

## Core 4929H: Service of Faith and the Promotion of Justice

**NOTE: This schedule in terms of meeting dates will likely hold, though some details (like specific readings and preparation) may change as needed. Students will be given ample notice both in class and on D2L regarding any changes to their responsibilities.**

	Monday	Wednesday	Friday	Saturday	Sunday
<b>Week 1</b> 8/30	INTRO to Course	Defining Work			
<b>Week 2</b> 9/6  Drop Date 9/7	No class – LABOR DAY	Theology Discipline: @ Meaningful Work:  Do you have a Vocation?			
<b>Week 3</b> 9/13	<b>Flamingo Day</b> Dharma Circles (½ Class, Henery)	Philosophy Discipline:@ The Meanings of Lives	<b>Service of Faith and the Promotion of Justice</b> Kim Bohat _ Service Learning Saturday, 9/18		
<b>Week 4</b> 9/20	<b>Sloth Day</b> Dharma Circles (½ class, Henery)	Do you have a vocation?  Dharma presentations			
<b>Week 5</b> 9/27	<b>Flamingo Day</b> Meaningful work interviews and examples (½ class, Shew)	Philosophy: The Meanings of Lives and the Meanings of Work			
<b>Week 6</b> 10/4	<b>Sloth Day</b> Meaningful work interviews and examples (½ class, Shew)	Philosophy: Standpoint theory, power, and voice			
<b>Week 7</b> 10/11		Designing your Life	<b>Storytelling as Vocational Discernment</b> Storytelling - Ex-Fabula Workshop Saturday, 10/16		

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<b>Week 8</b> 10/18	<b>Flamingo Day</b> Telling your story (½ class, Shew)	The Philosophical Significance of Narratives			
<b>Week 9</b> 10/25	<b>Sloth Day</b> Telling your story (½ class, Shew)	Designing your Life:			
<b>Week 10</b> 11/1	<b>Flamingo Day</b> Odyssey plans and Prototyping  (½ class, Henery)	Designing your Life			
<b>Week 11</b> 11/8	<b>Sloth Day</b> Odyssey plans and Prototyping  (½ class, Henery)	Philosophy: Gratitude and generosity			
<b>Week 12</b> 11/15	<b>Flamingo Day</b> Contemplative writing exercise on meaningful work IN CLASS (½ class)	Designing your Life	<b>Men and Women with and for Others</b> Career Center - Guest Speakers Saturday, 11/20		
<b>Week 13</b> 11/22	<b>Sloth Day</b> Contemplative Writing	No class Thanks-giving break			

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	Exercise on meaningful work IN CLASS (½ class)				
<b>Week 14</b> <b>11/29</b>	<b>Flamingo and Sloth,</b>  <b>Odyssey Plan Presentation</b>  Note: For everyone: Research/artifacts about the changing landscape of work due by Saturday, 11/27  (Shew & Henery)	Philosophy: The future of work			
<b>Week 15</b> <b>12/6</b>	Storytelling Draft due—peer feedback (Shew & Henery)	Class conclusion			Storytelling As Vocational Discernment Celebration
<b>Final Exam Week</b> <b>12/13</b>					

Date	Course Resources and Assignments
M, 8/30	Welcome and Intro to Course
W, 9/1	Defining Work – The History of Work <ul style="list-style-type: none"> <li>• <a href="https://sergiocaredda.eu/series/the-meaning-of-work/">https://sergiocaredda.eu/series/the-meaning-of-work/</a> (Read the entire series)</li> </ul>
M, 9/6	<b>LABOR DAY – NO CLASS</b>
W, 9/8	Intro to Theological Engagement with Work and topic of Vocation  Read Before Class: <ul style="list-style-type: none"> <li>• Duns/Kelly, <i>Who Will You Become: An Ignatian Introduction to Theology</i>, Chapters 1-3.</li> <li>• Stephen Cope, <i>The Great Work of Your Life</i>, Note to Reader, Introduction, Part I.</li> <li>• Burnett and Evans <i>Designing Your Life</i> (hereafter DYL) Introduction: Life by Design</li> </ul>
M, 9/13	Flamingo Lab Day – Dharma Circles  Read before Class: Stephen Cope, <i>The Great Work of Your Life</i> , Part II or III, as assigned
W, 9/15	Read Before Class: <ul style="list-style-type: none"> <li>• The Meanings of Lives, by Susan Wolf (PDF on D2L).</li> <li>• Annotate, write questions, take notes, and make use of supporting other materials in this Module.</li> </ul>
	<b>Service of Faith and the Promotion of Justice</b> Kim Bohat _ Service Learning  Read Before the Workshop: <ol style="list-style-type: none"> <li>1) Father Pedro Arrupe S.J., <i>Men and Women For Others</i>, 1973</li> <li>2) Father Peter-Hans Kolvenbach S.J., <i>The Service of Faith and the Promotion of Justice</i>, 2000</li> </ol>

M, 9/20	Sloth Lab Day – Dharma Circles  Read before Class: Stephen Cope, <i>The Great Work of Your Life</i> , Part IV or V, as assigned
W, 9/22	Dharma Presentations
M, 9/27	Flamingo Lab Day - Meaningful Work Interviews and examples  By Saturday, 9/28: Post on D2L your sourced interviews and reflections to discuss in your small groups.
W, 9/29	Before Class: <ul style="list-style-type: none"> <li>• Review Wolf</li> <li>• Watch Dan Ariely’s TED Talk about Sisyphic and Meaningful Work</li> <li>• Read Shanti Chu, “Identity”</li> <li>• Read “The Religion of Workism is Making Us Miserable” (article)</li> </ul>
M, 10/4	Sloth Lab Day - Meaningful Work Interviews and examples  By Saturday, 10/2: Post on D2L your sourced interviews and reflections to discuss in your small groups.
W, 10/6	Before Class: <ul style="list-style-type: none"> <li>• Read Arne Naess, “Self-Realization: An Ecological Approach to Being in the World”</li> <li>• Watch Chimamanda Adichie (TED Talk), “The Dangers of a Single Story”</li> <li>• Watch Kimberlé Crenshaw (TED Talk), “The Urgency of Intersectionality”</li> </ul>
M, 10/11	<b>NO CLASS</b>
W, 10/13	DYL, Chapters 1-4 and activities <ul style="list-style-type: none"> <li>• Chapter 1, Start Where you Are <ul style="list-style-type: none"> <li>◦ Dashboard Activity</li> </ul> </li> <li>• Chapter 2, Building Your Compass <ul style="list-style-type: none"> <li>◦ Workview and Lifeview Activities</li> </ul> </li> <li>• Chapter 3, Wayfinding <ul style="list-style-type: none"> <li>◦ Goodtime Journal</li> </ul> </li> <li>• Chapter 4, Mind mapping with your Goodtime journal</li> </ul>
S, 10/16	<b>Storytelling as Vocational Discernment</b> Storytelling - Ex-Fabula Workshop
M, 10/18	Flamingo Lab Day _ Telling Your Story  In-class lab to explore different storytelling techniques and possibilities (Ex Fabula, The Moth, This I Believe with supporting content, documentary film, imaging, digital storytelling, interviews, etc.)

W, 10/20	Prepare nothing for The Philosophical Significance of Narratives
M, 10/25	Sloth Lab Day – Telling Your Story In-class lab to explore different storytelling techniques and possibilities (Ex Fabula, The Moth, This I Believe, documentary film, imaging, digital storytelling, interviews, etc.)
W, 10/27	DYL, 5 and 6 -- <ul style="list-style-type: none"> <li>• Chapter 5, Designing your Life <ul style="list-style-type: none"> <li>◦ Odyssey Plans</li> </ul> </li> <li>• Chapter 6, Prototyping <ul style="list-style-type: none"> <li>◦ Prototyping</li> </ul> </li> </ul>
M, 11/1	Flamingo Lab Day – Prototyping your 3 Odyssey stories
W, 11/3	DYL, 7-9 <ul style="list-style-type: none"> <li>• Chapter 7, How Not to Get a Job</li> <li>• Chapter 8, Designing Your Dream Job</li> <li>• Chapter 9, Choosing Happiness</li> <li>• Watch, excerpts or whole movie <i>Happy</i> (access through library)</li> </ul>
M, 11/8	Sloth Lab Day – prototyping your 3 Odyssey Stories
W, 11/10	Before Class: <ol style="list-style-type: none"> <li>1.) Listen to this podcast episode, from The Happiness Lab, called “A Silver Lining” (45 minutes): <a href="#">Episode 3: A Silver Lining — The Happiness Lab</a></li> <li>2.) Listen to this podcast episode also from The Happiness Lab, called “Grateful Expectations” (30 minutes): <a href="#">Episode 2: Grateful Expectations — The Happiness Lab</a></li> <li>3.) Read this short article: <a href="#">Silver medal face: The saddest-looking second-place finishers in Olympic history.</a></li> </ol>
M, 11/15	Flamingo Lab Day - Contemplative Writing Exercise on meaningful work IN CLASS
W, 11/17	DYL, 10 <ul style="list-style-type: none"> <li>• Chapter 10, Failure Immunity</li> <li>• Watch Brene Brown, ?</li> <li>• Brene Brown, “Disruptive Engagement: Daring to Rehumanize Education and Work,” <i>Daring Greatly</i></li> </ul> DYL, 11 <ul style="list-style-type: none"> <li>• Chapter 11, Building a Team <ul style="list-style-type: none"> <li>◦ Try Stuff</li> </ul> </li> </ul>
S, 11/20	<b>Men and Women for Others</b> Career Center - Guest Speakers
M, 11/22	Sloth Lab Day - Contemplative Writing Exercise on meaningful work IN CLASS
W, 11/24	THANKSGIVING BREAK – NO SCHOOL
F, 11/26	THANKSGIVING BREAK – NO SCHOOL
M, 11/29	FLAMINGO AND SLOTH – Odyssey Plan Presentation
W, 12/1	Defining Work: The Future of Work

	<p>Choose at least three of the resources below to prepare for this class meeting.</p> <ul style="list-style-type: none"> <li>• Read “For Younger Job Seekers, Diversity and Inclusion in the Workplace aren’t a Preference. They are a Requirement” (article)</li> <li>• Read “Why Loving Your Work is a Capitalist Myth” (article)</li> <li>• Read “A Theory of Jerks” (article)</li> <li>• Read and interact with <u>"The Future of Work After COVID-19" (McKinsey &amp; Company)</u></li> <li>• Read <u>"The Biggest Mistake Bosses Will Make After COVID" (Wall Street Journal article)</u></li> </ul>
M, 12/6	FLAMINGO AND SLOTH – Storytelling Draft Due – Peer Feedback
W, 12/8	Class Conclusion
Su, 12/12	Closing Celebration, Story Slam
M, 12/13	FINAL EXAM WEEK
W, 12/15	
F, 12/17	
	NO FINAL EXAM FOR THIS CLASS

Retreat Weekends	
September 17-19	Service of Faith and the Promotion of Justice
October 15 - 17	Storytelling as Vocational Discernment
November 19 - 21	Men and Women With and For Others
Sunday, December 12	Storytelling as Vocational Discernment Closing Celebration Haggerty Museum of Art

Additional notes:

- D2L will be the resource where students will access course material and submit assignments.
- Every Monday, by 8:00 a.m. weekly announcements and reminders will be posted as a News Item in D2L.
- Class participation is **essential** to students’ experiences (and grades).
- More course information can be found in the OVERVIEW of the course in our D2L site.

**Quaranteam Groups (48 students – 12 groups of 4): Flamingos or Sloths?**

Your smaller quaranteam groups within the Flamingos or the Sloths will have several functions:

1. This will be your small affinity group with whom you will engage in for any group projects or group feedback.
2. In the midst of a plague, it is inevitable that students will miss class because they are sick or in immediate contact with someone who is sick. **This is your go to group.** It is the responsibility of the group to make sure their quaranteamates are kept involved in class. This includes sharing notes, conversations, and just checking in on each other.
3. These groups should also act as your first line of support. Faculty often communicate with students through D2L, Teams, email, etc. All this technology should make finding information so much easier, but sometimes it is overwhelming and students have simple questions like, “When is that assignment due?” or “Can I turn that assignment in late?” While your professors are super excited to talk to you and answer any questions you might have, questions like these probably can be crowdsourced from your quaranteam. So, “Ask 3 before you ask me,” is always a good jingle to remember before you ask your professor. Someone in your quaranteam probably has the answer.

**Assessment**

Formative:

1. Course Prep
2. Meaningful Engagement

Summative Assessment:

1. Odyssey Plans Presentation
2. Vocational Story



### Annotated Bibliography

Bill Burnett & Dave Evans. *Designing Your Life: How to Build a Well-Lived, Joyful Life*. Knopf Doubleday, 2016. ISBN: 9781101875322

1. Burnett and Evans *Designing Your Life* (hereafter DYL) Introduction: Life by Design DYL  
Chap 1: Start Where You Are

Father Pedro Arrupe S.J., *Men and Women For Others*, 1973

Father Peter-Hans Kolvenbach S.J., *The Service of Faith and the Promotion of Justice*, 2000

Father Adolfo Nicolás S.J., *Challenges to Jesuit Higher Education Today*, 2010

Chris Jeske, *Making a Living, Making a Difference*

<https://www.marquette.edu/peacemaking/making-a-living-making-a-difference.php>

“Life After College is Weird” NYT <https://www.nytimes.com/interactive/2018/us/what-to-do-after-college.html>