

George Fox University
GEED 130-D FIRST YEAR SEMINAR
Tuesday, 3:00-5:00 p.m., Stevens 207

INSTRUCTOR: Mark David Hall

PEER ADVISORS: Lydia Power and Matthew Montgomery

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Office Hours: MWF 8:15-11:50; TTH 8:15-11:50, or by appointment

❖ **COURSE DESCRIPTION**

First Year Seminar is designed to help first-year students become part of GFU's Christ-centered scholarly community.

The academic component of this course addresses religious liberty in America. We will consider questions such as "Did America Have a Christian Founding?" "What is Religious Liberty?" "Does the First Amendment Require a Wall of Separation Between Church and State?" "Is Religious Liberty Alive and Well Today?—and, if so, for whom?" "The Future of Religious Liberty."

❖ **BOOK**

Daniel L. Dreisbach and Mark David Hall, eds. *The Sacred Rights of Conscience* (Indianapolis: Liberty Fund Press, 2009).

❖ **COURSE REQUIREMENTS**

This course is pass/fail. You must earn a "C" to pass, otherwise you will receive an "F."

(1) Students should attend class regularly, do the reading assigned for the day, and be prepared to discuss it. If you must miss class, please let me know why and turn in a 400 word summary and evaluation of the assigned readings. *Note that the reading assignments are incredibly light. I do this so you can read them very slowly, perhaps even twice, and think carefully about them. We will have very focused discussions based on the text.* (45% of grade)

(2) Write 400-500 word paper answering the following questions:

- What are some significant events that have impacted your life?
- What are some things you hope to do during your lifetime?
- What are some of the reasons you are attending college?
- What do you need to get a good start in college?
- What are some concerns that you have as you start college here?
- Why are you attending a Christian college?

This paper should be typed, with your name, date & box number in the upper right hand corner. You should form an introduction, body & conclusion. Proofread your paper carefully before turning it in. Points are given for level of consideration of each of the above questions. I would like to see a coherent, thoughtful paper, not a point-by-point response to each question. **Due September 8.** (10% of grade)

(3) Meet with me between **September 10 and 21** and with peer advisers twice (ideally, once in first six weeks and the second sometime after that—but make sure to have both meetings before 11/15) (10% of grade)

(4) Complete Semester Map. **Due September 15.** (5% of grade)

(5) Successfully complete all required assignments on Fall 2015 First Year Seminar Calendar (immediately below). (30% of grade)

Fall 2015 First Year Seminar Calendar

Week of

| | |
|--------------|---|
| 1. 9/1 | Library Tour: 3:00-4:00. Meet in lobby of library at 3:00. You must complete the online library tutorial available on foxtale prior to the tour. The library will let me know who successfully completed the online and in-library assignments. |
| 2. 9/1 | IDEA Center Presentation (Stevens 207, 4:00 sharp!) |
| 3. 9/8 | Assignments: Complete StrengthsQuest and survey administered by Rick Muthiah |
| 4. 9/13 | Participate in Social Activity |
| 5. 9/17 | First Year Seminar Assembly Monday, 9/17, 10:50-11:40 a.m., Bauman Auditorium Success at George Fox University |
| 6. 9/28-10/2 | Major connection activity (see last three pages of syllabus for details) |
| 7. 9/29 | Assignment: Complete survey administered by Rick Muthiah. |
| 8. 10/6 | StrengthQuest Essay (see last three pages of syllabus for details) |

MARK'S TOPICS AND ASSIGNMENTS

August 28

Welcome Weekend Meeting: My apologies, I'm out of town taking my own daughter to college.

Mostly introductions, ice-breakers, etc. But Peer Advisors will make sure you know how to access Foxtale so that you can complete the online tutorial from the library *before* our first class.

September 1

Library Tour: meet in lobby of library at 3:00 sharp. After the tour go to Stevens 207. A CAP coach will present an overview of the IDEA Center at 4:00.

A. Colonial America, New England v. South: Read: *Sacred Rights*, 84-87, 93-98 (capital laws to heresie), 112-115. (read for today but we will discuss next week)

A few questions about readings [to think about, you needn't write out answers]: Describe similarities and differences in how different colonies approached church-state relations. Which colony provided the most extensive protection of religious liberty? Were the Christian leaders who framed the documents we read on target or mistaken in their approaches to church-state relations. How did the authors of these texts conceive of religious liberty?

September 8

A. Colonial America, Friends: *Sacred Rights*, 116-119, 294-95.

What is a Quaker? What are Quaker distinctives? Describe Penn's views of religious liberty. Is his account sufficiently robust (i.e. do you find it acceptable)?

B. The War for Independence: *Sacred Rights*, 14 (Rom. 13), 216, 220-222.

What does the Bible say about rebellion? What the War for Independence justified in light of the Bible?

C. Questions about college: What are the major differences between high school and college? What do you hope to gain from your four years at George Fox? How will you accomplish these goals? What do you need to do to have a good relationship with your roommate? What can you do to strengthen your walk with God while at George Fox?

September 13 (Sunday), dinner at my house, (3615 Ivy Drive, Newberg): 5:00 until you want to leave

September 15

A. Did America Have a Christian Founding?

Godless Constitution? *Sacred Rights*: 346-53, 366-67

Questions: Compare the US Constitution to earlier state constitutions (e.g., pp. 84-88). Why do you think there is far less religious language in the US Constitution than earlier ones? Did America's Founders not care about faith? Or did they not think government should encourage Christianity? In what way might Christian ideas have influenced the Constitution?

Disestablishment: *Sacred Rights*, 250-52; 257-58, 307-13

Questions: What is a religious establishment? What, if anything, was wrong with Patrick Henry's proposed bill? How would it have supported churches? Why did some folks oppose the bill? Madison is often described as a deist heavily influenced by the Enlightenment. Does his Memorial and Remonstrance reflect such views? Can religious liberty and religious establishments coexist?

September 17—come hear Jane Calvert, professor of history from the University of Kentucky, speak on William Penn and the Origins of the US Constitution, Hoover 105 at 7:00. (Extra credit—3% of final grade)

September 22

A. The First Amendment: *Sacred Rights*, 405-09, 431-33

What does the First Amendment protect/require? Should the founders' views be relevant for contemporary politics and jurisprudence? It is regularly asserted that the founders were deists.

According to my essay, is there evidence to support this claim? If I am correct, why are so many scholars wrong?

B. Religion in the New Republic

Sacred Rights, 441-45, 471-76, 525-526 [optional, 589-93]

September 29

Contemporary Threats: Mark David Hall, “Religious Accommodations and the Common Good” (will be sent out)

October 6

Contemporary Threats: TBD

Disability Services Information

If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the Disability Services Office as early as possible so that your learning needs can be appropriately met. For more information, go to ds.georgefox.edu or contact Rick Muthiah, Director of Learning Support Services ([503-554-2314](tel:503-554-2314) or rmuthiah@georgefox.edu).

Major Connections Assignment

Discover how graduates can use your major (or a major you want to learn about) by connecting with one or more faculty members from a department of interest. Have a faculty member sign the bottom of this sheet to confirm that you’ve engaged with the academic department to learn more about a major OR submit a copy of your class schedule to confirm your enrollment in a designated course. Turn in your signed sheet to your First Year Seminar (FYS) instructor.

There are three ways to fulfill this requirement. Check the [Department Connections information \(bit.ly/2015_Depts\)](#) to see which majors are using which requirement.

1. Some departments ask that students attend a departmental Major Connections activity during the week of September 28 - October 2.
2. Other departments want students to meet individually with a professor. Email or call a professor to schedule a meeting time. If you’re not sure whom to call, contact the department office and ask for a suggestion.
3. Certain classes (e.g., Introduction to Business, Engineering Principles) or departmental activities (e.g., Art Meet) are designed to discuss the major and how people use the major. In those cases, submit a copy of your class schedule or the signed form to your FYS instructor. If in doubt about whether a class or activity counts, ask your professor.

Department Connections Participation

I confirm that the student named below either met with a faculty member for a conversation about a major or attended a department activity about the major indicated below.

Student Name (printed)

Major Discussed

Faculty Member Name (printed)

Faculty Member Signature

Date

StrengthsQuest Essay

After connecting with a department to learn more about a major, use the *StrengthsQuest* book (available electronically at StrengthsQuest.com using your StrengthsQuest login information) to learn about your top five Signature Themes. Chapter 3, “Affirming and Celebrating your Talents,” provides descriptions for each of the 34 Talent Themes; other chapters give insight into applying your talents.

Write a brief paper using:

- a clear organizational strategy with a thesis statement and paragraphs that contain clear topic sentences;
- solid support such as paraphrases and/or direct quotations from the StrengthsQuest.com website;
- information gleaned through the department connection.

Objectives

Students will:

- assess how well the signature themes identified by StrengthsQuest match their own view of their talents;
- clearly describe the student’s major connection experience;
- demonstrate integrated understanding of how the student's talent themes as described in StrengthsQuest.com are relevant to the student's potential major.

Basic Details

Length: 500 - 750 words (around 2 - 3 pages)

Organization: Classic Essay (intro/body/conclusion)

- Intro -- Introduction of self and the student’s five Signature Themes
- Body -- Discuss major connection experience and StrengthsQuest results, and how the student’s talents might be used in the major or future career.
- Conclusion – future focused and goal-oriented; discuss what to work on to develop talents into strengths
- Bibliography page (Works Cited; References)

RUBRIC

| | F | Generally "D" level work | "Generally "C" level work | Generally "B" level work | Generally "A" level work |
|-------|---|---|--|---|--|
| Ideas | 0 | <p><i>A paper in this category is prominently flawed:</i></p> <p>Uses questionable sources and/or sources outside of the ones stipulated.</p> <p>Leaves the reader in doubt of the author's understanding of the source material.</p> | <p><i>The papers in this range has focus but demonstrates problems in one or two of these areas:</i></p> <p>Formative idea: there's evidence of a focus and attempt to follow the writing assignment, but it lacks a clear vision.</p> <p>Evidence: low use of evidence (or often absent) – the connections among the ideas and the evidence are not made and/or are presented without sufficient reference to supporting material.</p> <p>Lacking depth of thought: does not present new ideas.</p> | <p><i>The writing does not realize the complexity or precision of an "A" level essay but thoroughly achieves its aims:</i></p> <p>Ideas are solid even if some patches require more analysis and/or synthesis.</p> <p>The context for the evidence may not be sufficiently explored so that the reader has to make some of the connections that the writer should have made clear for him/her.</p> <p>Solid, but it falls back on vague statements and simple illustrations or doesn't follow lines of thought as far as possible.</p> <p>Uses evidence from Strength Finders as well as the professor interview.</p> | <p><i>The student's stake in the synthesis is demonstrable:</i></p> <p>Ambitious, perceptive, and offers interesting, even complex, ideas.</p> <p>The paper does not just rehash the information with no sense of audience or "filter." Rather, there is a context for all the ideas; concepts are compared and contrasted in interesting ways.</p> <p>The paper demonstrates a complex interweaving of the source material for its information – integrates observations from a variety of sources including Strength Finders and the professor interview as well as class discussions.</p> |
| Org. | 0 | <p>No solid organizational structure: lacks a thesis and/or topic sentences at the paragraph level.</p> <p>Or</p> <p>The paper's organizational structure creates confusion.</p> | <p>The paper has a thesis statement and topic sentences; however, it does not move forward but rather repeats its main points.</p> <p>Or</p> <p>It may touch upon many (not well-related) ideas without exploring them in sufficient depth.</p> | <p>The paper has a thesis statement and topic sentences but has too little structure.</p> <p>Or</p> <p>It generally has an overall organizational structure but has some moments of divergence or confusion.</p> <p>Or</p> <p>The organizational structure may be too prescribed.</p> | <p>Clearly organized and structured, the paper is very easy to follow.</p> <p>The reader is left in no doubt as to why sentences, paragraphs and illustrations precede or follow as they do.</p> |
| Mech | 0 | <p>It reads like a rough draft, not a final draft.</p> <p>Vocabulary can be repetitive and too simplistic for the paper's content or purpose.</p> | <p>Punctuation, spelling, grammar, paragraphing and/or transitions may be a problem with errors on every page that get in the way of the content. Uses academic language incorrectly, or a vocabulary too simple for the paper's content and purpose.</p> | <p>The language (word choice and vocabulary) is generally clear and precise but occasionally not with a mechanical error or two on every page.</p> <p>Uses academic language that is appropriate for the paper's content and purpose.</p> | <p>The mechanics are near-perfect in terms of grammar, spelling and punctuation.</p> <p>There is evidence of depth of work and thought put into this paper; it is a seamless reading experience.</p> <p>Skillful use of academic language.</p> |

