

## **PERSON AND SOCIAL RESPONSIBILITY I (PULSE)**

**TH088-03: MWF 11-11:50 Carney 106; Discussion: M 1 Carney 006 or M 3 Carney 003**

**TH088-04: MWF 12-12:50 Carney 106; Discussion W 1 Carney 006 or F 1 Carney 006**

### **COORDINATES**

Instructor: Professor Meghan T. Sweeney, Ph.D.

Office Location: 21 Campanella Way, 340J (3<sup>rd</sup> floor)

Contact: meghan.sweeney@bc.edu ; 617/552-3768 (from campus 2-3768)

Drop-In Office Hours:

Monday 9-10 a.m.; Wednesday 9-10 a.m., 2-3 p.m.; Friday 9-10 a.m., 2-3 p.m., **and by appointment**

### **COURSE DESCRIPTION AND OBJECTIVE**

This is the first semester of a two-semester, twelve-credit course (six credits per semester) that fulfills all core requirements in Philosophy and Theology. The content and materials of the course include classical and contemporary philosophical and theological texts consistent with introductory courses in Philosophy and Theology.

To these conventional pedagogical strategies, courses in the PULSE Program add the requirement of significant commitment to community service throughout the two-semesters. Classroom and fieldwork placement are intended to complement each other in leading students to reflect upon the meaning of their lives and the society in which they live and to which, as human persons, they have responsibility. In your field placements you will encounter people, places, and situations that will cause you to question many assumptions which, heretofore, you may have taken for granted. The course readings focus on the writings of women and men who have been challenged by similar problems and questions and whose insights can assist us in grappling with our questions and concerns regarding the meaning of life, the nature of human happiness, and the relation between the individual and society. Thus, the course seeks to foster a critical relation between reflection and action in order to bridge any gaps between beliefs and social praxis.

This is a college course being taught at a private, United States university rooted in the Roman Catholic, Jesuit religious tradition, and which continues to self-identify with the Jesuit order and the Roman Catholic Church. This is a course in critically and creatively engaged thinking and practice, and it is intended neither to enforce nor to disparage any particular version of Roman Catholic or other religious "orthodoxy." Because of its Roman Catholic, Jesuit context, while the course draws heavily (although not exclusively) from Roman Catholic, Protestant, Anglican, and Orthodox Christian sources, while encouraging you to ask and engage questions and experiences of "ultimacy," it presupposes nothing about your own religious beliefs or experiences (if any). It presumes only that you are committed to engaging in a deeper understanding (an understanding borne of intellectual inquiry and social-service experience) of the "big questions" and of the relationships between reflection and action, and beliefs and social practices, and the impact of these on your own life and larger society.

### **CLASS SESSION PROCEDURES**

Much of what we learn and how we understand particular issues and questions will come about through thoughtful and careful discussion in class. To that end, class size is limited and you *must* come to class, having read and analyzed the texts closely, prepared to engage in critical reflection and conversation. If you do not come prepared, you will most likely experience periods of silence and boredom, punctuated by even longer periods of sheer terror: I WILL call on you, by name, to participate.

### **REQUIRED TEXTS**

The following written texts are required for this course and are available for purchase in the BC Bookstore:

Seamus Heaney, *Burial at Thebes*. Farrar, Straus, and Giroux, 2005.

Albert Nolan, *Jesus Before Christianity*. Orbis, 2001.

David Shipler, *The Working Poor: Invisible in America*. Random House/Vintage, 2005.

Other required texts for the course are available through our course's Blackboard Vista site (and are so noted as "BV").

A note about reading material: Throughout the semester I will be adding short texts (e.g. newspaper or magazine articles) to the required reading. I will e-mail and post to BV these additions. Help the Course: If you read articles or stories that you think are relevant and you'd like to share them with the class, please e-mail them to me. I might just assign them!

ALWAYS come to class with a hardcopy of the reading. If you don't have your text in hand, I will assess you a late-to-class penalty. All course texts are available either in the bookstore, on BV, on closed reserve in O'Neill library, or through websites like amazon.com or bn.com. Additionally, books can be secured through Interlibrary Loan.

### COURSE REQUIREMENTS

The placement is worth 40% of your course grade, the classroom worth 60%. At semester's end your classroom grade will be recalculated on a 60% scale and added to the point value of your placement grade. **The PULSE program stipulates that if you fail either portion of the course, you fail the entire course.**

#### Placement Requirements

You will establish requirements with your placement supervisor. The following is the point conversion of placement grades for the course final grade calculation:

A = 4.00 = 40	C = 2.00 = 20
A- = 3.67 = 36.7	C- = 1.67 = 16.7
B+ = 3.33 = 33.3	D+ = 1.33 = 13.3
B = 3.00 = 30	D = 1.00 = 10
B- = 2.67 = 26.7	D- = 0.67 = 6.7
C+ = 2.33 = 23.3	F = .00

#### Classroom Requirements

Writing Requirements:

- Art Projects: 1 at 5% each = 5%
- Short Papers: 2 at 10% each = 20%
- Process Notes: 4 at 2% each = 8%
- Journals: 4 at 3% each = 12%
- Extracurricular Events: 2 at 3% = 6%

In-Class Assignments

- Group Discussion Preparation and Facilitation = 3%

Quizzes/Exams

- Exam 1: at 6% each = 6%
- Exam 2: at 11% each = 11%
- Exam 3: at 21% each = 21%

Class Participation:

- Question Preparation: at 3% = 3%
- Class and Discussion Participation: at 5% = 5%

#### Final Letter Grades Will Be Determined by the Following Numeric Ranges:

96-100 = A	80-83 = B-	67-69 = D+
90-96 = A-	77-79 = C+	64-66 = D
87-89 = B+	74-76 = C	60-63 = D-
84-86 = B	70-73 = C-	0-59 = F

### **LATE MATERIAL AND MISSED TESTS**

- 1) Each assignment is due at the **beginning** of class, otherwise it will be treated as if submitted a day late.
  - 2) For every day that you submit an assignment late, your grade will drop 1/3 of a grade (e.g. if a paper is due on Monday and is handed in on Wednesday, an 'A' grade for that paper becomes a 'B+').
  - 3) For art projects, process notes, journal questions, and extracurricular events, in addition to penalization for lateness, I WILL NOT accept them if they are not submitted by the next class period following when they are due.
- \*If something *extraordinary* (i.e. not a cold) happens to you and you absolutely have to miss class, and thus either miss a test and/or submit a written assignment late, and such an event can be documented by the appropriate Boston College authority, then there is room to negotiate make-up tests and revised paper deadlines.

### **ATTENDANCE**

I keep attendance, and missed sessions will result in final classroom grade penalization. Each student may miss, without penalty, 3 regular class sessions and 1 discussion session during the semester. However, after these absences are used, the following penalties occur:

- For *every* additional regular class session you miss, your final classroom grade will drop 1.67 points.
- For *every* discussion session you miss, your final classroom grade will drop 3.33 points.

Additionally, lateness to either a regular class or discussion session will be treated as half of an absence.

During the semester, your PULSE council member will schedule a meeting for all PULSE students who also work at your placement. If you cannot attend, you will have the option to make an alternative plan with your council member. If you neither attend the meeting nor make an alternative plan, your absence from the meeting will count as a discussion absence.

\*As with my policy concerning late material and missed tests, if something *extraordinary* (i.e. not a cold) happens to you that causes you to miss or be late for class and such an event can be vouched for by the appropriate Boston College authority, then an extra-credit option will be made available to you to make-up for your points lost due to your absences.

### **CELL PHONES AND TEXT MESSAGING**

The use of cell phones, including text messaging, is prohibited in class and discussion. Please *turn-off* all phones. If you use a phone, I will ask you to leave and you will be charged with an absence.

### **LAPTOPS**

If you choose to use a laptop in class to take notes, you must sit in the front row.

### **SPECIAL NEEDS**

If you have a registered disability that requires accommodation, it is your responsibility to meet with me at the beginning of the semester in order to give to me the appropriate documentation issued by Boston College. If you have a disability (or think that you may have a disability) that you have not yet registered with Boston College, please contact Kathy Duggan at The Connors Family Learning Center (617/552-8093; [dugganka@bc.edu](mailto:dugganka@bc.edu); 2<sup>nd</sup> floor of O'Neill Library).

### **SYLLABUS CHANGES**

At certain points in the semester I may need to alter the class calendar in order to better facilitate your learning. If such alterations happen, I will email to you a revised class calendar as well as post it to our course Blackboard Vista site. It is your responsibility to take note of the changes and prepare readings and assignments accordingly.

### **SYLLABUS SIGNATURE PAGE**

Since you craft and sign a Learning Work Agreement with your placement supervisor, it seems fitting that you do the same for the classroom component of the course. Therefore, as one of your first assignments for the course, you must read the

syllabus and submit the signature page (which is found on the last page of the syllabus). DO NOT sign the signature page without actually having read through the syllabus. If you have questions about the syllabus and what it expects, ASK ME!

### **BOSTON COLLEGE AND ACADEMIC INTEGRITY**

Every aspect of this course (including your placement) is governed by BC's statement on academic integrity. You will be held accountable for the standards it establishes. If you have ANY questions or doubts about what the statement might mean and what it requires of you, PLEASE ASK ME. The entirety of the statement can be found at:

<http://www.bc.edu/offices/stserv/academic/resources/policy.html>

### **DESCRIPTION OF CLASSROOM REQUIREMENTS**

(Note: Unless otherwise noted, all submitted written material must be typed. And unless for the art project you submit a poem or another written expression that intentionally plays with the English language, all material will be assessed for typos, grammar, strength of writing, depth of engagement, execution of ideas, etc.)

#### **ART PROJECTS**

The human person is multifaceted and can speak, be spoken about, and be spoken to in many ways. The art project aims to have you engage material culture in order to express and address your thoughts and feelings in ways other than through standard writing. For this assignment you must create a piece of oral, aural, visual, textual, or tactile art that engages the intersection of your classroom and placement learning in the PULSE program.

**Requirement:** Submit a piece of original art and write 500 words about this piece and why you created it for PULSE. How does this art connect with course themes and ideas?

**Grading Method:** Grading will be on a  $\sqrt{-}$ ,  $\sqrt{}$ , or  $\sqrt{+}$  scale.  $\sqrt{-}$  = 1.67%,  $\sqrt{}$  = 3.34%,  $\sqrt{+}$  = 5%.

#### **PROCESS NOTES**

You will be engaged in an intellectually and emotionally intensive site placement. Process Notes are required for this course because it is important to systematically and consistently reflect on what happens and what you're learning in these placements (the Process Notes questions are available on Blackboard Vista). Remember, a Process Note is not a "checklist" but rather an invitation to critically reflect; the expectation is that you will spend significant time writing these.

**Requirement:** Answer each question thoughtfully and as fully as you can. Do *not* dismiss a question if an answer is not immediate. Instead, think about it. If you find that you are unable to answer a question, reflect on *why* you might not be able to respond.

**Grading Method:** Grading will be on a  $\sqrt{-}$ ,  $\sqrt{}$ ,  $\sqrt{+}$  scale.  $\sqrt{-}$  = 0%,  $\sqrt{}$  = 1%,  $\sqrt{+}$  = 2%.

#### **JOURNAL QUESTIONS**

You will be engaged in an intellectually and emotionally intensive site placement. Journal Questions are required for this course because it is important to systematically and consistently reflect on what happens and what you're learning in these placements (the Journal questions are available on Blackboard Vista).

**Requirement:** Following the instructions given on the journal prompt, answer each question thoughtfully.

**Grading Method:** Grading will be on a  $\sqrt{-}$ ,  $\sqrt{}$ ,  $\sqrt{+}$  scale.  $\sqrt{-}$  = 1%,  $\sqrt{}$  = 2%,  $\sqrt{+}$  = 3%.

#### **SHORT PAPERS**

Each short paper will ask you to write about a particular theological and/or philosophical topic, a topic that will be distributed via email and posted to Blackboard Vista two weeks before the due date. In order to satisfy this requirement, you need to reflect on a particular theological and/or philosophical issue. Allow the intersection and integration of the texts that we read and your placement learning to inform, deepen, and perhaps challenge your understanding of a particular theological or philosophical issue. Please complete and attach the *Paper Composition Checklist* (available on Blackboard Vista) to these papers when submitting them. These are fundamentally *academic* papers that ask you to incorporate your learning; these are *not* journals. Thus, you *must* construct an argument (the thesis of which you are to state, **in bold**, at the top of each paper), engage the course texts, include quotes, and use proper academic citation.

**Requirement:** 750 words, double-spaced, incorporating the above guidelines. In addition, these papers are subject to the *Writing Guidelines* (available on BV) that provide the general grading criteria.

**Grading Method:** Your score will be multiplied by the percentage value of the paper in relation to its overall value of the course, and then divided by 100. For example, if you earn 88 out of 100 on a short paper, which is worth 10% of the classroom grade, then the equation would be as follows:  $88 \times 10 / 100 = 8.8$ . If you earn 59 points or fewer, you will have failed the paper and you will receive *no points* for the assignment.

### EXTRACURRICULAR EVENTS

The City of Boston and Boston College provide outstanding opportunities for you to engage the questions of PULSE in various contexts. Therefore, twice during the semester you are required to attend an extracurricular event and then in a write-up provide a sufficient overview of the event and then discuss the intersections between the event and your PULSE classroom and placement learning. In no way is your chosen event to relate to your PULSE placement. In addition to thinking of your own extracurricular options (which you will need to have me approve), I will recommend some to you.

**Requirements:** 750 words that include a summary of what you did *and* a discussion about it that relates the event to PULSE. You have up to one week from the time that you attend your event to submit your report.

**Grading Method:** Grading will be on a  $\sqrt{-}$ ,  $\sqrt{}$ ,  $\sqrt{+}$  scale.  $\sqrt{-} = 1\%$ ,  $\sqrt{} = 2\%$ ,  $\sqrt{+} = 3\%$ .

### GROUP DISCUSSION PREPARATION AND FACILITATION

Once placements have begun and discussion groups have been assigned, you will be placed into a group (a PULSE pod) with one or two other students in your discussion group. With your pod, you will be responsible for preparing and leading one of your weekly discussion sections, which should focus on a combination of course readings and placement experiences.

**Requirements:** Prepare for and lead a discussion section. At the beginning of the discussion section, please give me a copy of your “lesson plan” and material that you’re using. Grading is based on preparedness as well as engaged and engaging execution of a discussion focused on the intersection of course readings and placement experiences. Creativity and ingenuity are encouraged. (If you have audiovisual equipment requests, please let me know as soon as possible.)

**Grading Method:** Grading will be on a  $\sqrt{-}$ ,  $\sqrt{}$ ,  $\sqrt{+}$  scale.  $\sqrt{-} = 1\%$ ,  $\sqrt{} = 2\%$ ,  $\sqrt{+} = 3\%$ . The same grade will be given to each member of your PULSE pod.

### EXAMS

Each exam will test your knowledge and understanding of course texts. The exams will be comprised of questions like multiple choice, fill-in-the-blank, and matching, as well as short-answer and essay questions.

**Requirement:** Each exam will be cumulative and thus requires knowledge of the semester’s readings. The first exam and second exams will be in-class, and the third will be during the final exam period.

**Grading Method:** Your raw score will be multiplied by the percentage value of the exam in relation to its overall value of the course, and then divided by 100. For example, if you earn 88 out of 100 on the final exam, which is worth 20% of the classroom grade, then the equation would be as follows:  $88 \times 20 / 100 = 17.6$ .

### QUESTION PREPARATION

While it is the responsibility of all students in the class to come to class prepared and ready to engage the material and their classmates in conversation, nevertheless once during the semester you will have the special responsibility of coming to class with three well-prepared questions based on the reading due for the day that will be used to help explore reading content and class themes.

**Requirements:** Prepare for and present your questions in class. At the beginning of class, please give me a copy of your questions and the relevant conceptual background that addresses the context and origins of your questions.

**Grading Method:** Grading will be on a  $\sqrt{-}$ ,  $\sqrt{}$ ,  $\sqrt{+}$  scale.  $\sqrt{-} = 1\%$ ,  $\sqrt{} = 2\%$ ,  $\sqrt{+} = 3\%$ .

## **CLASS AND DISCUSSION PARTICIPATION**

Your active, engaged, and *thoughtful* participation in class and discussion are required for a successful course. In order to encourage your participation, it will be assessed.

### **Grading Requirements and Method:**

5%: Frequency of participation is Always; Quality of participation is Excellent

4%: Frequency of participation is Often; Quality of participation is Very Good

3%: Frequency of participation is Regular; Quality of participation is Good

2%: Frequency of participation is Occasionally; Quality of participation is Competent

1%: Frequency of participation is Rarely; Quality of participation is Lacking

0%: Frequency of participation is Never; Quality of participation is Poor

Additionally, “negative” class participation (e.g. disruptive or disengaged behavior, talking too much, not listening to peers) will result in final classroom grade penalization.

## **HEADERS ON ASSIGNMENTS**

It is *extremely* important when you submit written work that your header or title page accurately reflects the assignment that you are submitting (e.g. if you’re submitting Process Note 4, such needs to be indicated in the header). And of course, always put your name on your material.

**CLASS CALENDAR (as of September 1, 2009)**

<b>Class</b>	<b>Date</b>	<b>Reading Due</b>	<b>Due</b>
<b>Week 1</b>			
1	9/9		
2	9/11	Book of Genesis: Chapter 1 (BV) Jane Addams: "The Subjective Necessity for Social Settlements" (BV)	
<b>Week 2</b>			
3	9/14	<i>Burial at Thebes</i> : pp. 5-34	Journal 1
4	9/16	<i>Burial at Thebes</i> : pp. 34-56	
5	9/18	<i>Burial at Thebes</i> : pp. 56-79	Syllabus Signature Page
<b>Week 3</b>			
6	9/21	<i>Apology</i> : 17a-35d (BV)	
7	9/23	<i>Apology</i> : 35e-42a (BV)	
8	9/25	<i>Republic</i> : 357a-383c (BV)	
<b>Week 4</b>			
9	9/28	<i>Republic</i> : 471a-497a (BV)	
10	9/30	<i>Republic</i> : 502c-511e (BV)	
11	10/2	<i>Republic</i> : 514a-521d (BV)	Journal 2
<b>Week 5</b>			
12	10/5	<i>Republic</i> : cont.; Exam 1	Exam 1
13	10/7	<i>Metaphysics</i> : 980a21-983a20; 987a29-988a15; (pp. 115-120, 125-127) (BV)	
14	10/9	<i>Metaphysics</i> : 1017b10-1017b26; 1025a14-1025a29; 1026b27-1027a28; 1028a10-1032a13; (pp. 149; "Accidents"; 150-159) (BV)	
<b>Week 6</b>			
15	10/14	<i>Metaphysics</i> : 1034b20-1039a24 (pp. 159-169) (BV)	
16	10/16	<i>Metaphysics</i> : 1071b3-1075a2 (pp. 187-194) (BV)	PN 1
<b>Week 7</b>			
17	10/19	<i>Metaphysics</i> : cont.	
18	10/21	<i>Nicomachean Ethics</i> : 1094a1-1100a10 (pp. 196-211) (BV)	
19	10/23	<i>Nicomachean Ethics</i> : 1103a15-1107a25 (pp. 216-225) (BV)	Extra 1
<b>Week 8</b>			
20	10/26	<i>Nicomachean Ethics</i> : 1176a30-1179b33 (pp. 275-282) (BV)	
21	10/28	<i>Nicomachean Ethics</i> : cont.	
22	10/30	Exam 2	Exam 2

Class	Date	Reading Due	Due
<b>Week 9</b>			
23	11/2	<i>Book of Amos</i> : Entire (BV)	Short Paper 1
24	11/4	<i>The Working Poor</i> : pp. ix-38	
25	11/6	<i>The Working Poor</i> : pp. 39-95	
<b>Week 10</b>			
26	11/9	<i>The Working Poor</i> : pp. 96-141	PN 2
27	11/11	<i>The Working Poor</i> : pp. 142-200	
28	11/13	<i>The Working Poor</i> : pp. 201-253	
<b>Week 11</b>			
29	11/16	<i>The Working Poor</i> : pp. 254-310	Journal 3
30	11/18	<i>Jesus Before Christianity</i> : pp. 1-23	
31	11/20	<i>Jesus Before Christianity</i> : pp. 27-51	
<b>Week 12</b>			
32	11/23	<i>Jesus Before Christianity</i> : pp. 55-82	PN 3
<b>Week 13</b>			
33	11/30	<i>Jesus Before Christianity</i> : pp. 83-109	Art Project
34	12/2	<i>Jesus Before Christianity</i> : pp. 113-142	
35	12/4	<i>Jesus Before Christianity</i> : pp. 143-171	
<b>Week 14</b>			
36	12/7	MLK "The Most Durable Power" (BV) "The Power of Nonviolence" (BV) "An Experiment in Love" (BV)	Journal 4
37	12/9	MLK "Letter from Birmingham City Jail" (BV) "Letter from Birmingham City Jail: (Statement that Prompted It)" (BV)	PN 4
38	12/11	MLK: cont. Advent Texts: (BV)	Extra 2

**Exam 2 and Short Paper 2 Due:**

MWF, 11 a.m.: Monday, December 14, 12:30 p.m.

MWF, 12 p.m.: Friday, December 18, 12:30 p.m.

**HAVE A GOOD and RESTFUL CHRISTMAS BREAK!**

## SYLLABUS SIGNATURE PAGE

-for-

BOSTON COLLEGE / FALL, 2009

### **PERSON AND SOCIAL RESPONSIBILITY I (PULSE)**

**TH088-03: MWF 11-11:50 Carney 106; Discussion: M 1 Carney 006 or M 3 Carney 003**

**TH088-04: MWF 12-12:50 Carney 106; Discussion W 1 Carney 006 or F 1 Carney 006**

I have read through the syllabus for the course *Person and Social Responsibility I*. I agree to abide by the various structural components delineated in this syllabus that comprise the course. I recognize that it is my responsibility to know what class session readings and assignments are due for a particular day. I recognize that it is my responsibility to be prepared for and to attend each class and discussion session. I recognize that if I have any questions or concerns about the course (e.g. the content of the syllabus, something unclear in one of the readings or assignments), it is my responsibility to initiate a meeting with Professor Sweeney about my concerns. Finally, I recognize that if I have questions or concerns about my performance in the course (e.g. my grades on tests and papers), it is my responsibility to initiate a meeting with Professor Sweeney about my concerns and questions.

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Print Name

Student ID Number

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Signature

Date Signed

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PULSE Class Time and Section