dance studios in Burns Fine Arts), Free event. Write at least a paragraph in your blog about one performance that made you feel something, surprised you, touched you. How did the performer do that? | Bring list of sources for research paper, so we can cite and footnote using actual sources. Hand in. | Tutorial – individual sessions |
| Nov 5 | 1. Create outline of ideas for research paper to gain clarity of your paper. Submit here and also bring to class on paper.  
|       | • What is your thesis: the specific claim?  
|       | • What sources have you already consulted (that helped you make the claim)?  
|       | • What elements do you think you will further investigate?  
|       | • What possible outcomes will you anticipate?  
|       | • Consider the title, introduction (issues & background), claim (thesis).  
|       | • What are you thinking of for the body of the text (reason & evidence)?  
|       | • (Values/appeals) (other/opposing views - esp. when refuting given values)  
|       | **2. Second draft of Research Paper due.**  
|       | 3. Two-minute speech on your thesis in class. By utilizing elements of your outline, create a 2-minute pitch of your thesis, highlighting the claim/hypothesis, and how you will come by the proof (current discussion, what sources are you going to use, what you expect to find). This assignment serves as a “forum” - for your peers to give you feedback. So make sure to state your claim clearly, and your anticipated outcome succinctly. |
| Nov 7 | 1. Read: Rifkin’s Chapter 9 “Morphing from the industrial to the collaborative era” from *The Third Industrial Revolution* (12 easy pp).  
|       | 2. Write: (200-250 words) Give three key elements of the text and explain their meaning. Do not write more than one paragraph for each key element. This writing entry is about your succinctly expressing contents/contexts.  
|       | 3. Two-minute speech on thesis in class. |
| Nov 12 | 1. Read: Root-Bernstein's Chapter 10 "Empathyzing" from *Sparks of Genius* (20 easy pages).  
|         | 2. Write: (200-250 words) Give three key elements of the text and explain their meaning. What is the argument that the authors are making? |
| Nov 14 | 1. **Final draft of Research Paper is due.**  
|         | **Your research paper will be an Argumentative/Persuasive Essay**  
|         | Compose a valid argumentative essay (approx. 7 pages, not including title page and references), that is arguing for or against an idea, concept, issue. Take a point of view by:  
|         | Making a claim/giving an assumption/establishing a hypothesis by considering the following:  
|         | • Give reasons and evidence in support of that claim/assumption/hypothesis  
|         | • Take into account opposing viewpoints  
|         | • which are acknowledged, accommodated, and/or refuted by using the skills of  
|         | • Introducing the argument  
|         | • Referencing current / ongoing discourse  
|         | • Creating logical transitions (maintaining fluency)  
|         | • Utilizing supporting quotes (refuting if you argue against)  
|         | • Come to a sound conclusion  
|         | Other considerations:  
|         | • Quoting and citing in Chicago Manual of Style (2-3 quotes per page),  
|         | • Referencing sources using author-date method (2-3 per page),  
|         | • Application of footnotes (at least 3 for whole paper),  
|         | • and providing a proper Chicago Manual of Style reference list (at least 15).  
|         | **Final Draft of Research paper due, submit in class on paper** |

**Tutorial – individual sessions**
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2. Write in your blog (200-250 words) about ideas found in the article. You may agree, argue, summarize, discuss.  
3. Come to class prepared to have a discussion with group-mates about this topic. Begin devising an idea that you’d like to create as a group experience for the rest of the class. Requirements for the project: Text, artwork, interactive experience, all members speaking. | Groups begin devising group projects |
| Nov 21 | 1. Read: Jadzinska’s “The Lifespan of Installation Art” from *Inside Installations* (8 easy pp).  
2. Read: Lippard’s “Time Capsule” from Bradley and Esche’s *Art and Social Change* (14 easy pp).  
3. Write in your Blog (200-250 words) about ideas found in the article. Describe how you might make a statement more effectively for readers/viewers/participants if you could use an installation, multimedia, interactive activity, or guided tour with speaking and text. What comes to mind? Time to be creative; try to come up with 10 ideas about what you might do. | Group work days after we discuss a poems by two authors Cervantes and Johnson. |
| Nov 26 | 1. We'll be doing group work in class on Nov 26th. To prepare...  
2. Gather and bring props, ideas, artwork, site-specific ideas, texts, etc. In class, create an outline and a script to help organize who says and does what, when, where, why, how, etc. Be prepared to create a contract with your group regarding which aspect of your group project you'll be responsible. Requirements:  
* 17-20 minute experience you provide the rest of the group  
* Theme, information, and activity capture essence of texts/sources/materials chosen for the activity/experience.  
* Balance layers of communication between a variety of approaches: guiding, providing, speaking, reading, showing, doing, moving, seeing, sharing, inter-relating, asking, discussing, speaking, being, artwork, texts, sound, etc.  
* Give equal opportunity for each person to speak/guide.  
* Abstract (150-200 words) describing this event.  
* Reference List capturing all source materials (minimum of five).  
* Choose a site-specific location that is near enough to the other group presenting on your same day to make it possible to complete both projects easily. Talk to each other.  
* Provide a good beginning, middle, and end that evolve logically. | Group work |
| Nov 28 | NO CLASS | Thanksgiving Break |
| Dec 3 | Group Presentations for Groups 1 & 2  
These can take place in site-specific locations, but groups 1 & 2 must coordinate so we have time to experience both projects. Come prepared to be creative with our presenters.  
* Group 1: Set up from 9:25-9:35, ask others for help  
* Present from 9:35-9:55  
* Group 2: Set up from 9:55-10:05, ask others for help  
* Present from 10:05-10:25  
* 10:25-10:40: Wrap up, All Reflect, Groups 3 & 4 work session, while Groups 1 & 2 meet to tear down and reflect on how things went. | Group 1 Presents  
Group 2 Presents |
### Dec 5

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| Group Presentations for Groups 3 & 4 | These can take place in site-specific locations, but groups 3 & 4 must coordinate so we have time to experience both projects. Come prepared to be creative with our presenters.  
- Group 3: Set up from 9:25-9:35, ask others for help  
- Present from 9:35-9:55  
- Group 4: Set up from 9:55-10:05, ask others for help  
- Present from 10:05-10:25 | Group 3 Presents  
Group 4 Presents |
| 10:25-10:40 | Wrap up, All Reflect, Groups 3 & 4 meet to tear down and reflect on how things went. |

### Th Dec 12 8:00-10:00 am

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| 1. Final Portfolios are due. Compile your work and organize it carefully in some sort of binder. Include the following:  
- Summary/Introduction of your journey and your learning in this course (200-250 words).  
- Blogs printed out with a brief introduction (100 words) to the most important themes to you in them.  
- Video footage of candid and more formal oral assignments, on DVDs.  
- Self-grading sheet (which we will provide in class).  
2. Come to the final exam prepared to share your work with at least two classmates.  
3. Self-grade and teachers grade. | Portfolio Due, Include 2 double spaced pages describing growth in writing and information literacy |
Required on campus or nearby events:

November 2\textsuperscript{nd}: “Artists Speak: Confronting Brokenness and Repairing Relationships.” Sunday Nov. 2\textsuperscript{nd} 2:30 pm in Murphy Recital Hall (across from dance studios in Burns Fine Arts), Free event. Write at least a paragraph in your blog about one performance that made you feel something that surprised you or touched you. How did the performer do that?

Facing the Wall: Living With the Berlin Wall
The Wende Museum, Culver City, California
Anytime: Thursday, January 1, 2009 – Saturday, December 31, 2016
The exhibition \textit{Facing the Wall: Living With the Berlin Wall} reflects upon larger issues of the human impact of the Cold War and the activities, behaviors and opinions of those living in those tumultuous times. It traces the personal stories of four individuals: a West Berlin wall painter, Thierry Noir, an East German border guard Peter Bochmann, a day visitor from the West Alwin Nachtweh, and a former East German Stasi officer Hagen Koch. Exploring the complex, interconnected and often contradictory nature of history seen through the lenses of these four individuals living at the Wall, this exhibition recreates the place where the realities of political ideology and personal experience came face to face.

Address: 5741 Buckingham Parkway, Suite E; Culver City, CA 90230
Main Number: 310-216-1600
Email: info@wendemuseum.org

Related optional nearby events you might like to attend with a classmate or friend:


*Friday, October 18, 7-9 pm, Free: Full Moon Event I: The Summoning* – a site specific theatrical performance. Starts at LMU Laband Art Gallery. Under the direction of Professor Kevin Wetmore, LMU Theatre Arts students perform a site-specific Renaissance-inspired work at LMU’s Laband Art Gallery and lead the audience on a spiritual and physical journey to the OTIS Ben Maltz Gallery. Program begins at LMU at 7 pm and finishes at OTIS by 9pm. Dress for the evening weather and wear walking shoes.

**Saturday, November 9, 2 pm, Free**

Exploration of the Labyrinth with artist Linda Ekstrom
Starts at Crescent Park West in Playa Vista (between Pacific Promenade and Bay Park Drive, Playa Vista 90094, street parking). Artist Linda Ekstrom shares the history of the labyrinth as a tool for meditation and prayer. Meet at the Playa Vista Labyrinth designed by Beth Thielen at Crescent Park at 2 pm. Afterwards join curators Meg Linton and Carolyn Peter for a tour of Tapping the Third Realm at LMU’s Laband Art Gallery and OTIS Ben Maltz Gallery.

An Evening of Concert Dance
November 20-23 at 8:00 pm, November 23 at 2 pm. (Tickets about $10).