2016

111-11H Theological Foundations Honors

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Theological Foundations
THEO 111-11H – Spring 2016
MWF at 10-10:50am
Location: Alter 304

Professor: Marcus Mescher, Ph.D.
Email: mescherm@xavier.edu
Phone: 513-745-3689
Office: Hinkle Hall 326
Office Hours: MWF 12pm-1pm and easily by appointment on MTWRF

Course Description:
A foundational approach to Christian theology as a mutually critical dialogue between human experience and religious traditions, this course will explore ways human experience reveals a deeper reality, especially as mediated through sacred scriptures and religious traditions. Students will do more than come to understand religious doctrines and practices; they will assess the social, political, and moral implications of religious faith for specific socio-cultural contexts and the difference these make for life in the world today.

THEO 111 is part of the Ethics/Religion and Society Focus (E/RS) of Xavier’s core curriculum. As such, this course will partner with the aim of the E/RS program to provide opportunities for ethical and/or religious analysis of socially significant issues in encouraging a worldview that is engaged with questions of peace, justice, and responsible action for right-relationships.

Course Objectives:
To successfully complete THEO 111, students will:
1. Think critically and make intelligent judgments about the questions that they encounter in the study of Christian theology. Critical thought is practiced through identifying, analyzing, integrating, synthesizing, and evaluating complex information in a clear and effective manner.
2. Reflect on the varieties of personal experience and come to understand how faith is a developing response to revelatory experiences, both personal and social. Develop an enriched understanding of political, economic, historical, and other cultural forces in the world around them through the study of Christianity as a cultural and global phenomenon.
3. Examine how revelatory experience is found in and transmitted through story, symbol, myth, doctrine, moral norms, and religious practices. Take part in the traditioning process of Christian theology by engaging biblical criticism and the development of doctrine in various fields (e.g., theological anthropology, Christian ethics, etc).
4. Develop their ability to approach ethical issues from a variety of perspectives through the study of Christianity in various historical and cultural contexts. Demonstrate moral discernment through a Judeo-Christian ethical framework and consider the implications for one’s sense of identity, interpretation of socio-cultural context, and exercise of social responsibilities (e.g., community service, E/RS focus in core curriculum, etc).
5. Read, write, speak, and listen clearly, purposefully, and appropriately in a range of rhetorical situations.

Required Texts:
Course Assessment:

1. Preparation and Participation (15%): Students are expected to be present for every class as each class meeting is considered a vital part of the learning process. Accordingly, students should arrive on time, bring a hard copy of the assigned reading and be prepared to speak to/from it, take thorough notes, and participate in discussion through raising questions and comments that will help us (a) identify the main points; (b) analyze the strengths and weaknesses of the argument(s) constructed by the author(s); and (c) apply this material to life in the world today, especially in the area of theological beliefs and practices.
   - Please also note the following expectations:
     a. For every class, students should bring a 3x5 note card that includes (1) on the front: a thesis statement or key quote from the assigned reading representing a main take-away from what the student learned from this material and (2) on the back: a question for clarification or to help initiate a lively conversation in class. Students should write their name and the corresponding date on each note card and turn it in before the start of each class (these will be recorded as part of the participation grade). More detailed instructions are posted on Canvas.
     b. As a sign of respect to all, please be on time for class and do not plan to leave until class has concluded. If a student arrives late several times, it may be counted as an absence.
     c. If an absence is unavoidable, please email the instructor beforehand whenever possible. Excessive absences (more than 3) throughout the semester will result in a lower final grade. More than 6 absences will automatically result in failing the course. No distinction is made between “excused” and “unexcused” absences for this policy.
     d. Students should not use phones, tablets, or laptops (etc.) during class; neither should class meetings be recorded. If a student does not abide by these rules, this may result in a grade reduction. (Please note: if a student needs to use technology to accommodate a learning disability, please see the instructor, who is happy to work with you.)
     e. Each student is required to schedule at least one office hour visit before Spring Break to check-in on an individual basis (more than one office visit is most welcome, of course).

2. Quizzes and Worksheets (25%): Student comprehension of readings and class conversations will be evaluated by quizzes (that may be scheduled or unannounced) and worksheets (posted on Canvas and due at various points in the semester). Quizzes will be given at the beginning of class and cannot be made up in the case of absence. To help prepare for a possible quiz (and in anticipation of a worksheet), students should spend time with the study questions posted on Canvas for each class meeting. Before final grades are calculated, a student’s lowest quiz and worksheet score will be dropped.

3. Reflection Essays and Advocacy Project (40%): Students will be assigned three 1,500-2,500 word essays throughout the semester and one group social/multi-media advocacy project – worth 10% each. Each task will be an opportunity to demonstrate specific and substantial understanding of the course material and effective reflection, analysis, and application of its relevance for the world today. All written work should be formatted in a Word document in standard MLA style (1 inch margins; size 12 Times New Roman font; double-spaced; use parenthetical citations, footnotes or endnotes to properly cite any ideas or phrases that are not your own). Essays and Advocacy Project material (social/multi-media files or links, any data collected, including any evaluative content) should be submitted via Canvas by the deadline noted in the Course Schedule (see below). Additional instructions will be provided later in the semester; feel free to raise questions with the instructor before the due date.

4. Final Essay (20%): In lieu of a final exam, students will be assigned a 3,000-4,000 word summary and synthesis essay, which will be submitted on Canvas by Friday, May 6 by 12pm. Insofar as this essay will cover each of the units of study covered throughout the entire semester, careful reading, taking detailed notes, and making good use of the study questions, quizzes, worksheets, and handouts provided all semester long will vastly improve a student’s ability to excel in this important opportunity to demonstrate the extent of one’s learning.
Grading Scale:
Grading is cumulative over the course of the semester. Student participation and submitted work will earn grades based on the demonstrated level of effort, comprehension of material, thoughtful reflection, insightful analysis, and creative/constructive application following this letter grade scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>90-94</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td>Superior work. Exceptional academic performance that is an uncommonly high academic achievement. Demonstrates mastery of the subject matter, critical analysis, effective communication and creativity.</td>
</tr>
<tr>
<td>A-</td>
<td>93-92</td>
<td>Good work. An academic performance that is high quality. Demonstrates an above average competency in terms of critical analysis, effective communication and creativity.</td>
</tr>
<tr>
<td>B+</td>
<td>91-90</td>
<td>Fair work. A satisfactory academic performance that meets an average level of competency including understanding of basic ideas and concepts with some critical reflection and analysis.</td>
</tr>
<tr>
<td>B</td>
<td>89-87</td>
<td>Meeting the minimum academic performance sufficient to pass.</td>
</tr>
<tr>
<td>B-</td>
<td>86-84</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>83-82</td>
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<td>C</td>
<td>81-79</td>
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<td>C-</td>
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<td>D+</td>
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<td>D</td>
<td>73-71</td>
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<tr>
<td>D-</td>
<td>70-68</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>67-0</td>
<td>Failure. An unacceptable performance; not college level work.</td>
</tr>
</tbody>
</table>

This grade scale is taken directly from the [Theology Department’s Grading Policy](#); please consult this page for more precise guidelines.

Academic Integrity:
All of the university’s policies regarding various forms of academic misconduct are in effect for this course. Xavier’s Academic Honesty policy reads,

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited as is the use of any work untruthfully submitted as one's own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course.

If a student has any questions about this policy, please consult the full [Academic Honesty Policy](#) and the instructor.

Also note that information about effective and appropriate research can be found at [XU.tutor](#).
Course Policies:

1. Academic achievement: The instructor is passionate about helping students learn and grow in intellectual inquiry, critical thought, and the application of ideas discussed in this course. To that end, students are encouraged to communicate any particular interests or needs with the instructor and take advantage of the resources available in the Office of Student Success (CLC 514) and Learning Assistance Center (for help with study skills, tutoring, or a learning disability). For more resources, see the Appendix (below).

2. Feedback: Students will receive feedback from the instructor on written work, and as necessary, on quizzes, notecards, and class participation. Students will have the chance to evaluate the course’s (and instructor’s) effectiveness around midterm so improvements can be made before the end of the semester. The instructor is always happy to give or receive feedback, so please feel free to request or provide feedback via phone, email, or an office visit. Please feel very welcome to stop by during office hours. Scheduling an appointment beforehand (during or outside office hours) will ensure the instructor’s undivided attention to your comments, questions, or other concerns.

3. Class participation: As noted above, students are expected to be actively engaged in the material and conversations by listening, taking notes, and speaking during class. Students must bring the assigned readings and be prepared to speak to/from the texts during every class meeting. Students may be called on to share their response to the readings and discussions at any time. To establish a classroom environment conducive to active, inclusive participation, we will maintain respect, honesty, and trust among everyone. This is a space that welcomes all (thoughtful and respectful) views and also seeks to get “underneath” observations or convictions to critically assess the foundational values, perspectives, and biases. As such, students are encouraged to reflect on how and why they form their comments and questions; the more we can reflect on and share how and why we are developing new inquiry and insights about the course content and its application, the more precise and profound our learning can become. To this end, side conversations, using phones/tablets/laptops in the classroom (e.g., texting), or consistently refraining from active participation will result in a lower level of learning and, correspondingly, earn a lower participation grade. If a student experiences difficulty in this learning environment, please see the instructor, who is happy to work with you.

4. Written assignments: Please follow the guidelines stated in this syllabus and in the assignment instructions posted on Canvas. All written assignments should follow MLA guidelines, be free of spelling and grammar mistakes, and accurately cite all source material. If student work contains numerous errors in style or content, it will earn a lower grade and may be returned to be corrected and resubmitted. If you would like help with your writing style, please see the instructor or consult the Writing Center before the assignment is due. Ideas and phrases that are not your own must be cited appropriately (per MLA, parenthetically or with footnotes). In fairness to all students, all assignments must be turned in on time and late work will earn a grade lowered in proportion to how much time has passed since the deadline. Exceptions or extensions can only be granted before the assignment due date.

5. Workload: In this Honors section of THEO 111, students are expected to spend at least 6-9 hours a week outside of class time to complete the assignments for this course. Please discuss any concerns about the workload with the instructor.

6. Extra credit: Work for extra credit – typically an essay relating a current issue, campus event, article, etc. to course material to demonstrate a student’s understanding and application of theological inquiry for life in the world today – is accepted via Canvas on a rolling basis until Monday, May 2 at 5pm. For more detailed instructions, please see the course Canvas site and/or contact the instructor.

7. Communication: Please check your Xavier email and the course Canvas site regularly for communication about THEO 111, as any changes or updates will be shared therein. The instructor reserves the right to change the syllabus and will do so with as much advance notice as possible.
Course Schedule:

Please note: All readings not included in the required texts (i.e., online readings as well as pdfs) are available in the Module and Pages sections of the course Canvas site, designated below with the double asterisk (**).

1) Monday, January 11: Introduction to the Course
   - Discuss in class:
     i. Why Xavier? Why Jesuit? Why study theology?
     ii. John O’Malley, “In This Place” BC Magazine (Spring 2014)**
     iii. Timothy O’Brien, “7.5 Tips to Survive and Thrive…” The Jesuit Post (09/09/15)**

2) Wednesday, January 13: Studying Theology at a Jesuit University
   - Read for class:
     ii. Brendan Busse, “Before You Know It” The Jesuit Post (09/30/14)**
     iii. Tara Burton, “Study Theology, Even If You Don’t…” The Atlantic (10/30/13)**

3) Friday, January 15: Who is God?
   - Read for class:
     i. Himes, Doing the Truth in Love, pp. 5-22.
     iii. Brendan Busse, “Known Better” The Jesuit Post (06/30/15)**

4) Sunday, January 17: MLK Week Kick-Off Event
   - Please join us at 6pm in the 3rd Floor of the Gallagher Student Center

5) Monday, January 18: No Class – Rev. Martin Luther King, Jr. Day
   - Please read: Alex Mikulich, “Breathing Space” America (10/26/15)**

6) Wednesday, January 20: Who are we?
   - Read for class:
     i. Himes, pp. 23-37.
     ii. Brendan Busse, “Care-less,” TJP (06/09/13)**
     iii. Sam Sawyer, “Asking for More,” TJP (07/15/13)**

7) Friday, January 22: Seeking God
   - Read for class:
     ii. Augustine, Confessions, Book I Chapters 1-5; Book I Ch.1-10; Book VI Ch. 5-6; Book VIII Ch. 1, 3, 5, and 12**
     iii. Brendan Busse, “Imaginary Friend Jesus” TJP (08/04/15)**

8) Monday, January 25: Contemplating God as Love
   - Read for class:
     i. Walter Burghardt, “Contemplation”**
     ii. Tim Muldoon, “God the Ever-Greater…” Patheos (04/26/12)**
9) Wednesday, January 27: What is theology?
   • Read for class:
     iii. Quiet Pilgrim, “Is Mystery More Important …” (09/30/15)**

10) Friday, January 29: What can we know?
    • Read for class:
    • Watch for class:
      i. Stephen Colbert, “Faith has to be Felt” (September 2015)**

11) Sunday, January 31: Theological Autobiography Due (Submit via Canvas by 5pm).

12) Monday, February 1: The Task of Theology
    • Read for class:
      ii. Matt Spots, “What Does it Mean to Experience God?” *TJP* (07/17/12)**

13) Wednesday, February 3: Understanding Revelation
    • Read for class:
      i. Migliore, pp. 21-44.
      ii. James Martin, “How Does a Catholic Read the Bible?” *America* (12/05/15)**
    • Watch for class:
      i. Stephen Colbert, “Extreme Measures” *Colbert Report* (04/21/14)**

14) Friday, February 5: Interpreting Scripture
    • Read for class:
      i. Migliore, pp. 46-65.
      ii. Pauline Viviano, “Redeeming Bible” *America* (02/05/15)**

15) Monday, February 8: Trinity: The Living God of Life
    • Read for class:
      ii. (Bible) Matthew 3:1-4:1 (pp. 1671-1672)
      iii. (Bible) John 14:1-31 (pp. 1842-1843)
      iv. (Bible) Acts 1:1-2:47 (pp. 1857-1861)

16) Wednesday, February 10: The Triune God
    • Read for class:
      i. Migliore, pp. 66-90.
      ii. Anna Nussbaum Keating, “Separation Anxiety” *America* (02/17/14)**
      iii. Megan McCabe, “Hookup Culture as Rape Culture …“ *Daily Theology* (09/15/15)**
17) Friday, February 12: Good Creation
   i. Johnson, pp. 181-201.
   • Watch for class:

18) Monday, February 15: Our Common Home
   • Read for class:
     i. Migliore, pp. 96-120.
     ii. Meghan Clark, “Laudato Si’: On Care for …” Millennial (06/18/15)**

19) Wednesday, February 17: Imago Dei
   • Read for class:
     i. Migliore, pp. 143-166.

20) Friday, February 19: Imago Dei, continued
   • Read for class:
     i. Sachs, Christian Vision of Humanity, pp. 5-25.
     ii. (Bible) Genesis, Intro and Ch. 1-4:16, 6-9:17 (pp. 3-11, 13-17).
     iii. Eric Immel, “If I Were a Boy: Beyonce, Jesus, and I” TJP (09/16/14)**
   • Watch for class:
     i. Wealth Inequality in America**

   • Read for class:
     i. Migliore, pp. 121-142.
     ii. Sachs, pp. 27-34.
     iii. Jen Owens, “Transfiguration,” Daily Theology (03/16/14)**
   • Watch for class:
     i. Wealth Inequality in America**

22) Wednesday, February 24: The Person in Community
   • Read for class:
     i. Sachs, pp. 35-42.
   • Watch for class:

23) Friday, February 26: The Covenant is for Right-Relationship
   • Read for class:
     i. (Bible) Deuteronomy Intro, Ch 5-6, 15:1-18 (pp. 255-256, 265-268, 279-280).
     ii. (Bible) Amos Intro, Ch. 1-2, 5 (pp. 1216-1220, 1222-1224).
     iv. Peter Hans Kolvenbach, “The Service of Faith and the Promotion of Justice” (10/06/00)**
     v. Ieva Zu, “We Are Rich Because They Are Poor” Fashion Bloc (11/24/15)**
   • Watch for class:
     i. APTV.No, “What Kind of Life is This?” Sweatshop (11/26/14)**

24) Sunday, February 28: Scripture and Ethics Essay Due (Submit via Canvas by 5pm).
25) Monday, February 29: To Be Human
   • Read for class:
     i. Sachs, pp. 43-74.
     ii. Why Are Some Bodies More Privileged than Others? – Selections on Canvas
        1. white privilege: https://www.isr.umich.edu/home/diversity/resources/white-privilege.pdf
        2. male privilege: http://amptoons.com/blog/the-male-privilege-checklist/
        3. straight privilege: http://www.sap.mit.edu/content/pdf/heterosexual_privilege.pdf

26) Wednesday, March 2: God in Jesus Christ
   • Read for class:
     i. Johnson, pp. 49-69.
     ii. James Martin, “Ten Things I Wish Everyone Knew About Jesus” Faith Street
         (11/03/14)

27) Friday, March 4: The Person and Work of Jesus Christ
   • Read for class:
     i. Migliore, pp. 168-174, 179-203.
     ii. John Slattery, “The Resurrection Was Not …” Daily Theology (04/07/12)
   • Watch for class:
     i. Why I Hate Religion But Love Jesus and Why I Love Religion, and Jesus

28) Monday, March 7: No Class – Spring Break

29) Wednesday, March 9: No Class – Spring Break

30) Friday, March 11: No Class – Spring Break

31) Monday, March 14: The Good News of Jesus Christ
   • Read for class:
     i. (Bible) The Gospel of Mark, Introduction and Chapters 1-8 (pp. 1722-1740).
     ii. Terrance Klein, “How Real is Your Christ?” America (08/14/15)

32) Wednesday, March 16: The Good News of Jesus Christ, continued
   • Read for class:
     i. (Bible) The Gospel of Mark, Chapters 9-16 (pp. 1740-1758).
     ii. Cindy Brandt, “What If Jesus Wasn’t the Answer?” Sojourners (03/18/15)
     iii. Adam Ericksen, “The Subversive Peace of Christmas” Sojourners (12/24/14)

33) Friday, March 18: Jesus Christ in Context
   • Read for class:
     i. Migliore, pp. 205-231.
     ii. Bryan Massingale, “Sharing Our Faith …” (05/04/05)
     iii. Chris Pramuk, “The Veil Between Us” Hope Sings So Beautiful (10/16/15)

34) Sunday, March 20: Theology and Culture Essay Due (Submit via Canvas by 5pm).
   • Read for class:
     i. Migliore, pp. 232-258.
     ii. Meghan Clark, “St. Mary Magdalene,” Millennial (07/22/13)**
     iii. Amanda Osheim, “Fear or Faith?” Daily Theology (07/10/14)**

36) Wednesday, March 23: The New Community
   • Read for class:
     ii. Lumen Gentium, paragraphs 1-9, 30-31, 38-39**

37) Friday, March 25: No Class – Easter Break

38) Monday, March 28: No Class – Easter Break

39) Wednesday, March 30: The God Who Liberates
   • Read for class:
     i. Johnson, pp. 70-89, 113-132.
   • Complete for class: Calculate your Slavery Footprint.**

40) Friday, April 1: The Church’s Mission
   • Read for class:
     i. Migliore, pp. 286-313.
     iii. Jeremy Zipple, “Global Catholicism” TJP (02/24/14)**

41) Monday, April 4: The Sacramental Life
   • Read for class:
     i. Himes, pp. 100-135.
     ii. Jason Brauninger, “Spiritual and Religious,” TJP (05/14/12)**

42) Wednesday, April 6: Christian Life in the World
   • Read for class:
     i. Himes, pp. 68-82.
     ii. Sachs, pp. 75-102.

43) Friday, April 8: Agape
   • Read for class:
     i. Sachs, pp. 103-112.
     ii. Himes, pp. 50-67 and 136-144.
     iii. Brendan Busse, “To Be A Better Lover” TJP (06/02/15)**
44) Monday, April 11: Hope
   • Read for class:
     i. Migliore, pp. 347-373.
     ii. Jason Welle, “Complicity and the Cross,” TJP (03/29/13)**

45) Wednesday, April 13: Faith for Unity
   • Read for class:
     i. (Bible) 1 Corinthians, Intro and Ch. 1-3, 10-13 (pp. 1932-1937, 1945-1950)
     ii. (Bible) 2 Corinthians, Intro and Ch. 1, 3-6 (pp. 1956-1959, 1961-1965)
     iii. Fran Rossi Szpylczyn, “Thinking About the Gospel is Not Living It,” Daily Theology (02/21/14)**

46) Friday, April 15: New Questions for Theology
   • Read for class:
     i. Johnson, pp. 90-112, 133-152.

47) Monday, April 18: Generous God of Religions
   • Read for class:
     ii. Michael Rossmann, “Bedroom Window Spirituality” TJP (10/15/12)**
     iii. Jacqueline Lewis, “A Journey Toward Radical Welcome” Sojourners (04/20/15)**
   • Watch for class:
     i. Interfaith Amigos (2011)**

48) Wednesday, April 20: Engaging Islam
   • Read for class:
     ii. Selections from the Scripture of Islam, pp. 373-381, 385-389, 392-402.**
     iii. Lauren Markoe, “Muslim Scholars Release Open Letter” Huffington Post (09/24/14)**
   • Watch for class:
     i. Reza Aslan, “Islam and Violence” Fusion (10/20/14)**

49) Friday, April 22: Jesus Christ and Religious Plurality
   • Read for class:
     ii. Francis Clooney, “Jesus in the Quran” America (12/21/15)**

50) Sunday, April 24: Advocacy Project Due (Submit via Canvas by 5pm).
51) Monday, April 25: A Paradigm of Discipleship in the World Today
   • Read for class:
     i. Boyle, *Tattoos on the Heart*, pp. xi-40
   • Watch for class:
     i. “LA Gang Members Transformed” (2013)**

52) Wednesday, April 27: From Disgrace to Compassion
   • Read for class:
     i. Boyle, *Tattoos on the Heart*, pp. 41-82.
     ii. Kevin Ahern, “From Apathy to Social Action” *Daily Theology* (09/11/14)**

53) Friday, April 29: The Christian Life as a Call to Solidarity and Kinship
   • Read for class:

54) Monday, May 2: All Extra Credit, Revised, and Late Assignments Due by 5pm via Canvas

55) Final Essay Due: Friday, May 6 by 12pm (noon) on Canvas
Appendix: Resources for Xavier Students

Campus Police- 513.745.1000

McGrath Psychological Services- 513.745.3022
Professional outpatient counseling and psychotherapeutic treatment is available to students at no charge. Services are provided by clinical psychologists or clinical social workers who are licensed in Ohio at the highest level of practice and the quality of the services is the same as is available in private practice. Students call the Health and Wellness Center with a wide range of initial concerns.
http://www.xavier.edu/health-wellness/

The Psychological Services Center- 513.745.3531
The psychologists at the PSC are faculty members in the Department of Psychology who have specialties primarily in clinical but also in industrial/organizational psychology. They also have psychology trainees from the Department of Psychology working in the Center. The PSC offers a range of psychological services to students at Xavier University.
Sycamore House at 3818 Winding Way next to Schmidt Fieldhouse
http://www.xavier.edu/psychologicalservices/welcome.cfm

Advocate Program- 513.745.1000 | ask for an advocate
The Xavier Advocate Program exists to provide confidential support, information and advocacy for those affected by harassment, discrimination, relationship violence, sexual assault, rape, and stalking.
http://www.xavier.edu/advocate/

Title IX- 513.745.3046 | lawsonkl@xavier.edu
The Title IX Office leads Xavier's efforts to prevent and address gender-based discrimination and sexual harassment.
http://www.xavier.edu/titleix/?aq=auto-Title%20IX

SWAG- 513.745.3240 | bowlingm3@xavier.edu
Xavier SWAG (Student Wellness Advocacy Group), an opportunity for students to develop and facilitate prevention education programming.
http://www.xavier.edu/swag/

Learning Assistance Center – 513.745.3280
The Learning Assistance Center (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. Our tutoring services include subject specific tutoring, study skills assistance, study groups, and Supplemental Instruction (SI). For students with documented disabilities, our disability services provides accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. We provide these services in a positive and encouraging environment which promotes appreciation for diversity and Cura Personalis. The Learning Assistance Center is located on the fifth floor of the Conaton Learning Commons, Suite 514.

Writing Cetner -- 513.745.2875 | writingcenter@xavier.edu
The James A. Glenn Writing Center provides free services to all members of the Xavier community-undergraduate and graduate students, staff and faculty. The tutors in the center can help at any stage of the writing process: understanding an assignment, generating ideas, drafting, organizing, revising, editing (addressing sentence structure, grammar, and punctuation concerns), and documenting sources. Writers can also receive assistance in refining cover letters and résumés, and other such non-class-related writing projects.
The mission of the Writing Center is to support writers in their efforts to become better writers. The Writing Center thus does not provide proof-reading services, where a writer drops off an essay for us to 'fix' before the writer picks it up again. Tutors will, however, do something better: they'll sit down with writers, assisting them in learning how to proofread for their own particular pattern of errors and to edit their own work. As experienced writers know, discussing a writing project and getting informed feedback helps all writers to clarify their ideas and to express them more effectively.

We recommend that appointments for tutorial assistance (either in person or distance learning) be made in advance, although walk-in appointments are possible if a tutor is available. No appointment is required to use the Center's computer lab.

Conaton Learning Commons, Room 400
http://www.xavier.edu/writingcenter/?aq=auto-Writing%20Center

National Resources
National Sexual Assault Hotline- 1.800.656.HOPE (4673)
24 Hour Local Suicide Hotline- 513.281.CARE (2273)
National Suicide Prevention Lifeline- 1.800.273.TALK (8255)
It's On Us Campaign- itsonus.org