

SCHOOL OF THEOLOGY
Seattle University
900 Broadway
Seattle, Washington 98122-4340

Convivial Global Community
COURSE INFORMATION

Course Prefix and Number(s):

STMM 579 - 3 Credit Hours

Meeting Place:

Hunthausen Hall, Room 100

Meeting Date(s) and Time(s):

Thursday, April 2, 2009. 1:30 - 4:20;
Thursday, April 9, 2009;
Thursday, April 16, 2009;
Thursday, April 23, 2009
Thursday, April 30, 2009;
Thursday, May 7, 2009
Thursday, May 14, 2009;
Thursday, May 21, 2009;
Thursday, May 28, 2009;
Thursday, June 4, 2009;
Thursday, June 11, 2009-Final Papers Due

Course Instructor:

Roberto A. Peña, Ph.D.
Associate Professor

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COURSE GOALS:

The central question of this course is “how does a student wish to be different because of having taken this course?” To this end, course development involves the establishment of goals in terms of you the student, and not in terms of the teacher, nor of the subject matter. The practice of treating what is taught or assigned as equivalent with student learning is neither adequate nor appropriate for this course.

For our purposes, student expectations and goals may be equated to desired changes in students. These changes may be thought of in terms of two sets. The first set includes types of changes. The second constitutes degree of change. The variety of types of changes can be subsumed under three headings: knowledge, skills, and attitudes.

Knowledge, for this purpose, may be thought of broadly as not only information to be learned, but as relationships, and significant critical understanding to be achieved. *Skills* may be thought of as the development of personal capacity to utilize techniques for the accomplishment of specific purposes. Such techniques might range from learning to manipulate and interpret data to analyzing a problem to determine the major elements of significance and to project a proposed plan of action. *Attitudes* involve the development of values, personal priorities, and a basic philosophy of social justice and life.

Each of these changes may be very slight or very extensive in amount. For example, a course goal might be to bring students to a high degree of proficiency in understanding and use - a proficiency such that students could utilize data as part of a working set of resources. In the case of attitudes, the student might develop new values or reinforce old ones through a conscious, rational process of thinking about the sources, implications, effects, and relationships of her or his values to those of others in society, and to the relationships which (s)he wishes to develop.

COURSE DESCRIPTION AND OBJECTIVES:

Students will define, clarify and apply key terms and concepts related to *Convivial Community and Change* and the effective development and leadership of caring reflective communities. Students will also explore and analyze pertinent research and readings to facilitate utilization of pastoral and spiritual leadership and to develop informed leadership practice. Attention will be given to past and emerging theories of community, difference and leadership, and to various development and reform processes.

Readings will focus on theoretical, current and substantive knowledge related to spirituality, identity, privilege, power, community and difference. Attention will focus on identity, pastoral and spiritual leadership and how communities and leaders can improve and insure respectful and just outcomes. Of particular importance will be the application of different frameworks or models to understand self and to analyze challenges to community formation.

COURSE REQUIREMENTS:

1. Complete all readings and attend all classes.
2. Participate actively and critically in all class discussions.
3. Keep a journal. This journal will include daily writings about your thoughts and experiences. A premise of this course is that writing is being and that through writing one becomes better aware and informed about others and self. Your journal should reflect your interests whenever possible while at least three (3) of your journal entries will reflect your best effort to apply concepts and analytic categories derived from readings, discussions, pastoral and spiritual leadership and how communities and leaders can improve and insure respectful and just outcomes. These entries should each be no more than three (3) pages in length, and are due on April 16th, April 30th, and May 14th 2009.
4. Write a research paper analyzing self and other. The focus of the paper could reflect the interest of the student, but the student must apply concepts and analytic categories derived from discussions and course readings. In this paper, students are to study and/or develop an actual mission statement that describes the formation of self in relation to the serving of others. This paper should be from 10 to 15 pages in length, and is due no later than Thursday, June 11, 2009.
5. The first, second and third entries each represent 10 points for a possible total score of 30 points. The final research paper represents 65 points. Informed class participation accounts for the remaining five (5) points.

COURSE GRADING: The grade for *Organizational Development* is based upon the following:

Journal Entry One:	10pts.
Journal Entry Two:	10pts.
Journal Entry Three:	10pts.
Final Paper:	65pts.
Informed Class Participation:	5pts.

SPECIFIC COURSE REQUIREMENTS AND CRITERION FOR ASSIGNING GRADES:

Journal Entries:

Journal entries describe reflections and accounts that describe self, others, traditions and ways of knowing. This activity develops within the student, an understanding and facility for thinking in terms of values and priorities, the major challenges faced by pastoral and spiritual leadership, and skill in analyzing and evaluating circumstances of challenges while also making decisions and constructing programs of action for self and their execution as appropriate for particular situations. The process is inductive rather than deductive and the purpose is the development of understanding about self, understanding and affirming others, analyzing leadership and administrative challenges, reaching decisions as to desirable actions, and formulating programs for making the decisions effective.

The Final Research Paper:

The final paper describes researching relationships among self and others. This paper involves developing a question, compiling a review of the literature, interviews, data analysis, presentation of the data, a discussion including conclusions and implications, references and appendices when appropriate. Like journal entries, this activity develops understanding and facility for thinking in terms of major challenges with the ability to analyze and evaluate the circumstances of the challenges and to make decisions and construct programs of action for possible peace and resolution. The process is also inductive rather than deductive and the purpose is the development of understanding about self, affirmation of spirituality in others, proficiency in analyzing different challenges, reaching decisions as to desirable action, and formulating programs for making the decisions thoughtful, transformational and effective.

Performance Objectives for Student and Paper Evaluation:

Objective One: The student must be able to demonstrate the ability to think critically during discussions, journal entries, and in the final research discovery paper.

Objective Two: The student must demonstrate the ability to think logically, clearly, and self-consistently. In the support of effective writing and analyses the student must show knowledge of different course readings and concepts, and what are appropriate facts, assumptions, and realities that the student interprets and encounters. This practice is not dependent on the subject matter, but the definition of what is consistent, what is logical, and possibly what is socially just is subject-matter dependent.

Objective Three: The student must be able to present her or his writing, analyses and research in a cogent and convincing manner.

Objective Four: Students must be capable of recognizing and putting appropriate weight on the fundamental issues and factors relevant to the cases and final research discovery paper. That is, students must see that the foundation of all logical statements must lie in an analysis of spiritual, behavioral, social and environmental factors. The objective is to teach one to apply common sense, theory and multiple perspectives in context.

Objective Five: The student must demonstrate her or his willingness to apply quantitative and qualitative analyses where relevant. A coherent, self-consistent and relevant argument that ignores the fundamental tools of effective pastoral and spiritual leadership is deficient.

Objective Six: The student should be capable of transcending the concrete situation, adding perspective, and demonstrating competence. This is more a criterion for an “A” paper, and more applicable in some analyses than in others.

Objective Seven: The student should be able to make use of applicable data to form a fairly detailed and well-argued analysis of situations requested for analysis.

NOTE: Students are required to cite all references using APA style. Areas of research should be selected according to the interests and career goals of students when possible. Spelling, grammar, punctuation, clarity of expression, and the application of concepts taken from class and external readings and class discussions will be considered when assigning grades. All papers must be typed (12 pt) and double-spaced with one-inch margins. Late papers will be marked down a grade (an “A” paper will receive a “B”).

REQUIRED TEXTS: (Please purchase the most recent edition of each textbook).

<i>ISBN#</i>	<i>Author</i>	<i>Title</i>	<i>Publisher</i>
078-0-8039-3882-3	Moustakas, Clark	Heuristic Research: Design, Methodology, and Applications	Sage Publications (1990)
978-0-8204-6844-0	Peña, R., Guest, K. & Matsuda, L.	Community and Difference: Teaching, Pluralism and Social Justice	Peter Lang(2005)
978-0-07-287489-1	Johnson, Allan G.	Privilege, Power and Difference (2 nd Edition)	McGraw Hill (2006)

RECOMMENDED TEXTS:

Joseph M. Wronka. (2007). Human Rights and Social Justice: Social Action and Service for the Helping and Health Professions (Paperback). Sage Publications.

Eckhart Tolle. (2008). A New Earth: Awakening to Your Life's Purpose, Penguin.

Adams ed et al. (2000). Readings for Diversity and Social Justice: An Anthology on Racism, Sexism, Anti-Semitism, Heterosexism, Classism, and Ableism. Routledge

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Working Schedule of Topics, Readings and Assignments

<u>Session</u>	<u>Topic</u>
1 (April 2 nd)	<p><i>Introductions.</i></p> <p>A. Introductions of students, faculty and Convivial Community; B. Review Course Syllabus and Expectations; C. Exercise.</p>
2 (April 9 th)	<p><i>Heuristic Inquiry, Spirituality and Self.</i></p> <p>A. Opening Exercise; B. Discuss Moustakas, (pp. 9—54; Chapters 1, 2 & 3); C. Discuss Peña, Chapter 1: Water is the color of me (pp. 1--24); D. Closure.</p>
3 (April 16 th)	<p><i>Heuristic Inquiry, Spirituality, Self and Others.</i></p> <p>A. Opening Exercise; B. Discuss Moustakas, (pp. 59—125; Chapters 4 & 5); C. Discuss Peña, Chapter 2: Guest- From the outside in (pp. 25-51); D. Discuss Johnson, Privilege, Oppression and Difference (pp. 12-41); E. <u>Entry due</u>; F. Closure.</p>
4 (April 23 rd)	<p><i>Domination and Oppression</i></p> <p>A. Opening Exercise; B. Discuss Peña, Chapter 3: Matsuda- A professor...(pp. 51-77); C. Discuss Johnson, Chapter 3: Capitalism, Class and Domination (pp. 41--54); D. Closing Exercise.</p>

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

Working Schedule of Topics, Readings and Assignments

<u>Session</u>	<u>Topic</u>
5 (April 30 th)	<p><i>Privilege</i></p> <p>A. Opening Exercise; B. Discuss Peña, Chapter 6: McNeil-- Guardian of the dream...(pp. 123-145) C. Discuss Johnson, Chapter 4, Making privilege happen... (pp. 54--68); D. <u>Entry due</u>; E. Closing Exercise.</p>
6 (May 7 th)	<p><i>Self and Us</i></p> <p>A. Opening Exercise; B. Discuss Peña, Chapter 4: Allen—Portray me in silence (pp. 77-109); C. Discuss Johnson, Chapter 5: The trouble with the trouble (pp. 68-76); D. Discuss Johnson, Chapter 6: What it all has to do with us...(pp. 76-90); E. Closing Exercise.</p>
7 (May 14 th)	<p><i>Systems and Power</i></p> <p>A. Opening Exercise; B. Discuss Peña, Chapter 5: Ensign—A story of complexity...(pp. 109—123); C. Discuss Johnson, Chapter 7: How systems of privilege work (pp. 90-107); D. <u>Entry due</u>; E. Closing Exercises.</p>
8 (May 21 st)	<p><i>Denial and Resistance: Partnership and Social Justice</i></p> <p>A. Opening exercise; B. Discuss Peña, Chapter 7: Molina and Haney—Teaching social justice... (pp. 145-165); C. Discuss Johnson, Chapter 8: Getting off the hook...(pp. 108-123); D. Closing Exercise.</p>
9 (May 28 th)	<p><i>Visitations</i></p> <p>A. Opening exercise; B. Discuss Peña, Conclusion: Claims made.... (pp. 165-183); C. Discuss Johnson, Chapter 9: What can we do (pp. 125-154); D. Closing exercise..</p>

Working Schedule of Topics, Readings and Assignments

<u>Session</u>	<u>Topic</u>
10 (June 4 th)	<i>Presentations</i> A. Opening exercise; B. Presentations; C. Closing exercise.
11 (June 11 th)	<i>Presentations</i> A. Opening exercise; B. Presentations; C. Closing exercise.

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Selected Bibliography

(Class Project)