

HCOL 41023

Empathy

Instructor Name: Dr. Wendy Williams
Semester/Year: fall 2018
Number of Credits: 3
Class Location: SCHAR 3019
Class Meeting Day(s) & Time(s): TR 12:30-13:50
Office: SCHAR 3018C
Office Hours: TR 10:00-11:00
Telephone: 4650
Email: w.s.williams@tcu.edu
Response Time: 12 hours

Course Description

In this seminar, students explore and experience empathy in its individual, interpersonal, and civic modes. Readings in literature, psychology, sociology, and philosophy supplement students' semester-long service-learning projects, which involve 12 hours of service with a local community partner. During class meetings, we discuss readings and service-learning projects to the end of synthesizing both a coherent theory of empathy as well as a practical understanding of it.

Learning Outcomes

Learning outcomes for this class are based on [Dee Fink's Taxonomy of Significant Learning](#):

1. Foundational Knowledge
 - Describe the intellectual, scientific, and historical origins of the concept of empathy.
 - Define the following terms:

Empathy	Emotional contagion
Sympathy	Empathic concern
Compassion	Empathic/personal distress
Pity	Cognitive empathy
Low-level empathy	Emotional/affective empathy
High-level empathy	Altruism
Theory of mind	Egotism
E-S theory	Pro-social behavior
Perspective taking	Intercultural empathy
Mirror neurons	
2. Application
 - Use knowledge derived from reading and on-the-ground experience to identify and solve problems in the community.
 - Identify and discuss one's own experiences of empathy (or lack of empathy) in a variety of settings and among people with different backgrounds.
3. Integration
 - Articulate multiple perspectives on a variety of global issues.
4. Human Dimension
 - Collaborate effectively and respectfully with peers and community members.
5. Caring
 - Heighten concern for individuals from different backgrounds.

6. Learning How to Learn
 - o Increase one's ability to become a self-directed learner.

This course fulfills the competencies set out for an Honors College Colloquium.

Prerequisites

Honors College Admittance

Completion of Lower-Division Honors OR Enrolled as an Andrews Scholar in Colloquia

Required Texts / Materials

De Waal, Frans, *The Age of Empathy*, any edition. Students may purchase independently or at the TCU Bookstore.

Additional readings: available for download through TCU Online.

Additional costs: students will be responsible for transportation costs to and from community partner sites and community building activities. To maximize preparation and reflection opportunities, students are encouraged to carpool to events and partner sites. Students may opt to supply additional expenses for community building assignments.

Additional Resources

The William L. Adams Center for Writing can help you with proofreading and writing style. Writing specialists and peer tutors are available for one-on-one tutorials from 8:00 a.m. to 5:00 p.m. Monday through Friday in Reed Hall, Suite 419 and from 6:00 p.m to 9:00 p.m. Sunday through Thursday in Tom Brown Pete Wright Hall, 2nd floor, commons. Online tutorials are also available. To make an appointment or to access the online tutorial service, please visit the Center for Writing web site at <http://wrt.tcu.edu/> for further information.

Office Hours

Meeting with students is a priority, so don't hesitate to stop by or request an appointment to discuss any questions or concerns you have about the course. Making an appointment is the best way to ensure that we have plenty of time together. If I'm with another student, let me know you've arrived, so I can minimize your wait time.

Teaching Philosophy

I strive to cultivate in students intercultural awareness and empathy in a student-centered environment that involves intensive, relevant experiential learning opportunities. Students will engage the global community (at TCU and beyond) to gain real-world experience and exposure to varied cultures and global issues. Students will grow in a learner-directed environment where they will take on the responsibility for the functioning and quality of the class. Through experiential and self-directed learning, students will gain new perspectives and learn to interact effectively with peers and community members. My goal in creating an active, student-led classroom is to provide an enjoyable place for students to come more fully into their own as individuals as they learn to understand and value the ideas and lives of others.

Classroom Atmosphere

Our classroom will be a place for all of us to express our ideas and ask questions freely and safely. Together, we will create a culture of respect that honors the dignity and worth of all

members of the classroom. We will listen to one another's ideas with open minds (rather than with an eagerness to refute), affirm one another even when we disagree, and respect the different ideas and beliefs presented. We will celebrate a diversity of perspectives and experiences, and we will challenge one another with civility. We will speak from our own experience without generalizing. We will not tolerate racism, sexism, discrimination, denigration, or intimidation. If, for any reason, the classroom atmosphere becomes uncomfortable for you, please allow me the opportunity to resolve the problem. It is very important to me that you feel you can learn and grow without fear, stress, or frustration.

Instructional Methods

In addition to leading classroom discussions in groups, students will participate in semester-long service learning projects by partnering with a local community partner of their choice. Students will work with children and adults who come from different backgrounds and often have difficult lives. During class discussions, students will make connections between course readings and community involvement. Throughout the semester, students will examine their cultural assumptions and opinions relating to issues of difference while considering how their preconceived ideas have or have not changed as a result of community engagement. My aim in sending students into unfamiliar communities is for students to feel a little uncomfortable, perhaps to experience what it feels like to be a minority, to step into the shoes of people whose lives are different, and to learn to respect and value diversity.

Final Evaluative Exercise

Final presentation: Tuesday, December 11, 11:00-1:30, in our classroom. See the full final exam schedule [here](#).

Final evaluative exercise policy: If the published final examination schedule would require a student to take more than two final examinations in a 24-hour period, the student can arrange to take one of the exams at another time. The student shall determine which final examination is to be rescheduled. The rescheduled exam shall be given at a time mutually agreeable to the student and the faculty member. A final exam may not be rescheduled so as to violate the 24-hour rule. Rescheduling arrangements must be made one week prior to the last day of classes. Unless the student is graduating, the exam must be taken during final exam week. Rescheduling of final examinations is permitted only for graduating seniors and to meet the 24-hour rule.

Course Policies and Requirements

Grading

Final Grade Elements / Grade Breakdown:

Learning Outcomes (see outcomes on page 1 of this syllabus)	Assignments	Percentage
Human Dimension	Community Building (P/NC)	5
Integration	Aesthetics Assignment (P/NC)	5
Integration	Interfaith Understanding (P/NC)	5
Foundational Knowledge	Book Report (P/NC)	5
Integration	Global Awareness (P/NC)	10
Integration	Ethnography	15
Human Dimension Learning How to Learn	Discussion Facilitation	15

Learning Outcomes (see outcomes on page 1 of this syllabus)	Assignments	Percentage
Foundational Knowledge Human Dimension	Participation and Professionalism	20
Application Integration Human Dimension Caring	Service Learning Reflection Paper	15
Human Dimension	Service Learning Presentation	5
	TOTAL	100

Grading Scale

Grade	Score	Grade	Score
A	92.5-100	C	72.5-76.4
A-	89.5-92.4	C-	69.5-72.4
B+	86.5-89.4	D+	66.5-69.4
B	82.5-86.4	D	62.5-66.4
B-	79.5-82.4	D-	59.5-62.4
C+	76.5-79.4	F	0-59.4

Late Work

If you submit work incorrectly (forget attachment, email instead of upload to TCU Online, etc.) or late (but within 2 hours of the due date and time), your work will receive a 5-point grade deduction. If you submit more than 2 hours late, your work will receive a 10-point grade deduction per day.

Grading Concerns

If you have any questions or concerns about grades, contact me within 48 hours of grade posting.

Attendance

You will be allowed 2 absences without penalization. Documentation (i.e., doctor's note) is not required. Each absence (no matter the reason) beyond 2 will result in a lost opportunity to receive a daily participation grade. Students with perfect attendance can drop their lowest participation grades. Students are responsible for material missed during an excused or unexcused absence; students should get information missed in class from another student. Students will be permitted to make up work missed due to official university absences. If you experience extended illness or extenuating circumstances, please talk with me and we'll decide upon a plan to make up missed work.

Withdrawal

Mere absence from a class does not constitute withdrawal. To withdraw from a course, a student must follow official established procedure.

Netiquette: Communication Courtesy Code

All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and appropriate action will be taken, not

excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read the [basic information about netiquette](http://www.albion.com/netiquette/) (<http://www.albion.com/netiquette/>).

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. This site provides [guidance on personal media accounts and sites](https://tinyurl.com/PersonalMedia) (<https://tinyurl.com/PersonalMedia>).

Technology Policies

Email

Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

Technology Policy

In order to create a collaborative and engaged learning environment, this course will be discussion based. Technology (i.e., computer, tablet, cell phone) will not be permitted. Research indicates that students use computers in class for activities unrelated to the course and that this diminishes student engagement and subsequently yields lower grades. For example, one study demonstrated “that students who used laptops in class spent considerable time multitasking and that laptop use posed a significant distraction to both users and fellow students. Most importantly, the level of laptop use was negatively related to several measures of student learning, including self-reported understanding of course material and overall course performance” (Fried 2006, 906). Similar issues arise with the use of cell phones and tablets. Therefore, computers, cell phones, iPads and related technology may not be used in class unless specifically requested by your instructor. If you require the use of a computer because of a disability, then please speak with me and we will discuss an exception.

Academic Misconduct

Academic Misconduct (Sec. 3.4 from the [TCU Code of Student Conduct](#)): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the [Undergraduate Catalog](#). Specific examples include, but are not limited to:

- **Cheating:** Copying from another student’s test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. Appropriation includes the quoting or paraphrasing of another’s work without giving credit therefore. I may use Turnitin for plagiarism detection.
- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.
- **Abuse of Resource Materials:** Mutilating, destroying, concealing, or stealing such material.
- **Computer misuse:** Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding

computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.

- **Fabrication and falsification:** Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- **Multiple submission:** The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
- **Complicity in academic misconduct:** Helping another to commit an act of academic misconduct.
- **Bearing False Witness:** Knowingly and falsely accusing another student of academic misconduct.

TCU Online

Getting Started

- Access via my.tcu.edu > Student Quick Links > TCU Online
OR
Login at the following [website \(http://d2l.tcu.edu\)](http://d2l.tcu.edu). Enter your TCU network credentials (the same you use for MyTCU).
- For information about logging into TCU Online, view these [instructions \(http://tcuonline.tcu.edu/kb/how-do-i-log-in/\)](http://tcuonline.tcu.edu/kb/how-do-i-log-in/).
- If you have not yet taken the TCU Online Student Orientation Tutorial, please do so now. To access it, click on the "Student Orientation Tutorial" on your home page. Follow the instructions in the course.
- Technical requirements for using the system – specifications list:
<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

How This Course Will Use TCU Online

Students will submit work and receive grades and instructor comments via TCU Online. All documents uploaded to TCU Online for this course should be Word documents. Do not use Pages.

Getting Help with TCU Online

If you experience any technical problems while using TCU Online, please do not hesitate to contact the D2L HELP DESK. They can be reached by phone or chat 24 hours a day, 7 days a week, 365 days a year.

Phone: 1-877-325-7778

Chat: Chat is available within TCU Online in the Help menu on the navigation bar.

If you are working with the helpdesk to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.

If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me.

Personal Settings & Notifications for TCU Online

As a student, you should set up your account settings, profile, and notifications. To do this you will login to TCU Online and select your name on the top right of the screen. You can upload a photo of yourself and add personal information to your profile. In the notifications area, you can add your phone number to receive text messages when grades are given as well as reminder texts for upcoming assignments and quizzes.

Recommended Apps for Use with TCU Online: Pulse & Binder

[Pulse](#) is a phone app which gives you access to the course calendar, assignments, grades, and announcements. This app provides a graph that can help you manage your time. Based on the number of assignments and events on the course calendar for your classes, the graph will display busy times for class work in the upcoming week. You can use this app to manage your daily workload. Students can download Pulse from the Google Play or Apple Store. Students can learn more and download Pulse here: <https://www.d2l.com/products/pulse/>.

[Binder](#) is an app used to select, save, and read course content outside of TCU Online (aka offline). For example, if you are traveling for a school activity—such as a sporting event or competition—you would use the Binder App to select course content you want to read while on the bus and without Wi-Fi access. Binder is available in a web version and iPad/Android app version. Select this link to learn more about Binder: <https://www.d2l.com/products/binder/>. Content such as video and audio files and links are not compatible with Binder.

Support for TCU Students

Campus Offices

- Brown-Lupton Health Center (817-257-7863)
- Campus Life (817-257-7926, Sadler Hall 2006)
- Center for Academic Services (817-257-7486, Sadler Hall 1022)
- Center for Digital Expression (CDeX) (817-257-7350, Scharbauer 2003)
- Mary Couets Burnett Library (817-257-7117)
- Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)
- Student Development Services (817-257-7855, BLUU 2003)
- TCU Center for Writing (817-257-7221, Reed Hall 419)
- Transfer Student Center (817-257-7855, BLUU 2003)
- Veterans Services (817-257-5557, Jarvis Hall 219)

Anti-Discrimination and Title IX Information

Statement on TCU's Discrimination Policy

TCU prohibits discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. TCU also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual violence can undermine students' academic success and we encourage students who have experienced any of these issues to talk to someone about their experience, so they can get the support they need. [Review TCU's Policy on Prohibited Discrimination, Harassment and Related Conduct or to file a complaint: https://titleix.tcu.edu/title-ix/](https://titleix.tcu.edu/title-ix/).

Statement on Title IX at TCU

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information you share private to the greatest extent possible. However, I have a mandatory reporting responsibility under TCU policy and federal law and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with TCU's Title IX Coordinator. Students can receive confidential support and academic advocacy by contacting TCU's Confidential Advocate in the Campus Advocacy, Resources & Education office at (817) 257-5225 or the [Counseling & Mental Health Center](https://counseling.tcu.edu/) at <https://counseling.tcu.edu/> or by calling (817) 257-7863. [Alleged violations can be reported to the Title IX Office](https://titleix.tcu.edu/student-toolkit/) at <https://titleix.tcu.edu/student-toolkit/> or by calling (817) 257-8228. Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee confidentiality. Reports to law enforcement can be made to the Fort Worth Police Department at 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

Statement of Disability Services at TCU

Disabilities Statement: Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the [Coordinator of Student Disabilities Services in the Center for Academic Services](http://www.acs.tcu.edu/disability_services.asp) located in Sadler Hall, room 1010 or http://www.acs.tcu.edu/disability_services.asp. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations.

Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. *Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator.* [Guidelines for documentation](http://www.acs.tcu.edu/disability_documentation.asp) may be found at http://www.acs.tcu.edu/disability_documentation.asp.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

Student Perception of Teaching (SPOT)

Towards the end of the term you will receive an email asking to complete your SPOT for this course. I appreciate your thoughtful and reflective feedback to help make this course successful for future students. I will allow time in class to complete the SPOT. You can fill out the SPOT by clicking on the link in the email or in TCU Online.

TCU Mission Statement

To educate individuals to think and act as ethical leaders and responsible citizens in the global community.

John V. Roach Honors College Mission Statement

The John V. Roach Honors College at TCU assists high-achieving students in reaching their full intellectual potential through challenging academic endeavors, a unique residential component, and community involvement.

The College promotes critical thinking and creative inquiry, an understanding of world cultures, and synthesis of ideas across disciplines. The College fosters student collaboration and strives to ingrain inquiry as an authentic, integral, and enduring aspect of students' identities. The College not only enriches the intellectual life of the University but also promotes lifelong involvement with local, national, and global issues.

Honors Pledge

As a member of the John V. Roach Honors College, I pledge to dedicate myself to intellectual inquiry, life-long learning, and critical thinking, to demonstrate personal and academic integrity, and to engage others in earnest and respectful discussion with an open mind.

Assignments and Due Dates

Assignments	Due Dates <small>(assignments due at the beginning of class)</small>
Community Building 1	September 4
Community Building 2	September 25
Community Building 3	October 18
Community Building 4	November 6
Aesthetics Assignment	October 23
Interfaith Understanding	October 25
Book Report	October 9
Global Awareness Independent Study	November 15
Ethnography	September 18
Discussion Facilitation	See calendar below
Participation and Professionalism	Daily
Service Learning Paper	December 4
Service Learning Presentation	December 11

Community Building (5%)

The purpose of this assignment is to build a community of trust, respect, and vulnerability to create a positive, engaging class environment in which all students feel safe and ready to learn. The content of this course can be sensitive, and it's essential that everyone enter the classroom each week with a sense of well-being and an openness to discuss challenging topics. To create a community-minded class environment, students will meet in groups outside of class four times during the semester to get to know one another.

I will assign groups early in the semester, and you will organize one-hour group meetings at off-campus locations. Each group will work together to select meeting locations and times. Try to carpool, so you have more opportunity to talk. Be creative in choosing activities. Choose a place where you can talk. Consider questions to ask your peers in advance. Strive to get to know one another in meaningful ways. After your group activity, write a paragraph or two reflecting on the experience. You will not turn these in. Rather, you will use them to write your overall community building reflection. Each group will have \$30 of course enhancement funds to use for their chosen activity. One group member should pay for the group activity. To get reimbursed, the

group member who paid should make an appointment to meet with me within 7 days of the activity. Bring to our meeting one receipt per group and the names of the participating group members. Group members must agree in advance if supplementary funds are required for the chosen activity. On the assignment due dates, groups will provide a brief update on the activity—who attended, where you went, why you chose the location, and what you learned. Students will receive a completion grade for this assignment.

Aesthetics Assignment (5%)

The aesthetics assignment will take place during class time on October 11, 16, and 18.

1. A Day in Pictures (October 11)

First, complete the homework. Then, in pairs/groups during class time, decide on an issue, theme, or topic related to the reading. Document evidence of that issue with your phone cameras. Be careful observers and engage in conscientious reflection of your learning. At the end of class time, select 4-5 photos your group took and discuss their significance to the issue or topic you chose. Discuss your experience as a class on October 18.

2. Docent for a Day (October 16)

First, complete the homework. Then, in pairs/groups, select an exhibit or item that interests you. Discuss with your partner(s) the museum's portrayal and the cultural significance of the art. Why and for whom is this work important today? Take one or more photos of the art that most impacted you as individuals or as a group. Be careful observers and engage in conscientious reflection of your learning. Discuss your experience as a class on October 18.

Interfaith Understanding (5%)

For the interfaith understanding assignment, students will attend a worship service of a faith tradition that is unfamiliar and present their experience (the service you attended, the reason you chose it, your response to the service) to the class for 4-5 minutes. Be keen observers and consider and challenge your pre-conceived notions. See "reflection journal" below under the "Service Learning Project" assignment for suggested questions to consider during reflection. Students will receive a completion grade for this assignment.

Book Report (5%)

Students will form groups and select one book on any issue related to empathy that is of interest to all members of the group. The class might opt to communicate via GroupMe to determine common interests and brainstorm book options. Groups will arrange a book club date prior to the assignment due date to discuss the book for a minimum of 60 minutes. On the assignment due date, groups will give a presentation to the class for 6-8 minutes. In the presentation, groups should explain why they chose the book and what the group members learned, summarize main ideas, examine the work critically, and make connections to class content. All members should contribute to the presentation. At the end of all presentations, class will hold a discussion. Each group member will submit a 400-500-word double-spaced document that describes what percentage of the book they read, a description of the group experience, and a response to the book. Students will receive a completion grade for this assignment. Submit a hard copy to me in class.

Global Awareness Independent Study (10%)

Throughout the semester, students will attend 3 events/lectures concerning global issues. Select lectures/events that pertain to countries other than the U.S. Do not try to complete this assignment on the week before the due date; you will have a hard time finding 3 events. This is a semester-long project. Students are responsible for finding the events and for planning ahead. On the assignment due date, students will share their global awareness learning (5-6 minutes) and submit a 400-500-word double-spaced document that includes: the speaker's names, titles,

dates of events, reason events were chosen, summary of events, and response to the content. Students should connect their learning from events/lectures concerning global issues to the course themes. Students will receive a completion grade for this assignment. Submit a hard copy to me in class.

One suggested event: DASH Network’s dessert reception on Thursday, September 13 from 7:00 - 8:15 pm in the TCU ballroom. A message from a former empathy class member, Monica Orjuela: “we will have a few asylum seekers share their stories and share how others can get involved. Last year there were over 300 people in attendance and it was such a powerful evening.” Here is a [link](#) to register. Contact Monica if you have questions: monica.r.orjuela@gmail.com / 847-271-2599.

Global Awareness Grading Scale	
90-100	Completes the assignment entirely: attends 3 events/lectures concerning global issues, shares learning (5-6 minutes) in class, submits a 400-500-word double-spaced document that includes: the speaker’s names, titles, dates of events, reason events were chosen, summary of events, and response to the content.
80-89	Completes the assignment mostly: attends 3 events/lectures concerning global issues, shares learning (5-6 minutes) in class, submits a 400-500-word double-spaced document that includes some of the following: the speaker’s names, titles, dates of events, reason events were chosen, summary of events, and response to the content.
70-79	Completes the assignment partially: attends 2 events/lectures concerning global issues, shares learning (5-6 minutes) in class, submits a 400-500-word double-spaced document that includes: the speaker’s names, titles, dates of events, reason events were chosen, summary of events, and response to the content.
0-59	Does not complete the assignment: attends 1-2 events/lectures concerning global issues, shares learning (5-6 minutes) in class, submits a 400-500-word double-spaced document that includes: the speaker’s names, titles, dates of events, reason events were chosen, summary of events, and response to the content.

Ethnography (15%)

The purpose of this ethnography assignment is to learn about cultural diversity on the TCU college campus. If you choose organizations that are culturally unfamiliar to you, you should do well. If you choose organizations made up of students who are like you, you will have difficulty succeeding.

Students will agree to keep confidential all observations and interactions about all college communities. Information gathered during ethnography assignments will not be for public dissemination of any kind but rather will stay within the classroom and will be for academic purposes. Because the work is for academic purposes and not for publication or presentation, you will not need IRB approval.

Start this assignment by reading the [Simple Guide to Ethnography](#). Choose one campus community with which you are unfamiliar and have had no affiliation: <https://engage.tcu.edu/organizations>. Introduce yourself, your assignment, and your research

goals to a member of the community in person or via email. Ask for permission to observe and participate in the community's event. Also, ask for and set up an interview.

Then, observe and participate in 1 or 2 of the community's events. Observe the physical and social makeup of the community setting. Take notes about what you see, hear, and feel as you observe. If possible and appropriate, take photographs/recordings. Always ask permission. Keep the names of those you observe/photograph/record anonymous. Conduct an interview (separate from the event) with a member of the community that you do not already know. Prepare questions. Ask for permission if you record the interview. For suggested interview questions, see <http://www.aogaku-daku.org/wp-content/uploads/2012/04/Ethnographic-Interview-Questions.pdf>.

Finally, write a 400-600-word paper that describes your experience and analyzes cultural assumptions, interpretations, and/or opinions relating to issues of diversity. Include in your paper answers to the following questions (but don't limit yourself to these questions):

- a. What was the name of the community?
- b. What did I observe?
- c. How did I participate?
- d. What did I learn about myself?
- e. What did I learn about the community I observed?
- f. What assumptions did I make (if any) about this community that I will now reevaluate?
- g. What assumptions did I make (if any) about this community that were reinforced by my observations?

Present your findings to the class. Using a visual aid is encouraged but not required.

Upload to TCU Online on due date.

This assignment will be graded according to the following scale:

90-100	Meets <u>all</u> of the assignment requirements (see steps above) on time and does excellent work.
80-89	Meets <u>most</u> of the assignment requirements (see steps above) and does good work.
70-79	Meets <u>some</u> of the assignment requirements (see steps above) and does fair work.
Below 70	Does <u>not</u> meet the assignment requirements (see steps above).

Discussion Facilitation (15%)

This course is a student-led seminar in which students participate cooperatively. The discussion facilitation assignment offers an opportunity to collaboratively participate in the leadership of the class and facilitate a discussion based on the Socratic method of learning. The Socratic method of learning cultivates critical thinking, fosters classroom community, and inspires participants to explore big ideas. To understand how and why the Socratic seminar works, read [this](#) and Alexis Wiggins, "Not Teaching Ethics: Let Students Learn Ethics by Experiencing Ethical Behavior Through Socratic Seminar," online TCU Library.

In groups, students will lead class discussion once during the semester. Discussion facilitation groups should draw from the assignments to ask questions about key ideas and stimulate discussion aimed at understanding and critiquing the weekly readings according to the course objectives. The discussion might draw connections between theory and personal experience which may help form an intellectual and practical understanding of the material. The DF group

should work together and in person to prepare before class. All students should complete all readings for every unit.

DFs will include one active learning strategy per day. For an explanation and examples of active learning (AL) strategies, see [Using Active Learning Instructional Strategies to Create Excitement and Enhance Learning](#).

DF groups will work with me and with the reference librarian, Ammie Harrison (a.harrison@tcu.edu), to research the assignments. You're welcome to use scholarly/non-scholarly content; videos and readings are fine.

Email your DF slides to me by **Friday 11:00 am** before your group's DF for feedback and revise accordingly.

Each group member will also upload a "DF Group Evaluation" form to TCU Online (Discussion Facilitation folder) by the beginning of the DF class period. Be sure to evaluate both yourself and your group members.

Important: Have a backup plan in case you cannot access your visual aid: flash drive, email it to yourself, etc. If you are using Prezi, copy your link into a word document and upload the word document to TCU Online.

*Note: If you know in advance that you will be absent on your DF day, please make arrangements to swap days with another student in class. You may email the class via TCU Online to make your request to other class members. If you have prepared for your DF and must miss class due to illness or emergency, please contact your group members and me to make alternate arrangements. You will receive a 0 for the assignment if you fail to show up for class and do not make other arrangements on a DF day.

PowerPoint/Prezi Guidelines

- Use 1-2 styles of font only
- Avoid using all caps
- Keep it simple
- Use large enough font that all in the class can read
- **Avoid wordy slides**
- Don't read your slides; slides are for the audience, not the speaker
- Use different text and background colors (i.e., don't use yellow text on a yellow background image.)
- Include visual images
- Make text readable, clear, error-free
- View [Death by PowerPoint](#)

Discussion Facilitations will be graded on the following criteria:

Category	Requirements	Comments
Fulfillment of Assignment 10 points	<ul style="list-style-type: none">• Each group member uploads a "DF group evaluation" form to TCU Online (Discussion Facilitation folder) by the beginning of the DF class period. Evaluate yourself and your group members.• One group member uploads visual aid to TCU	

	<p>Online (Discussion Facilitation folder) by the beginning of the DF class period</p> <ul style="list-style-type: none"> • One group member emails DF slides to me (and copies every group member on the message) by Friday 11:00 am before your group's DF. 	
<p>Presentation Style 40 points</p>	<ul style="list-style-type: none"> • Facilitates class discussion effectively and professionally: does not lecture or read slides, keeps conversation on topic • Includes an effective visual aid that follows PowerPoint/Prezi guidelines. • Visual aid includes images, music, film/tv clips, etc., connecting the unit's themes with contemporary culture(s). • Includes at least one effective and creative active learning strategy to engage class members in examining multiple perspectives on an issue related to the unit's material. 	
<p>Content 40 points</p>	<ul style="list-style-type: none"> • Asks thought-provoking discussion questions. • Avoids questions that invite a yes/no response. • Includes as a final question: "What did you learn from the reading that we haven't covered?" • Invites class to reflect the assigned material. • Builds upon, rather than repeats, past units' conversations. 	
<p>Professionalism 10 points</p>	<ul style="list-style-type: none"> • Queues video clips in advance (past commercials and to the correct spot in the clip). • Fosters a positive class environment by inviting discussion from all students rather than only the most talkative, by affirming comments, by challenging civilly when appropriate, and by engaging other class members with respect. • Manages class time well. Suggested time line: <ul style="list-style-type: none"> ✓ Summary of and final thoughts on the previous class discussion: 5-10 minutes ✓ Active learning activity/ies: 15 minutes ✓ Making connections to contemporary culture(s) 10-15 minutes ✓ Content discussion: 45-60 minutes • All members work together well and fairly; individuals in the group may receive different grades, depending on self-reporting by each group member. 	
GRADE		

Participation and Professionalism (20%)

In order to create a meaningful learning environment and prepare for the post-college work world, students will prepare diligently, participate actively, and act professionally with others. The success of this class is completely dependent on engaged and lively participation. Please come to class prepared: read the assigned readings, take careful notes, and be ready for class discussions.

At the beginning of each class, you'll take 2-3 minutes to brainstorm questions and contributions for the session. At the end of each class session, you will assess your own participation, give yourself a grade of 0-100 based on the grading scale below, and provide a rationale for the points you've awarded your contributions.

I will use your participation self-evaluation sheets to record your participation for each class session. I will also use them to record your attendance at each class session. While I will honor your self-assessments, please know that I will read through them after every class; I will change your grade if I see a discrepancy between your performance in class and your self-evaluation.

You will be allowed 2 absences without penalization. Each absence (no matter the reason) beyond 2 will result in a lost opportunity to receive a daily participation grade. Students with perfect attendance can drop their 2 lowest participation grades.

Filling out your form correctly is part of this assignment. If you do not include your name or a grade, or if you fail to submit your form on a day you attended class, 10 points will be taken off your grade for the day.

Discussion Facilitators will not fill out Participation and Professionalism forms for their presentation weeks.

Participation and Professionalism will be graded according to the following scale:

Participation and Professionalism Grading Scale	
90-100	Arrives on time for class; reads and takes notes on 90-100% of assignment; <u>brings class materials and notes</u> to class to help generate conversation; <u>participates actively and contributes meaningfully</u> to class discussion by asking thoughtful questions and/or answering questions insightfully; demonstrates knowledge of the assigned material by <u>referring to the text</u> ; fully invests in class discussion; encourages classmates to participate when possible; demonstrates respect and understanding for classmates during conversation; <u>observes the technology policy</u> .
70-89	Arrives on time or a little late (up to 5 minutes); reads and takes notes on 70-90% of assignment; brings class materials but isn't necessarily prepared with notes to generate conversation; participates in class discussion by asking and/or answering questions, but they're mostly opinion-based and may not move the class forward in a meaningful way; demonstrates knowledge of the material but may or may not refer to the text; mostly invests in class discussion; may encourage classmates to participate; demonstrates respect and understanding for classmates during conversation; observes the technology policy.
50-69	Arrives on time or a little late (5-10 minutes); reads and takes notes on 50-70% of assignment; brings class materials but isn't necessarily prepared with notes to generate conversation; participates when called on to do so (but does not volunteer); might ask or answer questions but does not demonstrate

	understanding of the material; partially invests in class discussion; demonstrates respect and understanding for classmates during conversation; mostly observes the technology policy.
0-49	Arrives late to class (more than 10 minutes); reads little of the materials and is unprepared with notes or may not have materials for class; participates when called on to do so (but does not volunteer); minimally invests in class discussion; may be disrespectful of a classmate; may be distracted; may not observe the technology policy.

Service Learning Project (20% total)

Students will spend a minimum of 12 hours outside of the classroom serving a local community in pairs or in groups. All 12 hours should be spent at one place. You may consult TCU's [Office for Community Engagement](#) for help choosing a community partner, or you may do your own research to find a community partner. Arrange to travel to and from the community partner location in your pairs/groups. Through service, aim to develop relationships and learn the spirit and vision of the community: ask questions, get to know people, find out how you can best serve and learn.

Suggested options include:

Center for Transforming Lives
Fortress Youth Development Center
SafeHaven
Refugee Services of Texas

Criteria for Consideration:

- ✓ Organization should be non-profit.
- ✓ Organization should allow direct service for a minimum of 12 hours sustained throughout the semester.
- ✓ Organization should provide students opportunities to achieve the stated service-learning outcomes.
- ✓ Organization should have tangible needs that can be met through service performed by students.
- ✓ Organization should be willing to maintain frequent communication with the group members.

Students must receive permission from the community partner and should inquire about necessary training and/or rules (including background checks), feasibility of partnering (whether or not you will be able to serve 12 hours in one semester), and best times to serve. Students should also inquire about ways in which to partner. While it is always the goal to serve the expressed needs of the community partner, human interaction with the service partner members must take place each time you serve. You should not be organizing closets, filing papers, etc. You should interact with and learn about the people in the community. This project is not volunteering; it is service learning. You must choose a community partner with which you can learn.

Each pair/group will submit one S-L project proposal that outlines the specific goals of the project, how the project meets the needs of the community partner, the roles of each pair/group member, and an action plan (a description of how you will attain the project goals). Proposals should be 300-400 words. Late proposals will result in a 5-point deduction from your S-L project grade.

Keep in mind, your first visit to the community partner site will not be work-related. Rather, you should seek to learn about the facilities, programs, and people.

Professionalism: When communicating with people regarding our class, please address them by their titles and not by first name. Let's be friendly and professional with community partners and TCU staff and faculty. Also, be sure to thank people for their help and contributions in writing or in person.

Time sheets: Electronically record the number of hours you serve on the "Time Sheet" which can be downloaded from TCU Online. Keep track of your own hours weekly and include a description of your service work each week. You will incur a 5-point deduction from your final project grade for every service hour left uncompleted. Service hours and time sheets are due the beginning of the last day of class. Upload time sheets with S-L reflection paper as a single document to TCU Online.

Ethics: Ask permission before taking photos. Only include photos of people on social media if you have permission and good reason.

Reflection journal: take notes after each visit. These notes will help you write your paper at the end of the semester. There are various models you may use for reflective writing. One you might consider:

Description: "What happened? Don't make judgements yet or try to draw conclusions; simply describe."

Feelings: "What were your reactions and feelings? Again, don't move on to analyzing these yet."

Evaluation: "What was good or bad about the experience? Make value judgements."

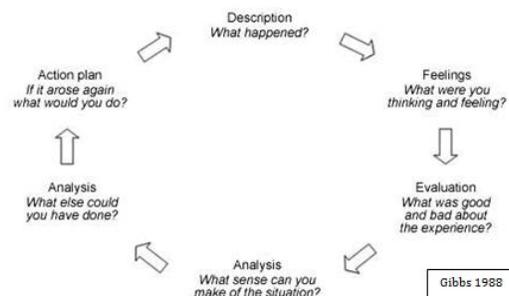
Analysis: "What sense can you make of the situation? Bring in ideas from outside the experience to help you." "What was really going on?" "Were different people's experiences similar or different in important ways?"

Conclusions (general): "What can be concluded, in a general sense, from these experiences and the analyses you have undertaken?"

Conclusions (specific): "What can be concluded about your own specific, unique, personal situation or way of working?"

Personal action plans: "What are you going to do differently in this type of situation next time?" "What steps are you going to take on the basis of what you have learnt?"

(source: Gibbs, Graham (1988). Learning by doing: a guide to teaching and learning methods. London: Further Education Unit)



S-L Reflection Paper (15% of S-L project grade)

In this class, we will learn not only from our experiences but also from continuous reflection on those experiences. We will reflect together as a class, you will reflect in small groups, and you will reflect independently in writing. Reflective writing allows you to connect your thoughts, ideas, and experiences. According to John Dewey, education philosopher and author of [How We Think](#), “Reflective thinking is always more or less troublesome because it involves overcoming the inertia that inclines one to accept suggestions at their face value; it involves willingness to endure a condition of mental unrest and disturbance. Reflective thinking, in short, means judgment suspended during further inquiry; and suspense is likely to be somewhat painful. As we shall see later, the most important factor in the training of good mental habits consists in acquiring the attitude of suspended conclusion, and in mastering the various methods of searching for new materials to corroborate or to refute the first suggestions that occur. To maintain the state of doubt and to carry on systematic and protracted inquiry—these are the essentials of thinking.” We will discuss this quote together in class, especially the “painful” aspect.

Each individual will write a reflection paper describing S-L project work and course learning as a whole. You will want to document all aspects of your work throughout the semester for your reflection paper: photograph events/activities (when appropriate and with permission), keep email exchanges, take notes at group meetings, and keep a reflection journal. Papers should be 3,000-4,000 words, double-spaced, 12-point font. Include an effective title (not “service learning paper,” but a title that reflects your unique experience). Papers should connect course themes to S-L experiences. Focus on your learning and personal growth. Include in your reflection answers to the following questions, which are based on our course learning outcomes:

- ✓ What key ideas or information have you learned about the subject of this course?
- ✓ What have you learned about how to use or apply the content of the course?
- ✓ What parts of your knowledge, thinking, or actions have you been able to integrate or connect within or external to this learning experience?
- ✓ What have you learned about the human dimension of this subject? How have you changed in some important way, and have you changed in your ability to interact with others?
- ✓ Have any of your interests, feelings, or values changed as a result of this learning experience?
- ✓ What have you learned about how to learn?

The service learning paper will be graded on the following criteria:

Category	Requirements	Comments
Reflection and Critical Thinking 90 points	<ul style="list-style-type: none"> • Effectively connects empathy to S-L experiences and project work; puts S-L experiences in conversation with course readings, discussions, and/or additional resources on empathy • Demonstrates critical thinking in answering reflection questions 	
Writing Style, Mechanics 10 points	<ul style="list-style-type: none"> • Uses correct punctuation, spelling, grammar • Maintains consistency in tenses and use of pronouns • Varies language stylistically (syntax, diction, etc.) • Meets word count requirement 	
Deductions	<ul style="list-style-type: none"> • Incomplete Service Hours (-5 points per hour not served) 	

S-L PAPER GRADE	
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S-L Presentation (final evaluative exercise) (5% of S-L project grade)

Each group will give a presentation that describes the semester project. Presentations should be engaging and professional and should synthesize theories and experiences of empathy. Presentations should last 10-12 minutes and incorporate a visual aid, including photos documenting your group’s event(s) and project(s) if appropriate. Students must get permission if taking photos of community members. Please see PowerPoint/Prezi Guidelines under the discussion facilitation section. Upload S-L projects and presentations to TCU Online by class time on the due date.

The service learning presentation will be graded on the following criteria:

Presentation 100 points	<ul style="list-style-type: none"> • Incorporates an effective visual component that follows PowerPoint/Prezi guidelines (see DF assignment for “PowerPoint/Prezi guidelines”) • Effectively describes service work • Connects S-L experiences with course theme • Includes photos documenting service work (if appropriate) • Is interesting, professional, and informative • Demonstrates collaboration among group members • Meets time limit 	
S-L PRESENTATION GRADE		

Course Schedule

This calendar represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes will be clearly communicated.

Date	Topic	Preparation / Homework	Class Activity
Aug. 21	Course Overview		1. DISCUSS syllabus 2. Instructor and student introductions 3. FORMULATE big questions 4. COMPLETE pre-semester questionnaire
Aug. 23	Course Introduction	READ: Comparing Debate, Discussion and Dialogue READ: Can you teach people to have empathy? WATCH: The Importance of Empathy WATCH: Luvvie Ajayi, Get comfortable with being uncomfortable SUGGESTED: begin ethnography assignment: reach	1. P&P 2. CREATE DF groups 3. Discuss: How can we create an environment of

Date	Topic	Preparation / Homework	Class Activity
		out to a campus community, select event to attend, set up interview	trust? What are our class “ground rules” for conversation? 4. DISCUSS readings 5. DISCUSS What makes a great presentation 6. “Make Slides Great Again” presentation 7. In-class writing: empathy reflection
Aug. 28	Introduction to Service Learning	WATCH: Blair Guilfoile, TCU & Como Elementary Service Learning 2015 (final creative project, spring 2015) WATCH: Alexis Shinco, Our Journey at Como (final creative project, fall 2015) READ: Karen Gavis, Empathy Class Projects Benefit Como Community READ: Molly Spain, Students Hold Como Book Drive to Learn Empathy VIEW photos (2 pages) READ: Janet S. Eyler, Dwight E. Giles, Jr., Christine M. Stenson, and Charlene J. Gray Vanderbilt University. At A Glance: What We Know about The Effects of Service-Learning on College Students, Faculty, Institutions and Communities, 1993-2000: Third Edition (read pp. 1-10 only) READ: Rachel Naomi Remen, Helping, Fixing, or Serving	1. P&P 2. Bring two discussion questions to class 3. DISCUSS service learning (note: the projects you read/view for class today all take place at Como, the S-L community partner for this class for many years. You will select your own S-L partner this semester.)
Aug. 30	Introduction to Service Learning	WATCH: Ernesto Sirolli, Want to Help Someone? Shut up and Listen WATCH: Brené Brown, The Power of Vulnerability WATCH: Roy Bunker, Learning from a Barefoot Movement READ: Short Guide to Reflexive Writing, TCU Online	1. P&P 2. Bring two discussion questions to class 3. SIGN waiver 4. DISCUSS reflective writing 5. In-class writing: service learning reflection 6. DISCUSS John Dewey reflective thinking quote (see “S-L Reflection

Date	Topic	Preparation / Homework	Class Activity
			Paper" above) 7. DISCUSS service learning mindset 8. DIVIDE into S-L and discussion groups, discuss projects 9. DISCUSS S-L projects: What do you hope to get from the S-L experience? What are your initial thoughts are going in? What are the qualities of an influential role model?
Sept. 4	Defining Empathy	COMPLETE S-L proposal READ: Amy Coplan and Peter Goldie, "Understanding Empathy: Its Features and Effects," in <i>Empathy: Philosophical and Psychological Perspectives</i> , available online, TCU library READ: Karen E. Gerdes, "Empathy, Sympathy, and Pity: 21st Century Definitions and Implications for Practice and Research" (skip "Future Research Implications," PDF, TCU Online SERVE: 1 hour (suggested) CONTINUE ethnography assignment: observe and participate in 1 or 2 of the community's events	1. P&P 2. S-L proposal due 3. Community Building 1 due 4. Discussion Group A
Sept. 6	Defining Empathy	WATCH: What is Empathy WATCH: Joan Halifax, Compassion and the True Meaning of Empathy WATCH: Brené Brown, The Power of Empathy GROUP B: select <i>The Age of Empathy</i> chapters to assign TAKE: EQ-SQ test to measure your empathy level: http://personality-testing.info/tests/EQSQ.php SELECT: Book report groups and book title	1. P&P 2. Discussion Group A 3. SUBMIT book report groups and book title. 4. GROUP B: assign <i>The Age of Empathy</i> chapters
Sept. 11	Empathy and the Body	READ: Frans de Waal, <i>The Age of Empathy</i> , chapters TBA WATCH: Frans de Waal, Moral Behavior in Animals LISTEN: No Ant Left Behind: Warrior Ants Carry Injured Comrades Home SERVE: 2 hours	P&P Discussion Group B
Sept.13	Empathy and the Body	READ: Frans de Waal, <i>The Age of Empathy</i> , chapters TBA	P&P Discussion Group B

Date	Topic	Preparation / Homework	Class Activity
		WATCH: Born good? Babies help unlock the origins of morality READ: Paul Bloom, the Moral Life of Babies http://www.nytimes.com/2010/05/09/magazine/09babies-t.html COMPLETE ethnography assignment: write paper	
Sept. 18	Empathy and Community: TCU	Ethnography presentations SERVE: 3 hours	P&P Ethnography due Ethnography presentations
Sept. 20	Empathy and Society	READ: Daryl Cameron, Michael Inzlicht, Williams Cunningham, Empathy Is Actually a Choice WATCH: Monica Lewinsky: The price of shame READ: Richard D. Kahlenberg, Should we Teach Empathy in College	1. P&P 2. Bring two discussion questions to class 3. In-class writing: service learning and society reflection
Sept. 25	Empathy and Society	TAKE this test , then click on “I wish to proceed,” then click on “race IAT” to take test. WATCH AFTER taking IAT test: Do You Have A Racial Bias? WATCH: Paul Bloom: Can prejudice ever be a good thing? WATCH: Do You Have A Racial Preference? WATCH: Do White People Get Stressed Talking About Race? WATCH: Bryan Stevenson, We need to talk about an injustice Watch: Mellody Hobson, Color Blind or Color Brave WATCH: Vernā Myers: How to overcome our biases? Walk boldly toward them READ: Toddlers Assess Fairness and Race of Playmates SERVE: 4 hours	P&P Community Building 2 due Discussion Group C
Sept. 27	Empathy and Society	READ: Elizabeth A. Segal, “Social Empathy: A Model Built on Empathy, Contextual Understanding, and Social Responsibility That Promotes Social Justice,” available online, TCU library WATCH: Sam Richards, A Radical Experiment in Empathy WATCH: Jeremy Rifkin, Empathic Civilization WATCH: Roman Krznaric, An Empathetic Lens & RSA Animate – The Power of Outrospection	P&P Discussion Group C
Oct. 2	Empathy and	READ: Decety and Meltzoff, “Empathy, Imitation, and	P&P

Date	Topic	Preparation / Homework	Class Activity
	the Mind	the Social Brain,” PDF, TCU Online WATCH: Rebecca Saxe, How We Read Each Other's Minds WATCH: Theory of mind - Smarties task and Sally-Anne Task WATCH: The "False Belief" Test: Theory of Mind WATCH: Temple Grandin, The World Needs all Kinds of Minds SERVE: 5 hours	Discussion Group D
Oct. 4	Empathy and the Mind	WATCH: Jim Fallon, Exploring the Mind of a Killer WATCH: Milgram Experiment WATCH: The Stanford Prison Experiment WATCH: Philip Zimbardo, The Psychology of Evil WATCH: Daniel Goleman, Why Aren't We More Compassionate?	P&P Discussion Group D
Oct. 9	Book Report	Book report presentation preparation SERVE: 6 hours	<ol style="list-style-type: none"> 1. P&P 2. Book report presentation due 3. SELECT groups for next week's "My Experience in Pictures" (part one of the Aesthetics Assignment); meet in your groups and plan.
Oct. 11	Empathy and Aesthetics	VIEW: Conditions of the Heart: on Empathy and Connection in Photography READ: Amos Zeeberg, How Images Trigger Empathy WATCH: Photos that Changed the World WATCH: How Photography Connects us READ Aesthetics Assignment for today's in-class work SERVE: 7 hours	I will be at a conference this week. You will be self-directed learners for today's "My Experience in Pictures" assignment.
Oct. 16	Fall Break		
Oct. 18	Empathy and Aesthetics	WATCH: Denis Dutton, A Darwinian Theory of Beauty WATCH: Paul Bloom, The Origins of Pleasure ARRANGE via GroupMe carpools to the Kimbell Art Museum for the "Docent for a Day" (part two of the aesthetics assignment). READ: "Docent for a Day" (see "Aesthetics assignment") SERVE: 8 hours	<ol style="list-style-type: none"> 1. P&P 2. Community Building 3 due 3. Meet at 12:45 at the entrance of the Kimbell Art Museum. I will pay for entrance tickets. Please be on time, so we will have enough time for today's "Docent for a Day"

Date	Topic	Preparation / Homework	Class Activity
			assignment.
Oct. 23	Empathy and Aesthetics	READ: Elaine King, <i>Music and Empathy</i> : Chapter 3, "The Language of Empathy," available online, TCU library WATCH: Benjamin Zander: The transformative power of classical music READ: Audrey Cleo Yap, Learning Empathy Through Dance WATCH: Second a Day Video LISTEN: Can Virtual Reality Make You More Empathetic? SERVE: 9 hours	1. P&P 2. Aesthetics assignment due 3. DISCUSS empathy and aesthetics (art, photography, music, dance) 4. DISCUSS interfaith assignment 5. Midterm evaluation
Oct. 25	Empathy and Spirituality	WATCH: Pope Francis, Why the only future worth building includes everyone	P&P Interfaith understanding assignment due <i>Guest speaker: Rev. Todd Boling, Associate Chaplain</i>
Oct. 30	Empathy and Literature	READ: For Better Social Skills, Scientists Recommend a Little Chekhov READ: Why 'getting lost in a book' is so good for you, according to science READ: Novel Finding: Reading Literary Fiction Improves Empathy READ: Reading Literature Won't Give You Superpowers READ: Do art and literature cultivate empathy? READ: Michael Fischer, "Literature and Empathy," <i>Philosophy and Literature</i> , Volume 41, Number 2, October 2017, available online, TCU library (29 pages) SERVE: 10 hours	P&P Bring two discussion questions to class
Nov. 1	Empathy and Literature	READ: Raymond Carver, " A Small, Good Thing "	1. P&P 2. Bring two discussion questions to class 3. In-class writing: service learning and literature reflection
Nov. 6	Empathy and Community Building	Complete final community building assignment	1. P&P 2. Community Building 4 due 3. In-class writing:

Date	Topic	Preparation / Homework	Class Activity
			4. community building reflection 5. DISCUSS community building
Nov. 8	No class		We will not meet in class. I will be at a conference this week.
Nov. 13	Global Awareness	WATCH: Yassmin Abdel-Magied, What does my headscarf mean to you? WATCH: Dalia Mogahed, What it's like to be Muslim in America WATCH: Hugh Evans, What Does it Mean to be a Citizen of the World WATCH: Hans Rosling, How Not to Be Ignorant about the World READ: <i>Handbook of Cultural Intelligence</i> (PDF, TCU Online. Read pp. 3-8) SERVE: 11 hours	P&P Reflective writing: global awareness
Nov. 15	Global Awareness	Prepare global awareness independent study presentation.	P&P Global awareness independent study presentation due
Nov. 20	Course Reflection	Reflect on course objectives: <ul style="list-style-type: none"> ✓ What key ideas or information have you learned about the subject of this course? ✓ What have you learned about how to use or apply the content of the course? ✓ What parts of your knowledge, thinking, or actions have you been able to integrate or connect within or external to this learning experience? ✓ What have you learned about the human dimension of this subject? How have you changed in some important way, and have you changed in your ability to interact with others? ✓ Have any of your interests, feelings, or values changed as a result of this learning experience? ✓ What have you learned about how to learn? 	We will not meet in class today. Find a quiet place to reflect on course objectives. I will be available for office visits throughout the day. Make an appointment if you wish to meet.
Nov. 22	Thanksgiving	Have a great vacation!	
Nov. 27	Empathy and the Future	WATCH: Peter Singer, Effective Altruism WATCH: Bill and Melinda Gates on Giving away Money WATCH: Does Money Make you Mean? WATCH: The Power of Forgiveness, streaming video via	1. P&P 2. Bring two discussion questions to

Date	Topic	Preparation / Homework	Class Activity
		TCU library LISTEN: Blame WATCH: Dave Meslin, The Antidote to Apathy SERVE: 12 hours	class 3. Reflective writing: empathy and the future
Nov. 29	Empathy and the Future	No assigned reading	P&P WATCH: <i>I Am</i> Documentary
Dec. 4	Course Conclusion	Complete service learning paper	<ol style="list-style-type: none"> 1. P&P 2. Service hours due 3. Service learning paper due 4. DISCUSS papers 5. DISCUSS big questions formulated at beginning of semester 6. RETURN and discuss pre-semester questionnaires 7. SPOTS
Dec. 11, 11:00- 1:30	Final Evaluative Exercise	Service learning presentation preparation	Service learning presentation due