Loyola Marymount University First Year Seminar -- Fall 2013
“Faith and Justice @ LMU”

FFYS 1000.02 and 1000.16
Tuesday and Thursday, 8:00 to 9:15 am -- 1000.02
Tuesday and Thursday, 9:25 to 10:40 am – 1000.16

Michael P. Horan, Ph.D. and Steven Neal, M.Div.

<table>
<thead>
<tr>
<th>Office Locations</th>
<th>Office location for Dr. Horan: University Hall 3767</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Office location for Mr. Neal: Daum Hall 202</td>
</tr>
</tbody>
</table>

Contact Information

<table>
<thead>
<tr>
<th>Phone:</th>
<th>310-338-2755</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Horan:</td>
<td>310-338-7698</td>
</tr>
<tr>
<td>Professor Neal:</td>
<td></td>
</tr>
</tbody>
</table>

E Mail:

mhoran@lmu.edu
Steven.Neal@lmu.edu

<table>
<thead>
<tr>
<th>Office Conference Hours</th>
<th>Dr. Horan: Tuesday and Thursday, 1:00 pm to 3:30 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Wednesday 2:00 pm to 5:00 pm Other times possible by appointment</td>
</tr>
</tbody>
</table>

Mr. Neal: Monday through Thursday 3 to 5 pm with a pre-arranged appointment.

Course Description of First Year Seminar: General Description of FYS

First Year Seminar introduces students to learning at LMU. Its goal is to engage students in intellectual rigor, critical thinking, and effective writing skills while laying the foundation for a life-long commitment to learning. Through the collaborative teamwork of full-time faculty, writing instructors, and LMU librarians, we aim to improve students’ skills in written and oral communication and information literacy. We invite students to a rich environment of scholarly reflection and discourse.

First Year Seminars seek to integrate subject areas with the development of effective skills in writing and oral presentation, along with a sophisticated understanding and use of information literacy. The course has three components: a particular subject area presented by the faculty member (Dr. Horan), a set of writing skills presented by the writing instructor (Mr. Neal), and a set of information literacy modules developed by a team of LMU Librarians. Each component of the course has dedicated learning outcomes that are articulated below.
Course Description of Faith and Justice @ LMU

LMU educates people for "the service of faith and the promotion of justice." What exactly does that mean? "Faith and Justice @ LMU" explores meanings of the two phrases "service of faith" and "promotion of justice." We will consider select theological sources that inform the phrases and we will explore the theological context for five “moments” in LMU's history. Ultimately, this effort informs our current and subsequent interpretations of faith and justice today at LMU. As you join the LMU community as a student, your theological interpretation of the phrases will help to shape our understanding of our mission over the next four years, and long after you graduate from LMU. So how we proceed to learn really matters.

Course Procedure:

The course begins with (1) an examination of the current situation, then (2) moves to a discovery and analysis of select theological sources that can both theologically contextualize and illumine our situation, then (3) constructs a proposal for future action based on the first two phases.

In this course, we follow the above-described phases and (1) consider LMU's current state of "faith and justice" speech and writing, as LMU describes itself in literature about the University, in its statistics about its campus and people, service, worship and other related activities. We read these sources comparatively with major sociological studies of the state of faith and justice in the USA (For example, GSS, PEW Forum, CARA study, NSYR etc.). (2) The course then moves to an analysis of key historical moments and theological sources that inform LMU's evolution; specifically, we examine the meanings of "faith" and "justice" found in select theological literature in five moments (chosen for their theological significance to the relationship between faith and justice)* In each case we consider writings that illustrate the theological currents that shaped LMU's leaders, faculty, students in that particular era, and we interrogate the relationship between faith and justice as the literature describes it in the selections for that era. (3) We do this in order to construct YOUR (that is, the student’s) proposal for your own action relative to the relationship between faith and justice at LMU today, or more modestly and specifically, through proposed action(s) that you propose and analyze.

* The five "moments" are: (1) 1911 (the year of LMU's founding and the height of the Modernist theological controversy); (2) 1930 (the year of campus establishment in Westchester -- informed by Catholic social teaching in relationship to the US labor movement); (3) 1965 (informed by Vatican Council II, the civil rights movement in Los Angeles and the nation); (4) 1970’s (the era of the adoption of written policies about justice in the three Catholic religious orders that shape LMU, in the era of the merger of Loyola and Marymount); (5) 2011 to the present (the role of faith and justice in postmodernity as the campus marked its centenary).

Course Texts:


Readings on Electronic Reserves (all Reserve Readings are accessible through Hannon Library and/or LMU Connect)

**Other Required Materials:**

An LMU E-mail account – It is essential for you to maintain and check this account daily.

A paper notebook in which you can do writing exercises in class, using a pen. This notebook will contribute to your final Portfolio.

**Learning Outcomes:**

Students who successfully complete this course will

- Understand and appreciate the intellectual rigor and academic excellence that defines an LMU education.
- Engage critically and reflectively in scholarly discourse through seminar discussion, small group discussion, and oral presentation.
- Demonstrate that they can read printed and web sources critically and carefully, including use of library and electronic databases and Special Collections and Archives.
- Analyze the role of faith and justice found in the literature, and connect it with the larger theological currents that the literature represents from the five moments noted above in the Course Description.
- Evaluate, through written and oral means, the sources for their quality, by distinguishing between scholarly and popular sources.
Value the connections between the LMU mission statement and select leaders, agencies and departments on campus as they interpret the phases "service of faith" and "promotion of justice" in the mission statement.

Understand and appreciate the intellectual rigor and academic excellence that defines an LMU education.

**Course Requirements, Grading, and the Student Learning that They Measure:**

30% Four essays, each 3 pages in length, each essay is peer reviewed and faculty reviewed

*Through these essays, students will be able to demonstrate several different styles of theological writing.*

15% Integration Paper - first draft, revisions and final version (described below)

*Through Integration Paper, students will be able to engage in theological reflection, appreciate their growth in theological writing, and demonstrate literary analysis of texts from the semester*

20% Constructive Proposal

15% = first draft, revisions and final version (described below)

+ 5% Oral competency in oral presentation of Constructive Proposal for Action

*Through a Constructive Proposal designed and written individually (15% written) but with its central thesis orally presented (5% oral), students will demonstrate knowledge of the theological meanings of "service of faith" and "promotion of justice," synthesize theological sources studied throughout the semester, and appropriate the central insights of the course for their own action.*

15% Oral Competency

10% General oral competency – Students are expected to be present and on time for all sessions, and to participate actively in the small group and full class discussion. Prompt arrival is essential. Lateness to class = one half absence. Students who are present and on time for all sessions will have the option to drop the lowest Essay grade of the Four Essays. (To be determined December 5, 2013). Students who miss more than 3 classes are advised to drop the course.

*Through class participation students gain competency in articulating their questions and ideas about, and responses to, the assigned readings*
5% Oral competency in presentation of Constructive Proposal for Action. This occurs near the end of the semester. More information on the oral presentation is under separate cover.

10% Information Literacy

Successful Completion of the Information Literacy Modules, and the use of the information in written assignments. (Essays, Integration Papers, Constructive Proposal). This occurs in the first month of the semester. More Information is below.

This includes an Archive Special Collections Project that takes place in the second month – Directions to be distributed in class. Note that a portion of this assignment can be completed during class time and/or library sessions.

*Through the Information Literacy modules and the special collection and archives work, students come to know the collection at Hannon Library as it contributes to the content of the course, and they acquire and demonstrate library skills of research and interpretation that will serve them in this course and future courses.*

10% Portfolio

All of your written work for the course will contribute to a final course portfolio. During the semester we will use the portfolio for reflection and writing exercises. At the end of the semester, you will submit your complete portfolio. All portfolios will include all the written assignments, including those done in class, entries on questions posed in class, and reflections on the material.

*Through the creation of the Portfolio students will be able to reflect on their own work toward mastery of the content of the course, and appreciate their insights and intellectual growth over the course of the semester.*

**Information Literacy Modules**

During the course of the semester students are required to work through four web-based modules on Information Literacy developed by LMU librarians. 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:

- Starting Your Assignment - complete by 9 pm on 9/5/13
- Types of Information - complete by 9 pm on 9/12/13
- Finding and Evaluating Information - complete by 9 pm on 9/19/13
- Using Information Ethically - complete by 9 pm on 9/26/13
The modules may be found through my.lmu.connect. Just follow these three steps:

a. Log in to My LMU Connect and click on the course title (“Faith and Justice @ LMU,” FFYS 1000.02 or 1000.16) to enter the course site. You will need your course section number.

b. Click on the “Information Literacy” link in the menu on the left-hand side of the page.

c. Click the link for the Information Literacy tutorial you have been assigned. The tutorial will open in a new window.

**Essays**

There will be focus questions to be answered each session related to readings for the course. ALL students must be prepared for seminar, with written or typed notes that will help with discussion. Students will hand in a formal essay according to the announced schedule established at the beginning of the semester. Essays are DUE in hard copy at class, but are DUE electronically on the prior Sunday evening at 5 pm, to be sent electronically to your writing partner and to the professors of this course. You must send your peer reviewer your paper by Sunday Evening 5 pm prior to the class date. You also send it to Dr. Horan and Mr. Neal. Essays not e mailed by 5 pm are marked down.

- Team #1 submits formal papers for Essays # 1,3,5,7 – Essays are due by e mail on the prior Sunday evening at 5 pm. Bring 2 paper copies to class.

- Team #2 submits formal papers for Essays # 2,4,6,8 Essays are due by e mail on the prior Sunday evening at 5 pm. Bring 2 paper copies to class.

Essays are of various kinds and challenge you to do different kinds of writing:

1. **SAR** A Summary-Analysis-Response essay – More information will be provided
2. A “Take Home” question relative to the readings
3. An Essay that challenges you to compare and contrast aspects of a problem
4. An Essay that challenges you to form a thesis and argue it using the material from the readings and the course.

**Integration Paper**

4-6 pages in length, double spaced, 12 point font. Footnotes MLA style as references to the material from the course.
Reflect on the material from your portfolio. (a) Name 3 or 4 (maximum) central insights on Faith and Justice that you identify as central insights (one sentence each insight), and (b) then elaborate the insights (in approximately 1-2 paragraph for each insight). You should use citations according to the MLA method. Avoid long quotations. (c) Discuss (in 2-4 paragraphs total) how all these insights function to support you and to challenge you, as you consider the relationship between faith and justice.

Criteria: Use of content from the course readings and sessions, material to be accurate, integrated into the paper, properly cited. A more elaborate rubric will be available under separate cover prior to the assignment due date.

Constructive Proposal for Action

6-7 pages in length, double spaced, 12 point font. Footnotes MLA style for references to the material from the course.

Part one answers the question:
What do you propose to DO with the material you learned in this course? The answer to this question needs to be a concrete action that is all these: (1) feasible – you can do it; (2) not so large that it will take you all four years to do it – something that has a beginning, middle and an end, something that you could start in January 2014. (3) measurable – you and others can tell whether you were successful and accomplished it.
Part one = 1 or 2 pages (maximum)

Part two answers the question:
WHY is this a good idea, and HOW does it relate to the material we covered in the course? Here you get to demonstrate your command of the material we covered in the course syllabus, with an emphasis on the readings and the theory from the class sessions.
Part two = approximately 4-5 pages

Total length of this paper is 6-7 pages, double spaced, 12 point font.

The Constructive Proposal is graded on these criteria: Use of content from the course readings and sessions, material to be accurate, integrated into the paper, properly cited. MLA style footnotes are to reference the material from the course. A more elaborate rubric will be available under separate cover prior to the assignment due date.

Grading Scale for this course:

Letter grades and a percentage equivalent are as follows:
Note that according to LMU policy you must earn a “C” or better to pass this course. LATE WORK IS NOT ACCEPTED.

**Expectations for Classroom Behavior**: Arrive on time (early if you can), bring the readings and materials for that day with you, be ready to engage the material and to discuss with the professors and students respectfully. All LMU students are expected to adhere to the Lion’s Code and LMU’s Community Standards: http://studentaffairs.lmu.edu/administration/judicialaffairs/studentcodespolicies/

**Policy on Use of Electronics in the Classroom**: All cell phones must be OFF (not just silent). Students may use lap tops, I pads etc. but not for any purpose other than class notes. No lap tops or I pads during exams or quizzes. No texting or e mail ever. The point to class sessions is to communicate with the others in the seminar, and to give highest place to your learning with and from all members of the seminar.

**Communication**: You are encouraged to visit or call Dr. Horan or Mr. Neal during office hours, and to communicate by email. At times Dr. Horan and Mr. Neal will communicate with the entire class using campus email systems, so it is essential that you check your lion.lmu.edu email address every day.

Due to the Family Educational Rights and Privacy Act (FERPA) we are only able to reply to LMU email addresses. FERPA also prohibits us from discussing your course performance or class activities with anyone outside the university, including your parents, without your prior written permission.

**Academic Honesty**: Presenting someone else’s (a person’s or Internet) words, work, or ideas as your own is a serious offense in the university. Even unintended plagiarism can result in penalties as severe as dismissal from the university. Often students plagiarize because
they fear trying out their own ideas, they procrastinate until they have no other option, or they do not understand how to cite a source. If you find yourself in one of these situations, contact us. Do not submit a previously written paper or a paper written for any previous course or study. Academic dishonesty on any paper or exam or quiz results in a zero (0) for that paper, exam or quiz.

Special Accommodations: Students with special needs 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 # 224, x84535) as early in the semester as possible. All discussions will remain confidential. Please visit http://www.lmu.edu/dss for additional information.

Tentative Nature of the Syllabus: If necessary, this syllabus and its contents are subject to revision; students are responsible for any changes or modifications announced and distributed in written form in class and when possible, posted for you electronically. It is the students’ responsibility to stay current on the syllabus changes that are announced and distributed in class.

**************************************************************************

Schedule of Topics (Subject to change announced in class – students are responsible to be current on assignments.)

Part I Surveying the Situation

AUGUST

27  Orientation to the Course: Faith and Justice at LMU
    The Who What When Where Ho w and Why of the Course

29  LMU and the Larger Context

US Religious Landscape Survey
Spend 30-40 minutes on the US Religious Landscape Survey (USRLS).
Prepare for an In Class Writing Exercise by thinking about your responses to these questions:

What did you read in USRLS that surprised you? What did you read in USRLS that generated a further question for you? State that question in one sentence. Then elaborate (Why is that question interesting to you? How does this question relate to the topic of our course, Faith and Justice, and you own interest in studying it?)
ALL students prepare: A 2-3 page typed double spaced paper (12 point font) that answers all part of this question:

a. What did you read that confirmed your experience?

b. What challenged or surprised you?

c. Is your own religious autobiography reflected in these pages?
   - If you respond yes, to what degree is it reflected in these pages, and how? What do you see as the points of convergence or similarity between the reading and your religious history? Be specific.
   - If you respond no, then name and explain the points of difference between these pages and the “pages” in your own religious history?

NOTE: This paper is Pass/Fail graded, as a writing sample. It is the only Pass/Fail paper in the course. All other papers receive a grade according to the published scale below.

5 Faith at LMU –
Spend at least thirty minutes on LMU web sites below. Visit as many as you can. You must visit Center for Service and Action* and one other of your choice.

http://www.lmu.edu/about/mission Visit the related links once you are on the page. See what you can discern about answers to the question below.

1. Center for Service and Action*
2. The Jesuit, Catholic Mission of U.S. Jesuit Colleges and Universities
3. Sponsoring Religious Orders
4. Center for Religion and Spirituality
5. Campus Ministry
6. Marymount Institute for Faith, Culture and the Arts
7. CSJ Center for Reconciliation & Justice

Prepare notes on the following questions as you analyze the web sites. What are the main emphases of the web sites you visited? What precisely do they communicate (a) about faith, (b) about justice, and (c) about the relationship between faith and justice?
REMINDER: Info Literacy Module #1 completed by 9 pm
REMINDER: Read (or re-read) *Tattoos on the Heart* -- September 10 a paper is due! (See below)

**SEPTEMBER**

10 ESSAY Topic #1 and #2: G. Boyle, *Tattoos on the Heart* – seminar session – Focus Question: Write a Summary Response Analysis paper

Write a Summary-Analysis-Response Paper (3 pages total)

**Summary** is no more than one page that distills the entire reading and makes clear the central points. **Analysis** is the second page in which you delve deeper on the assumptions of the authors, on the events that must have led them to write, on the concerns it raises for you as a theologian. The **Response** section of your paper lets you offer an answer to the question: So what does this have to do with me? This could address your present aspirations for your education, or implications for your spirituality, or even your “feelings” about the reading with respect to your present and future commitments to ministry.

Typed double spaced, 2-3 pages, 12 point font, not to exceed 3 pages. No quotes longer than four words. Paraphrase and use references to pages of the text (footnotes, MLA style).

12 LMU Justice-Making: Surveying the Terrain
We will read and analyze pertinent sections of the LMU Justice Audit, to be distributed.
NOTE: Info Literacy Module #2 completed by 9 pm

17 Essay Topic #3 (Team 1 has an essay due. Team 2 prepares notes for seminar discussion) Take Home Question will be distributed under separate cover. Gregory Boyle at LMU –**Class meets at Gersten Pavillion** for the Boyle program at 6 pm- arrive early for a good seat!

19 Scriptural Roots of the Question of the Relationship Between Faith and Justice
REMINDER: Info Literacy Module #3 completed by 9 pm

24 Library Session – Class meets at Hannon Library – Hannon Room location to be
26  Bring Portfolio -- In-class writing exercise using Portfolio

Scriptural Roots of the Relationship Between Faith and Justice Part II

Students prepare Krier Mich’s book, pages 30-60 in teams with assigned Questions for Discussion on page 60: #1, 2, 3, 4, 5 according to the assigned question number announced in class.

REMINDER: Info Literacy Module #4 completed by 9 pm

OCTOBER

1  Essay Topic #4  (Team 2 has typed essay due. Team 1 prepares notes for seminar discussion) Take Home Question: You will be assigned one of the figures below and offer an SAR (Summary, Analysis, Response) on their contribution to Catholic understanding of faith and justice for their era.

(1) Virgil Michel, (2) Dorothy Day, (3) Catherine De Hueck, (4) the Grail

**Summary** is no more than one page that distills the reading and makes clear the central points about your assigned person. **Analysis** is the second page in which you delve deeper on the assumptions of the authors, on the events that must have led them to write, on the concerns all this raises for you as a theologian. The **Response** section of your paper lets you offer an answer to the question: So what does this have to do with me? This could address your present aspirations for your education, or implications for your spirituality, or even your own reactions or feelings about the reading with respect to your present and future commitments to ministry.

Typed double spaced, 2-3 pages, 12 point font, not to exceed 3 pages. No quotes longer than four words. Paraphrase and use references to pages of the text (footnotes, MLA style).

Lay movements in the 1930’s – and their relevance for today.

3  Archives and Writing Day. Team 1 = Writing Work. Team 2 = Archives Work.
8 Essay Topic #5 DUE (Team #1 has typed essay due. Team #2 prepares notes for seminar discussion). Does religion lead to freedom?: John Courtney Murray Focus Question TBA

Typed double spaced, 2-3 pages, 12 point font, not to exceed 3 pages. No quotes longer than four words. Paraphrase and use references to pages of the text (footnotes, MLA style).

10 Archives and Writing Day. Team 1 = Archives Work  Team 2 = Writing Work

15 Essay Topic #6 (Team 2 has essay due. Team 1 prepares notes for seminar discussion)

Vatican II and the contribution of John XXIII. Focus Question TBA. Typed double spaced, 2-3 pages, 12 point font, not to exceed 3 pages. No quotes longer than four words. Paraphrase and use references to pages of the text (footnotes, MLA style).

17 Bring Portfolio – Writing Exercise
Racial Justice and Catholic social teaching at LMU and in Los Angeles

22 Essay #7: Thesis statement and argument (Team #1 has essay due. Team #2 prepares notes for seminar discussion)
Topic: Men and Women for Others by Pedro Arrupe, SJ
Focus Question: Compare and contrast this treatment with the notion of boundless compassion found in Dr. Greg Boyle’s book, *Tattoos on the Heart*.

Typed double spaced, 2-3 pages, 12 point font, not to exceed 3 pages. No quotes longer than four words. Paraphrase and use references to pages of the text (footnotes, MLA style).

24 Faith, justice and economics in California: The prophecy of Cesar Chavez. Readings
Krier Mich chapter 6 and selected documents
Essay #8: Thesis statement and argument (Team 2 has essay due. Team 1 prepares notes for seminar discussion) Fr. Peter-Hans Kolvenbach’s address and implications for LMU’s mission. Compare and contrast this treatment with the address of Fr. Arrupe. How are the arguments made in the two addresses similar, and how are they different?

Faith Justice and the Planet: Implications for the University. Krier Mich pages and RSHM readings to be distributed

NOVEMBER

Part 3: From Theory to Practice: Faith and Justice and You at LMU

Integration Essay Draft 1 is DUE for all students
Seminar discussion based on essay and using some principles of discernment from Ignatian spirituality

Faith Justice and Ministry Lay and Ordained Readings available on E Res.

Constructive Proposal Precis: A one paragraph summary of the proposed action is DUE from all students (Teams 1&2)

Faith Justice and Inter-Religious Understanding in the 21st Century: Can LMU be Catholic and Inclusive at the Same Time?

Constructive Proposal Draft 1 Summary paragraph and outline are due. These include the statement of what you propose, and an outline of the material from the course that supports this proposal.

Integration Essay draft 1 is returned to you in class.
21 Peace Making at LMU – Chapter 10 in Krier Mich

26 Integration Essay Draft 2 is due -- library and writing lab available on this day

28 Thanksgiving Holiday

DECEMBER

3 Student Oral Presentations of Constructive Proposal -- Note that this oral presentation is based on the one paragraph summary and the outline, which includes a clear use of the texts from the course.

5 Student Oral Presentations Continued

9-13 Final Exam Week:

Constructive Proposal Final version is DUE at the scheduled Final Exam as published by Registrar Office (see below). Portfolio is submitted with the Constructive Proposal.

<table>
<thead>
<tr>
<th>CLASS TIME</th>
<th>EXAM TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 am........... Tuesday, Thursday...........</td>
<td>8 am............................ Tuesday</td>
</tr>
<tr>
<td>9:25 am...... Tuesday, Thursday.............</td>
<td>8 am............................ Thursday</td>
</tr>
</tbody>
</table>

9-13 Final Exam Week: