

IDFY 102: First Year Seminar (Honors)  
**Give Peace a Chance:**  
**Exploring the Christian Peace Tradition**

Messiah College  
Fall 2017

***Prof. Devin Manzullo-Thomas***

---

***Office Location & Hours***

Boyer 101E  
W & F, 1:00-2:00pm  
Th, 2:45-4:00pm  
or by appointment

***Classroom & Meeting Time***

Boyer Hall 338  
Tu/Th 10:30am-11:45am

***Contact Info***

dcthomas@messiah.edu

---

“Love your enemies.”  
— Jesus (Matt. 5:44, NIV)

“. . . we see the need for nonviolent gadflies to create the kind of tension in society that will help men rise from the dark depths of prejudice and racism to majestic heights of understanding and brotherhood.”

— Martin Luther King Jr., “Letter from Birmingham Jail” (1964)

“The greatest challenge of the day is: how to bring about a revolution of the heart, a revolution which has to start with each one of us?”

— Dorothy Day, *Loaves and Fishes* (1963)

“All we are saying is give peace a chance.”

— John Lennon, “Give Peace a Chance” (1969)

**Course Description:**

Blessed are the peacemakers. Love your enemies. Do good to those who hate you. For centuries, Christians have sought to obey and embody these difficult teachings from the Sermon on the Mount. This rich history of Christian peacemaking will be the focus of our semester together. In this seminar, we will explore this tradition by reading the works of Christian peacemakers such as Menno Simons, Dorothy Day, and Martin Luther King Jr., watching documentary films, and writing reflectively. We'll also connect Messiah College's own history with this long tradition of Christian peacemaking.

## **Course Texts:**

Chernus, Ira. *American Nonviolence: The History of an Idea*. Maryknoll, NY: Orbis Books, 2004. ISBN 978-1570755477.

Hacker, Diana and Nancy Sommers, *A Writer's Reference*, 8<sup>th</sup> ed. (Boston: Bedford/St. Martin's, 2015). \* *Electronic access to this vital resource and required course text is available via our Canvas course site. For more details, see p. 5 of this syllabus.*

Manzullo-Thomas, Devin. *Course Pack for IDFY 102*. Grantham, Pa.: Messiah College, 2017.

Moore, Wes. *The Other Wes Moore: One Name, Two Fates*. New York: Random House/Speigel & Grau, 2011. \* *This is the common reading that all first-year students must complete before coming to Messiah College in the fall.*

N.B.: In addition to these required course texts, students must also obtain a journal that they will use for the entirety of the course as a reading journal. This journal should not be used for other classes.

## **Course Objectives:**

By the completion of this course, students will demonstrate the ability to perform the following skills and abilities.

- a. **Read critically:** Recall, analyze, synthesize and integrate.
- b. **Discuss ideas critically:** Express thoughtful insight, based on close reading and active listening.
- c. **Write essays critically,** using effective prose for particular audiences.
- d. **Apply basic methods and skills of information literacy:** Accessing, evaluating, and using information effectively and ethically.

## **Course Requirements:**

The purpose of this seminar is to introduce you, as first-year students, to the intellectual life of Messiah College specifically and to undergraduate college experience generally. In providing such an introduction, this seminar also will orient and train you in the kinds of intellectual activities that you'll be expected to undertake throughout your four years here and in the world beyond Grantham: reading critically, discussing ideas critically, writing critically, and applying basic methods and skills of information literacy. All course requirements for this seminar are thus organized around these intellectual activities, and are designed to help you develop skills and abilities in these areas.

**Reading Critically:** We'll spend a decent portion of our semester talking about the act of reading critically. It's easy to just let our eyes float over the page of a text we're reading, maybe capturing some key points as we go. It's a very different experience to

read a text critically, allowing our mind to respond actively to the ideas we're encountering in the text's printed pages.

In order to help us process this active, critical form of reading, we will each maintain a **reading journal** this semester. This journal should accompany you to class every day that we meet. In this journal, you'll record your active reflections on each text that we read in the form of in- and out-of-class writing assignments that I'll require throughout the semester. I'll also periodically collect these journals so that I can engage your ideas and reflections directly, and so that I can keep you accountable for your in- and out-of-class writing.

**Discussing Ideas Critically:** As a seminar, this course will differ from a lecture-based course (in which you sit and listen to an instructor deliver information, occasionally engaging in discussion) and a lab-based course (in which you develop particular skills through hands-on experiences with experiments, technologies, etc.). In this seminar, we will spend the vast majority of our time talking to one another. I'll occasionally give a short lecture to provide us with some context for our discussions, but by and large we'll devote the majority of our time to talking.

For this reason, **you will need to be an engaged and active discussion participant at all times.** We will use our in-class discussions both to learn how to talk critically about ideas, and also to model and practice this kind of discourse. I expect each one of you to be an active participant in this process of conversation. Without your voices, our class becomes a monologue rather than a dialogue—and while monologues can be interesting, dialogues are almost always more fulfilling.

**Writing Critically:** In addition to reading critically through engagement with our texts and reading journals, and in addition to discussing ideas critically through face-to-face dialogues during our seminar meeting times, we will also converse with one another this semester through formal writing.

Writing is a process, and this course will teach writing as a process. That process involves all of the intellectual activities we've already mentioned—reading critically and discussing ideas critically—as well as formalizing our ideas into prose and then revising that prose so that it communicates our ideas most effectively. In addition, that process involves bringing in other people who can help us improve the prose through which we communicate our ideas.

Toward that end of becoming a critical writer, you will each **write three substantial essays** this semester. As you write and revise these essays, we will learn about the writing process and what it takes to become an effective writer. Prompts for these essays will be distributed later in the semester and discussed extensively in our class meetings.

No matter your major or intended career, expressing yourself clearly and critically through written prose is an essential skill. Whether you plan to be a poet or an accountant, a preacher or a physical therapist, you will need to know how to write. Employers expect it. Your friends and relatives expect it. This course will teach it.

**Applying Basic Methods and Skills of Information Literacy:** All efforts toward reading critically, discussing ideas critically, and writing critically will be fruitless unless

they are rooted in information literacy—the ability to access information effectively, to distinguish between kinds of information, to select appropriate sources, and to embrace academic integrity and avoid plagiarism.

To help you develop skills and abilities in this area of information literacy, our seminar will devote several sessions to this topic. Included in these sessions will be meetings with our liaison librarian at Murray Library, who will introduce us to the library's many resources and will help us dip our toes into the vast waters of information literacy. These meetings will be invaluable for our exploration this semester.

Following our introduction to the library and its resources, you'll be required to **pass a library competency exam**. This test must be taken within seven (7) days of the second library visit; if you fail this test, you'll receive a grade of incomplete for IDFY 101. In addition to this library competency exam, you'll also be required to **complete the Academic Integrity Module** within Canvas.

### **Grading:**

Grades should never be your focus in a college course. But they are the best way for me, as an instructor, to assess the progress you've made throughout the semester—so in this sense, they're inevitable and necessary.

In First Year Seminar, I'll calculate your final grade for the semester based on the following criteria:

**Attendance and Discussion Participation.** Class participation is worth 100 points. If you attend class every day, you'll receive at least 75 of these points. However, only those who participate actively and regularly in class will receive 85 points or more. Active and regular participation means coming to class well prepared for the day's activities (texts read, journal entry written, etc.), making multiple meaningful contributions to class discussion, and listening critically to others.

- **Note:** Unexcused absences will result in a participation grade deduction of five points per class missed. In addition, sleeping during class, reading/working on assignments not related to FYS during class, or talking repeatedly or loudly with your neighbors during class will be considered an absence.

**Reading Journal.** I'll collect your reading journal several times throughout the semester. If you're keeping up with the in- and out-of-class writing prompts and demonstrating evident engagement with our course texts, you'll be given a grade of ++ or +. If you are not keeping up with those prompts, not demonstrating evident engagement, or otherwise showing disinterest, you'll be assigned a grade of 0 or -.

**Academic Integrity Module.** This module (video, policy and quiz) will be worth a modest five points toward your overall Attendance/Discussion grade. It must be completed before Thursday, September 7. See p. 7 for more information on the module.

**Essays.** Each final-draft essay you write will be worth 100 points. Drafted assignments will also be graded appropriately.

Thus, your final grade for this course will be determined as follows:

Attendance, Discussion/Participation, Reading Journal, and Academic Integrity Module	25%
Essay #1	25%
Essay #2	25%
Essay #3	25%

Your course letter grade will be assigned according to the following percentages:

93-100	A	77-79	C+
90-92	A-	73-76	C
87-89	B+	70-72	C-
83-86	B	67-69	D+
80-82	B-	60-66	D
		< 60	F

### **Writing Policies:**

**Formatting:** All papers must be typed using 12-pitch Times New Roman font; format should be double-spaced, with one-inch margins on every side.

**Citation Guidelines:** Your assignments should conform to citation guidelines of the Chicago Manual of Style, and you should use the Documentary Note (Humanities Style) system, which uses bibliographic endnotes instead of in-text citations. For more information on the Documentary Note system, consult the *Chicago Manual of Style*, 16<sup>th</sup> ed. (Chicago, Ill.: The University of Chicago Press, 2010).

**Writer's Reference:** *Writer's Reference*, a required resource for First Year Seminar and Created and Called for Community, includes explanation, exercises, examples and other learning supplements designed to assist with the development of critical reading, thinking and writing skills. You will have access to *Writer's Reference* during your entire undergraduate education at Messiah. In addition to segments that I'll assign (see Schedule below), you should explore resources that assist with your own particular area of need—from grammar and mechanics to introductions and conclusions to tips on how to develop a research question or draft a compelling thesis statement. *Writer's Reference* includes user-friendly textual and video instructions as well as exercises and quizzes to evaluate your progress. You can access *Writer's Reference* on our Canvas course site.

**TurnItIn:** TurnItIn is a software tool that identifies whether a writer properly employs and documents her sources. TurnItIn compares students' submissions with online resources and available papers, providing a report to faculty for their information when providing feedback to students and grading the papers, all toward the end of improved student writing. You are required to submit your drafted assignments via Canvas, for review via

TurnItIn. I'll make the final determination of originality for each paper. Submitted papers will be retained in the TurnItIn database for comparison purposes.

## **Course Policies:**

### **Laptop and Cell Phone Policy**

Since IDFY 102 is a discussion-based seminar and not a lecture-based course, laptops are not needed for note-taking purposes. Unless I tell you otherwise, please don't bring your laptop to class. In addition, other devices—including but not limited to smartphones and tablets—are never permitted for use during class time.

If I determine or suspect that you are using such a device during class time, I will first discuss my concerns with you outside of class. If the misuse continues, I will cut your participation grade in HALF.

### **Late Work Policy**

All assignments for IDFY 102 are to be handed in on the due date identified in the syllabus. Late submissions, without my prior approval, will receive an appropriate point reduction. However, if you talk to me in advance of the due date and have a compelling reason, I am usually very lenient and willing to grant an extension. The important thing is that you talk to me first, not on the due date or after the fact.

### **Attendance Policy**

If you will be absent, please email me in advance of class. An excused absence due to illness requires a note from the Engle Center or other healthcare provider. You are allowed one (1) unexcused absence without a grade reduction. Additional unexcused absences will result in an appropriate grade reduction as described in the "Grading" section above.

### **Americans with Disabilities Act (ADA)**

Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services (Murray Library). If you have questions, call extension 5382.

**Statement on Inclusive Language:** Messiah College as an institution has endorsed a comprehensive statement on the use of inclusive language in both written and oral communication. The full statement can be found on our Canvas course site (under Files).

We'll spend some time in this class discussing the importance—morally, spiritually, and academically—of inclusive language in verbal and written communication. In the meantime, please use inclusive language when speaking about or addressing human beings. The process of change is not easy, and we must exhibit a spirit of grace as we help one another move toward greater hospitality in language.

**Copyright Policy:** The legal and ethical use of intellectual property is the responsibility of everyone using works created by others. The materials in this Messiah College course are only for the use of students enrolled in this course for purposes associated with this course and may not be further disseminated.

**Final Exam Period:** Our final class meeting of the semester will occur during the final exam period (see schedule below). This is a REQUIRED course meeting and not optional, so please don't schedule your departure from campus on or before our final exam period.

### **Other Important Details:**

**Academic Integrity Module:** In order to receive a grade for this course, students will need to successfully complete the Academic Integrity Module (video, policy and quiz) and receive a 12/12 on the quiz. Students must complete the module **before Thursday, September 7**—the date of our first library visit.

**Library Competency Exam:** Students are required to pass a library competency test in order to pass First Year Seminar. This test must be taken by the time specified by the librarian. Students who fail to do so receive an Incomplete as a course grade for FYS.

**Writing Competency Exam:** Students who receive a grade of C+ or lower in First Year Seminar are required to take a writing competency exam. If they fail, they are required to complete IDS 101L: Writing Laboratory with a passing grade to fulfill the FYS requirement for graduation from Messiah College.

**Bridge to Success Fall Transition Survey:** All first year seminar students are required to complete the Fall Transition Survey during the specified active period (approximately September 15 through September 22). Any student who does NOT complete the survey during the active period will receive a grade of incomplete in First Year Seminar. To receive a final grade for the class and therefore, to earn academic credit, the student will be required to submit an alternative, multiple page written assignment.

**Course Schedule** (Readings and assignments should be completed by the date on which they appear below.)CP = Course Pack || WR = *Writer's Reference* (via Canvas) || JNL = Writing Journal

Week	Date	Topic	Reading Assignment(s)	Writing Assignment(s)
1	8/29	Introductions		<b>Discussion of Essay #1</b>
	8/31	Common Reading	Moore, <i>The Other Wes Moore</i> WR: "Experiment with Ways to Explore Your Subject" (4-9)	<b>DUE: Essay #1 first draft (Canvas &amp; hard copy)</b>
2	9/5	Intros: Reading and Writing in College Common Reading	Moore, <i>The Other Wes Moore</i> Harris, intro to <i>Rewriting</i> (CP)	JNL: Based on the reading by Harris, how do you think the writing you'll do in college is different from the writing you did in high school? In order to excel at this kind of writing, what will you need to do differently now when it comes to reading, researching, and writing?  <b>DUE: Essay #1 second draft (Canvas &amp; hard copy)</b>
	9/7	Library Visit #1		* <i>Meet in Boyer 338</i>  JNL: After you complete the Academic Integrity Module, write an entry in your journal that responds to this question: What is the most important thing that you learned while completing the module, and how will this new knowledge shape the way that you read, write, and discuss texts in this class?  <b>DUE: Academic Integrity Module</b>
3	9/10			<b>DUE: Essay #1 final draft (Canvas)</b>



	9/11	<p><b>First-Year Convocation:</b> Parmer Hall, 6:00 p.m.  <i>* Those of us who are interested will meet for dinner (FREE!) at Lottie Nelson Dining Hall at 4:30 p.m., and then walk down to the event. The rest of us will gather at 5:45 p.m. at the statue near Parmer Hall and sit together during the convocation.</i></p>		
	9/12	The Sermon on the Mount	<p>Matt. 5-7 (CP)  Stassen and Gushee, "The Transforming Initiatives in the Sermon on the Mount" (CP)  WR: "Summarize to Deepen Your Understanding" (76-77)  WR: "Summarize and Paraphrase Without Plagiarizing" (372-374)  WR: "Analyze to Demonstrate Your Critical Thinking" (78-79)</p>	<p>JNL: After reading the article by Stassen and Gushee, write a two-paragraph response. One paragraph should <b>summarize</b> the article's main argument. The second paragraph should <b>analyze</b> the article's argument: How do you respond to the article's argument, and why?</p>
	9/14	Anabaptists	<p><i>The Schleithem Confession</i> (CP)  Chernus, ch. 1  WR: "Read Actively" (71-74)  WR: "Outline a Text" (74-76)</p>	<p>JNL (#1): Read the Chernus chapter once as you might normally read such a text. Then, read the chapter a second time. On this re-read, practice the annotating process described in WR, pp. 72-74. Write directly on the pages of your book. Once you've annotated the text, write reflectively in your journal: How did annotating the text help you understand it better the second time around?</p> <p>JNL (#2): <i>The Schleithem Confession</i> was written almost 500 years ago, by people who lived in a place and under conditions very different than our own. What do you find strange or hard to understand in this very old confession of faith?</p>

4	9/19	Anabaptists	Bender, "The Anabaptist Vision" (CP) WR: "Thesis Statement" (9-12, 15-16) WR: "Analyzing Evidence" (78-83)	JNL: Based on what you read about thesis statements in WR, identify <b>one sentence</b> from the reading by Bender that might be his thesis statement. Then, write 3-4 sentences about <i>why</i> you identified this particular sentence. Justify your choice based on the definition/examples given in WR.
	9/21	Global Engagement Opportunities at Messiah College		In Class: Guest Speaker—Wendy Lippert, Assistant Director of Off-Campus Programs, Intercultural Office at Messiah College
	9/22			<b>DUE: Bridge to Success Fall Transition Survey (see p. 7)</b>
5	9/26	Quakers	Fox et al., "A Declaration..." (CP) Chernus, ch. 2	JNL: This journal entry will consist of three paragraphs: (1) Based on the reading in Chernus and drawing on the insights from WR, briefly summarize the Quaker belief in the inner light (no quotations). (2) Explain how the Quaker concept of inner light shapes their belief in peace/nonviolence. (3) Analyze this concept of the inner light. What do <i>you</i> think about it, and why?
	9/28	Quakers	Rosenwasser and Stephen, "Personal Response: The Reaction Paper" (CP) "American Friends Service Committee—History" (Canvas) "Mennonite Central Committee" (Canvas) "Civilian Public Service" (Canvas)	<b>Discussion of Essay #2</b>  JNL: How is the Quaker vision of peace/nonviolence <b>different than</b> the Anabaptist vision of peace/nonviolence that we discussed earlier? Identify <b>one</b> answer to this question and write it out as a single sentence. Then, identify three direct quotations from the relevant readings that you might use to support your answer to this question.
6	10/3	Abolitionists	Thoreau, "Civil Disobedience" (CP) Chernus, ch. 3 & 4 WR: "Reading Arguments" (89-98)	JNL: Choose a difficult passage from today's reading and paraphrase it—that is, "translate" it into your own words.  <b>DUE: Essay #2 thesis statement (Canvas)</b>

	10/5	Abolitionists	Thoreau, "Civil Disobedience" (CP) Lamott, "Shitty First Drafts" (CP) WR: "Reviewing, Revising, Editing" (22-32) WR: "Checklist for Revision" (29)	JNL: Do you agree with Thoreau's argument about civil disobedience? Why or why not? Does civil disobedience have a role in society today?
	10/6			<b>DUE: Essay #2 first draft (Canvas)</b>
7	10/9	Writing Conferences		Schedule appointment with the Writing Center
	10/10	Writing Conferences	NO CLASS MEETING	Schedule appointment with the Writing Center
	10/11	Writing Conferences		Schedule appointment with the Writing Center
	10/12	NO CLASS (Fall Break)		
8	10/17	Writing Workshop	WR: "Writing Paragraphs" (43-57) WR: "Introductions" (15-16, 101-102) WR: "Conclusions" (20)	<b>DUE: Essay #2 second draft (Canvas &amp; hard copy)</b>
	10/18			<b>DUE: Essay #2 final draft (Canvas)</b>
	10/19	Introduction to the Archives of Messiah College	TBD	* Meet in the Archives of Messiah College.

	10/20	Archives Open House (11am-3pm)		* Students are welcome to do research and examine objects in the Archives during this time.
9	10/23	Archives Open House (5-8pm)		* Students are welcome to do research and examine objects in the Archives during this time.
	10/24	Dorothy Day	Day, selections from <i>The Selected Writings of Dorothy Day</i> (CP) Chernus, ch. 6 & 10	<p>JNL (#1): By today's class, you will have selected an object from the Messiah College Archives that you'll research and write about during the next several weeks. After you've made your selection, write in your journal: Why did you choose the object you chose? What about the object interests you?</p> <p>JNL (#2): What similarities do you find between Day and other Christian peacemakers we've studied so far in this course?</p> <p><b>DUE: Selection of Archives object (email)</b></p>
	10/26	Library Session #2		<p>* <i>Meet in Boyer 338</i></p> <p>JNL: Describe your selected archival object. Begin with a description of its substance: its dimensions, material, and its articulation (how it fits together). Then, offer some description of its content: What is the object's subject matter? Finally, provide some description of the object's form—its "visual character." <b>As best as you can, try to avoid making subjective assumptions or conclusions about the object.</b> In other words, limit your description to what you can see with your eyes or measure with a ruler.</p>

10	10/31	Reinhold Niebuhr	Niebuhr, "Why the Christian Church is Not Pacifist" (CP) Chernus, ch. 9	<p>JNL (#1): Prior to class on 10/31, use either the JSTOR or ATLA Religion Index databases to find a peer-reviewed journal article that discusses Reinhold Niebuhr in terms of the Christian peace tradition. Drawing on what you learned in our library session, use specific key words (pacifism, peacemaking, nonviolence, nonresistance, Christian pacifism, etc.) to conduct your search. Review the results and select an article that piques your interest. Send me a link to the article by 12pm (noon) on 10/30.</p> <p>Read the article you selected. Then, in your journal, write two paragraphs. One paragraph should <b>summarize</b> the article. The second paragraph should <b>analyze</b> the article's argument: How do you respond to the article's argument, and why?</p> <p>JNL (#2): What does Niebuhr say about sin? Why is this important to his argument that the Christian church is not (should not be) pacifist?</p>
	11/2	Reinhold Niebuhr	Niebuhr, "Why the Christian Church is Not Pacifist" (CP) WR: "Anticipate Objections, Counter Opposing Arguments" (105-106)	<p>JNL: Describe the research source you're submitting today. Begin with the citation information (in Chicago format). Then write two paragraphs: One paragraph should <b>summarize</b> the source's main argument. The second paragraph should <b>analyze</b> the source's main argument: How will you use this source in your paper?</p> <p><b>DUE: Research source with marginal annotations</b></p>
11	11/6	Writing Conferences		Meet one-on-one with the instructor.
	11/7	Martin Luther King, Jr.: Influences	King, "Journey to Nonviolence" (CP) Chernus, chs. 7, 11	JNL: What was the biggest influence in turning King toward a nonviolence position? How do you know?
	11/8	Writing Conferences		Meet one-on-one with the instructor.

	11/9	Martin Luther King, Jr.: Direct Action	Clergymen of Alabama, “A Call for Unity” (CP) King, “Letter from Birmingham Jail” (CP)	JNL: Was the tension that King and the SCLC brought to the city of Birmingham justified? When should Christians promote unity, and when should they not?
	11/11			<b>DUE: Object photograph and description (Canvas)</b>
12	11/14	A Brief History of Messiah College	Jacobsen, “The History and Character of Messiah College” (CP)	In Class: Guest Speaker—Douglas Jacobsen, Distinguished Professor of Theology and Church History
	11/16	Writing Workshop		JNL: Connect your object to Dr. Jacobsen’s article and/or talk. Where does your object fit into the history of Messiah College?
13	11/21	The Future of Christian Peacemaking	TBD	JNL: Connect your object to one of the major themes in the history of the Christian peace tradition that we discussed in class last week. How does your object illustrate that theme?
	11/23	NO CLASS (Thanksgiving Break)		
14	11/27			<b>DUE: Essay #3 first draft (Canvas)</b>
	11/28	Writing Conferences		Meet one-on-one with the instructor.
	11/29	Writing Conferences		Meet one-on-one with the instructor.

	11/30	Writing Conferences		Meet one-on-one with the instructor.
15	12/5	Student Panels: "Messiah College's Christian Peace Tradition"		<b>DUE: Object presentation</b>
	12/7	Student Panels: "Messiah College's Christian Peace Tradition"		<b>DUE: Object presentation</b>
16	12/11	Student Panels: "Messiah College's Christian Peace Tradition" (Final Exam Period)	Meet in Boyer 338 at 8 a.m.	<b>DUE: Object presentation</b>
	12/14			<b>DUE: Essay #3 final draft (by 12pm midnight)</b>