



**MORE THAN READY.
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INFUSING ACTIVE CITIZENSHIP AND SOCIAL JUSTICE INTO THE FIRST YEAR EXPERIENCE

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#FYE20

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SESSION OVERVIEW

- Our Communities
- Integrating Social Justice Programming into the First Year Experience
 - Common Text Program
 - Campus-Wide Programming
 - Community Engagement
- First-Year Seminar Course Integration
- Discussion



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**TELL US ABOUT YOUR
COMMUNITY.**

WHAT ARE THE ASSETS?

WHAT ARE THE CHALLENGES?



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STRONG TRUTHS, WELL LIVED

FOUNDED IN

1852

MISSION:

INSPIRE
STUDENTS TO
LEARN, LEAD,
AND SERVE
IN A DIVERSE
AND CHANGING
WORLD

20 AVERAGE CLASS SIZE

12:1

STUDENT-TO-FACULTY
RATIO

1ST

UNIVERSITY
IN THE U.S.
NAMED FOR
ST. IGNATIUS
LOYOLA;
FOUNDER OF
THE JESUITS

0

NUMBER OF
CLASSES TAUGHT
BY TEACHING
ASSISTANTS

350

FULL-TIME
FACULTY

4,004

UNDERGRADUATES

88%

FIRST-YEAR TO
SOPHOMORE
RETENTION RATE



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WHY *MESSINA*?

- Connects to Loyola's Jesuit tradition
- Reaffirms our commitment to undergraduate education and the liberal arts

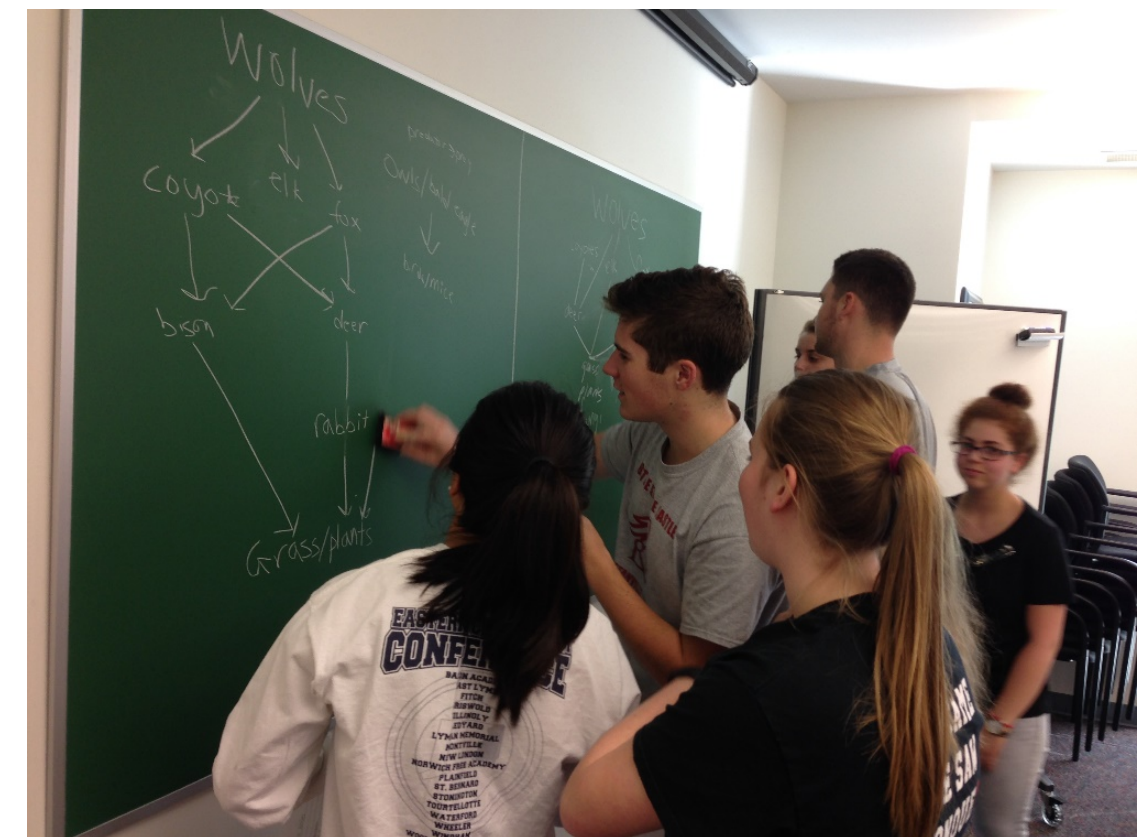


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MESSINA FEATURES

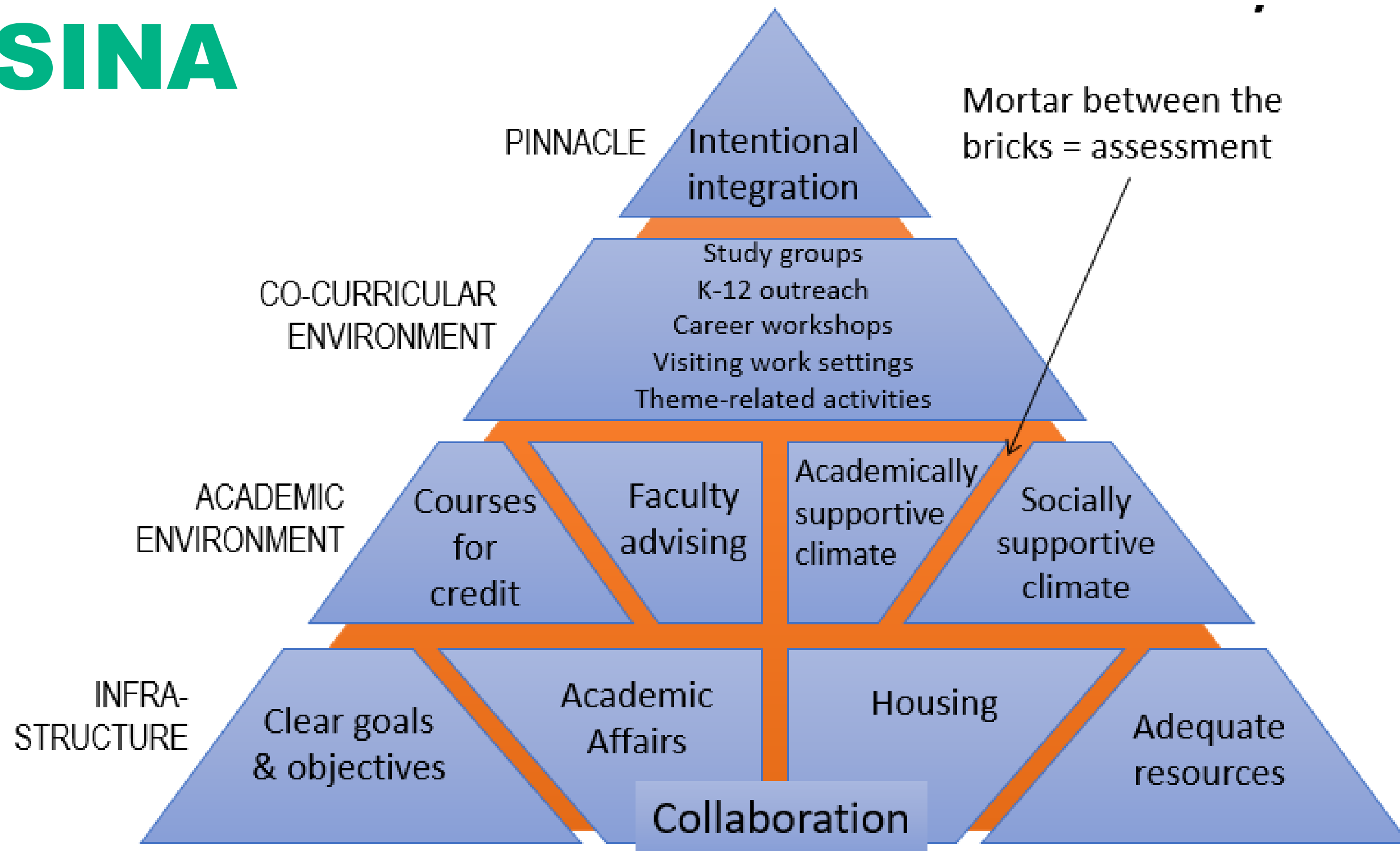
- 2, small seminar courses (one fall and one spring semester) that fulfill degree requirements
- Quality, first-rate advising by full-time faculty members
- Students get acclimated to the Loyola & Baltimore community



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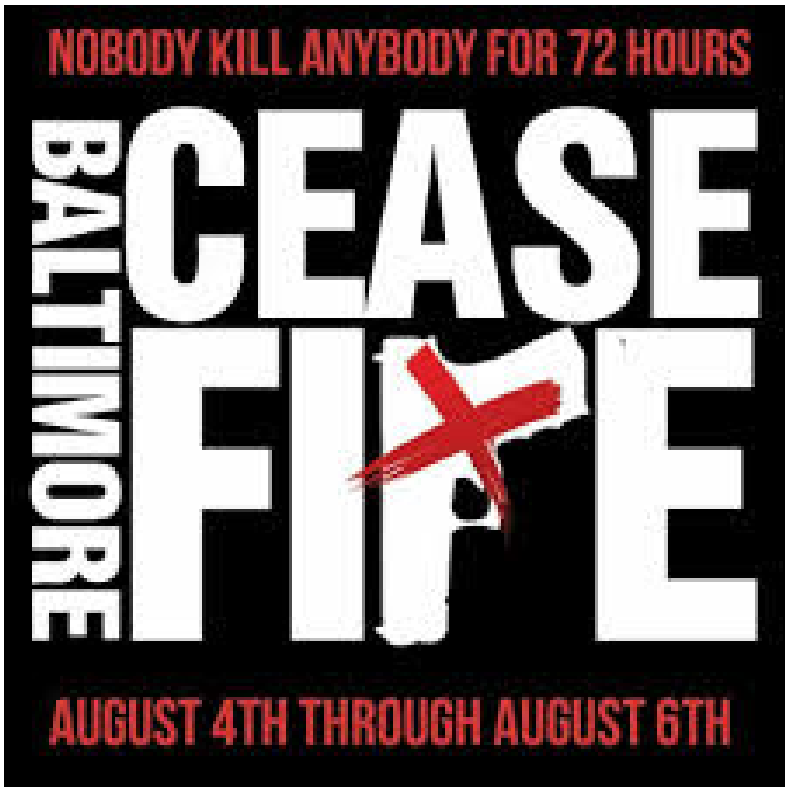
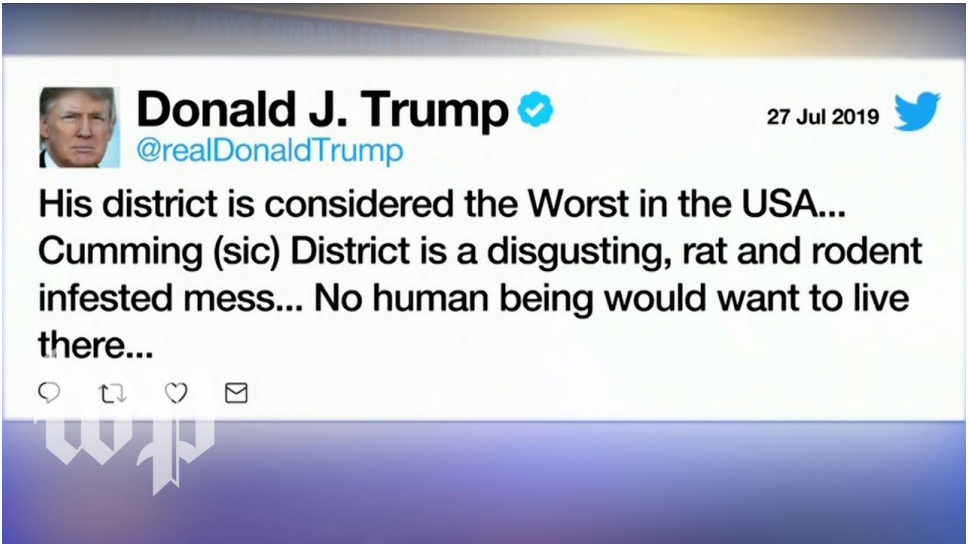
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FOUNDATIONS OF MESSINA

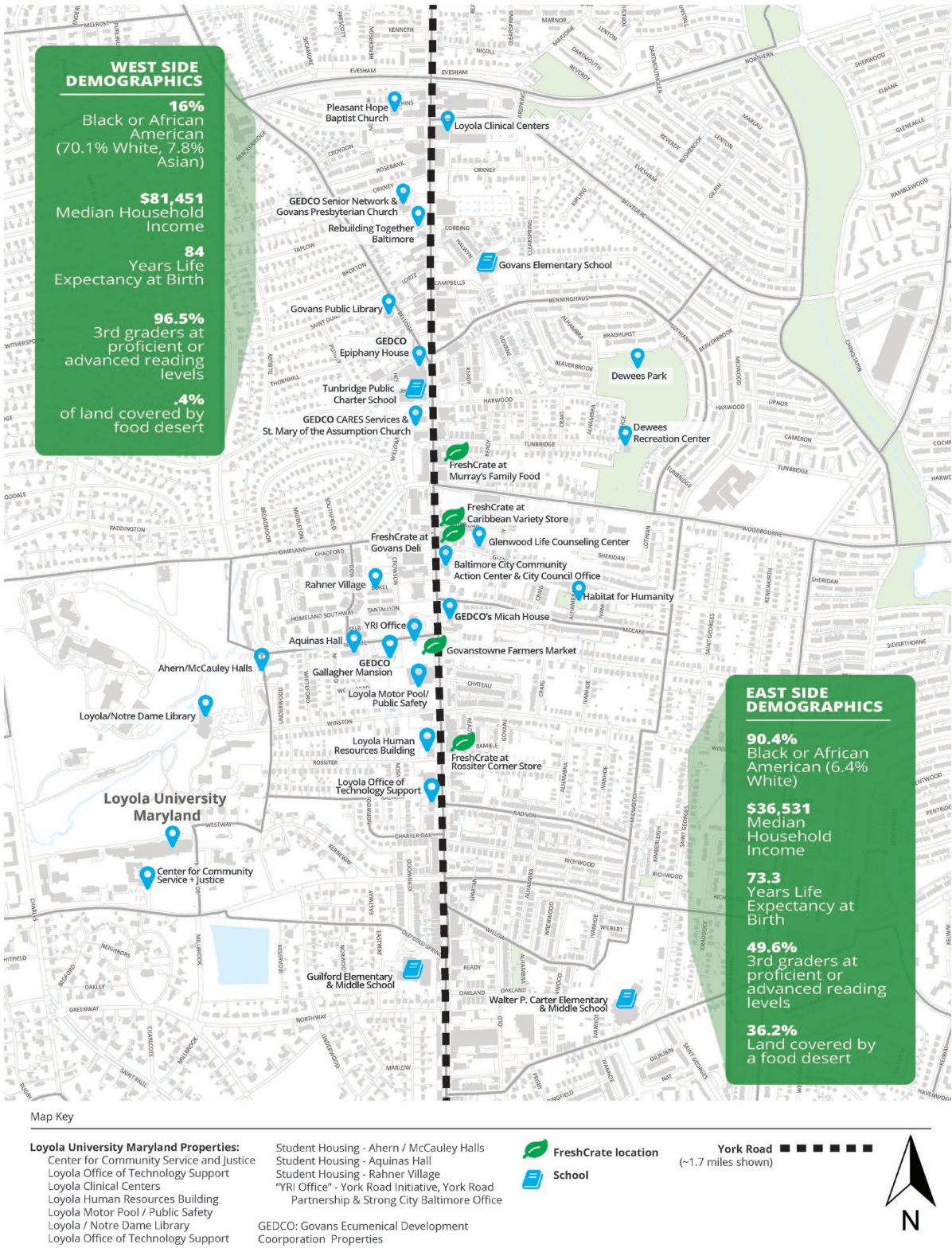


Source: LLC Best Practices Model (Inkelas, Jessup-Anger, Benjamin, & Wawrzynski, 2018).

WHY INFUSE SOCIAL JUSTICE?



Loyola York Road Initiative Area



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IGNATIAN CITIZENSHIP

Ignatian citizens are people who "think of themselves as part of something larger, as responsible for the betterment of our shared world; as men and women who think and act for the rights of others, especially the disadvantaged and the oppressed."

- 2017-2022 Loyola
University Maryland
Strategic Plan



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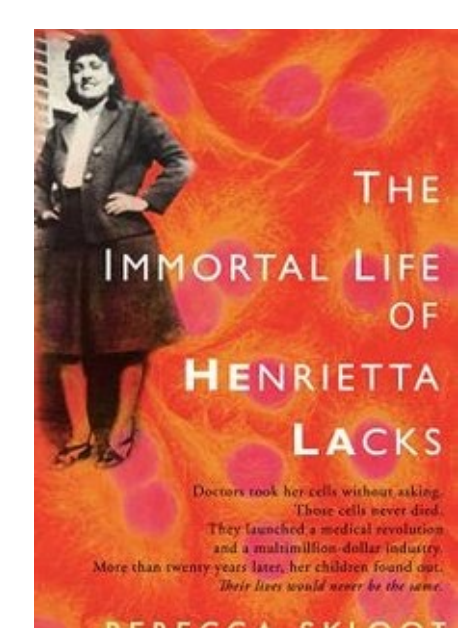
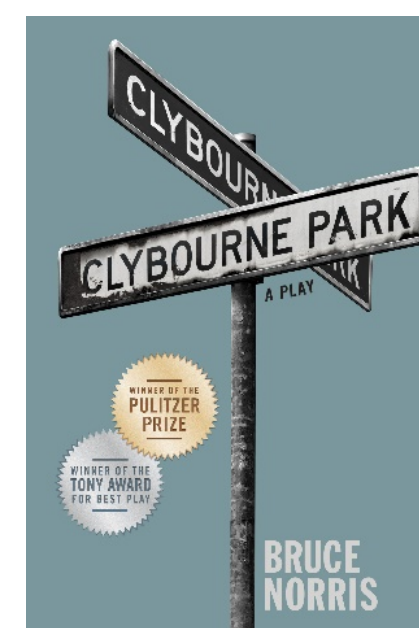
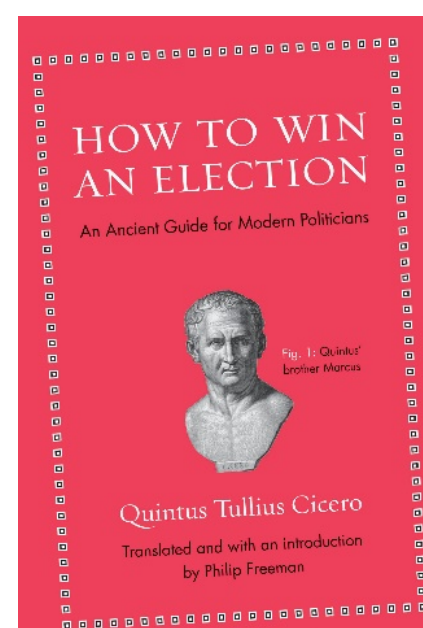
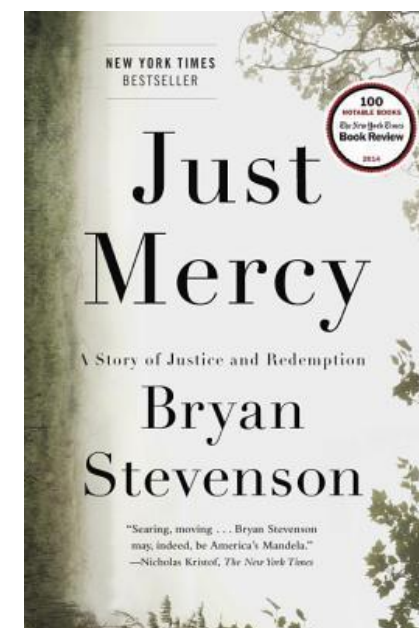
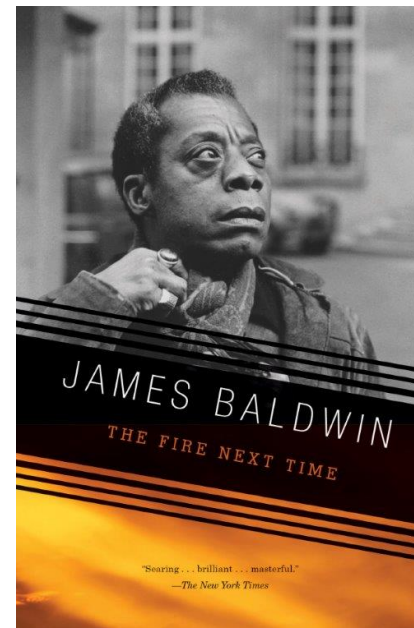
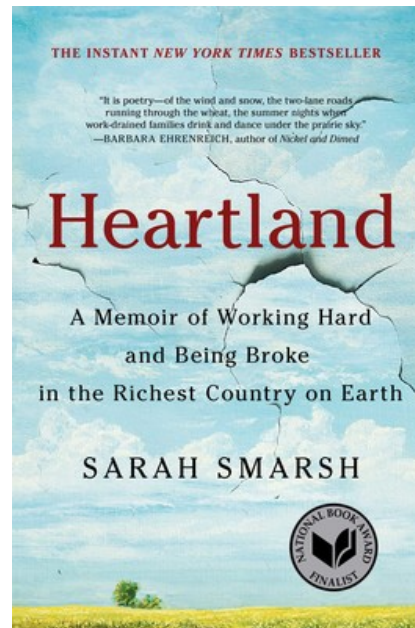
MESSINA'S RESPONSE

- Align Common Text Program with goals of Ignatian Citizenship
- Promote Social Justice campus programming
- Further integrate community engagement and Baltimore-based Programs
- Partner with Baltimore Racial Justice Action to develop classroom tools for integration



COMMON TEXT PROGRAM

- Develop criteria for books that support social justice learning aims
- Develop study guides and other resources for classroom integration



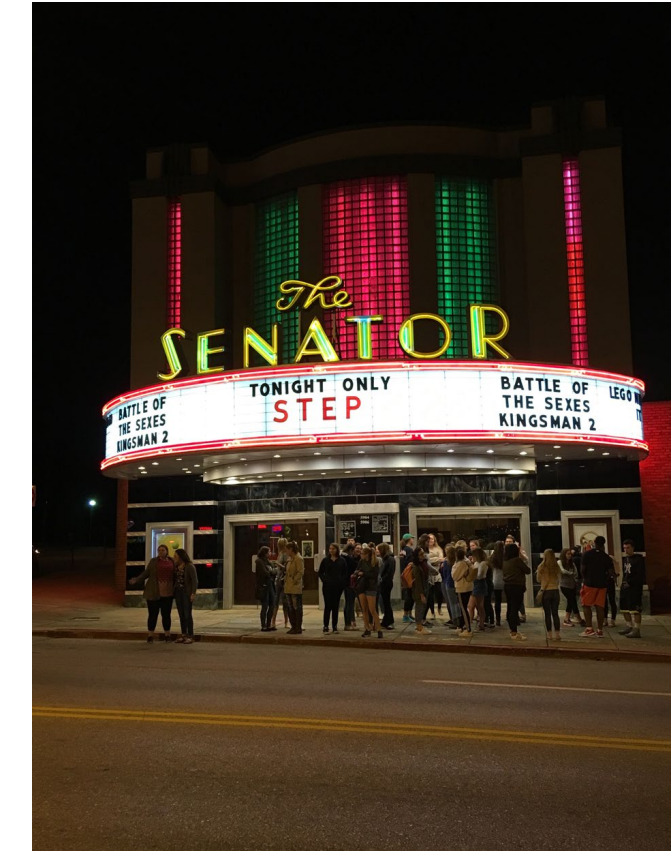
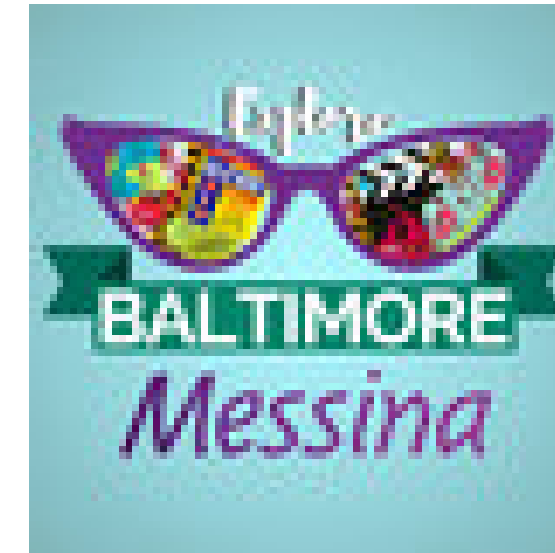
CAMPUS PROGRAMMING

- Identify campus partners to create synergy
- Find opportunities to include student and alumni voices
- Revisit social justice themes
- Invite local community to campus events



COMMUNITY ENGAGEMENT

- Move beyond community service
 - Invest in local businesses
- Remove barriers to engagement
 - Transportation
 - Focus on free events
- Prepare students for service opportunities
 - Incorporate reflection

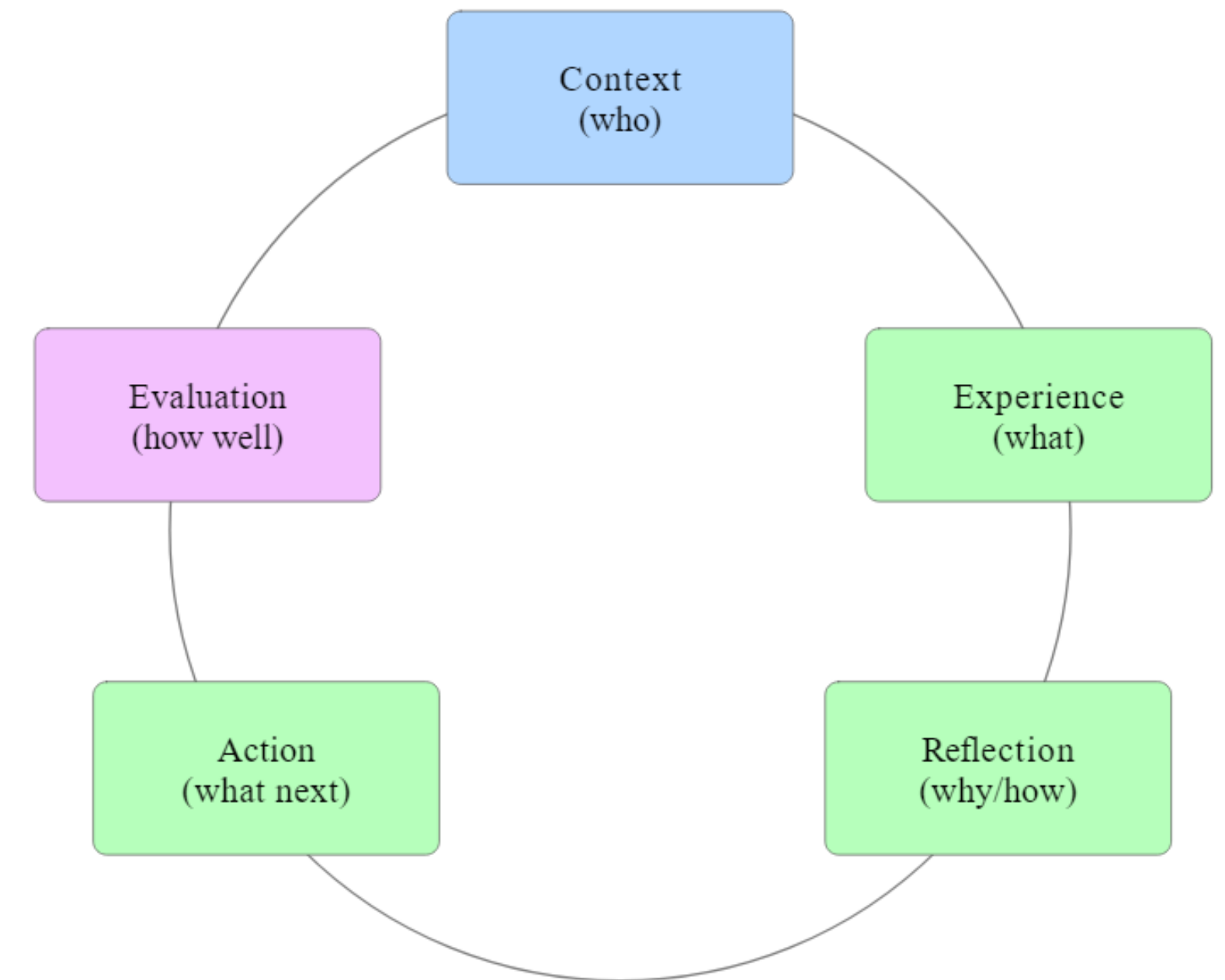


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CLASSROOM BASED INITIATIVES

- Baltimore 101 Transportation Lesson Plan
- Introduction to Service
- Restorative Justice Circles Lesson Plan
- Baltimore Racial Justice Action Lesson Plans
 - Race the Power of Illusion
 - Baltimore Neighborhood Indicators
 - Active Citizenship





ISSUE:

HOW TO DO THIS IN AN APPLIED CALCULUS COURSE?

- Spring Messina course
- Tied with Fall Microeconomics course
- All intended business majors



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ANSWER:

Redlining and Discriminatory Housing Covenants in Baltimore

Idea from BRJA workshop



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CLASS ACTIVITY 1: REDLINING INTRO

During a 50-minute Enrichment Hour of Applied Calculus

1. Watch portion of 3-part PBS documentary *Race: The Power of Illusion, Episode 3: ``The House We Live In.*"
 - The discussion on redlining starts at about 23:49
 - Found on Kanopy through our library
 - Next time: out of class assignment + brief written reflection
2. Reflection worksheet from BRJA and discussion



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CLASS ACTIVITY 1: REDLINING INTRO

Early to mid-1900s

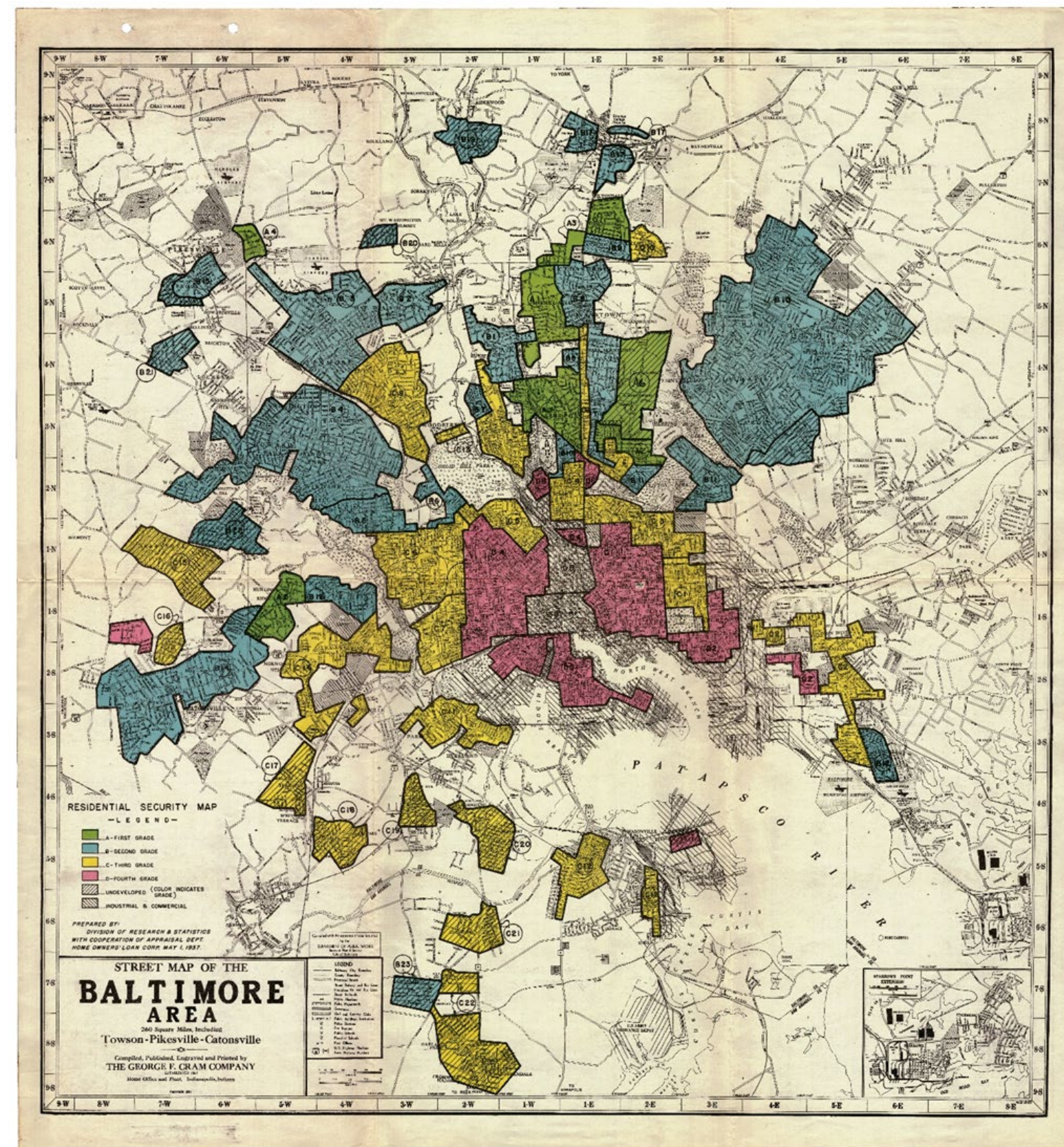
- Discriminatory housing practice – a way of "block-busting"
- Red neighborhoods = high financial risks
- Home values suffered
- Lack of economic development
- Contributed to housing segregation and systemic poverty
- Baltimore is infamous for redlining and other discriminatory housing practices



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1937 SECURITY MAP



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Baltimore City Ordinance 610 (1910)

The Baltimore Sun summarized the ordinance:

That no negro can move into a block in which more than half of the residents are white. That no white person can move into a block in which more than half of the residents are colored. That a violator of the law is punishable by a fine of not more than \$100 or imprisonment of from 30 days to 1 year, or both. That existing conditions shall not be disturbed. No white person will be compelled to move away from his house because the block in which he lives has more negroes than whites, and no negro can be forced to move from his house if his block has more whites than negroes. That no section of the city is exempted from the conditions of the ordinance. It applies to every house. In addition, the ordinance prohibited negroes from using residences on white blocks as a place of public assembly and vice versa.

Roland Park, Guilford, and Homeland neighborhood covenants (started in 1890s)
Annexed into the city in 1918



CLASS ACTIVITY 2: MAP AND BNIA

BNIA: Baltimore Neighborhood Indicators Alliance (<https://bniajfi.org/>)

1. Map activity
2. BNIA worksheet
3. Share results
4. Show other maps, quotes, discussion



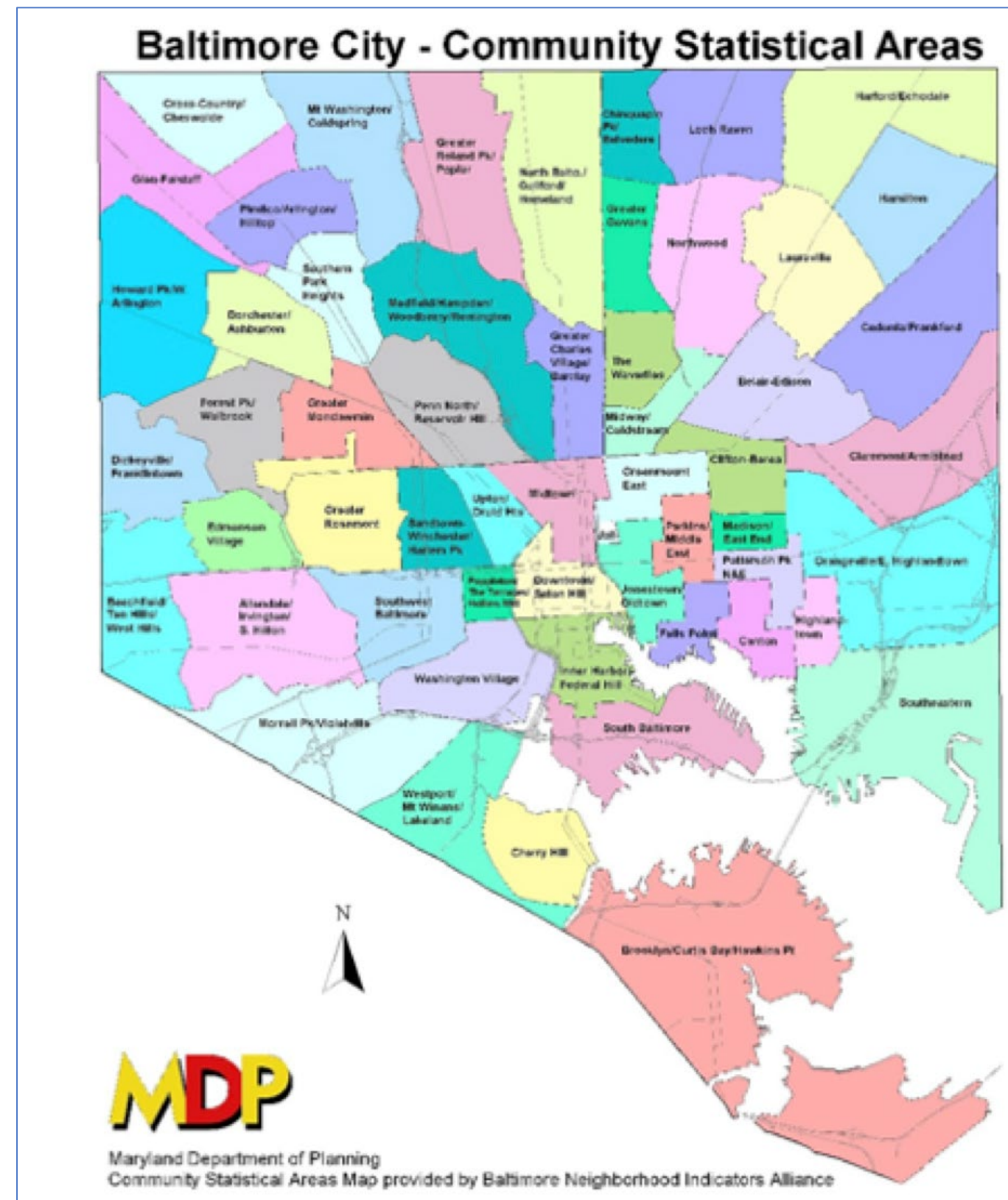
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MAP ACTIVITY

SURPRISINGLY (?) DIFFICULT!

- Find Loyola
- Find York Road
- Find other areas of interest



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BNIA STATS ACTIVITY

Split into 4 groups, looked up bniafi.org to complete worksheet

- 1) Percent of Residents – White/Caucasian (Non-Hispanic)
 - 2) Percent Population (25 years and over) With Less Than a High School Diploma or GED
-
- 1) Unemployment Rate
 - 2) Percentage of Residential Properties that are Vacant and Abandoned
-
- 1) Percent Population (25 years and over) with a Bachelors Degree or Above
 - 2) Percent of Children Living Below the Poverty Line
-
- 1) Median Household Income
 - 2) Live Expectancy

BNIA STATS ACTIVITY

(2015 data)

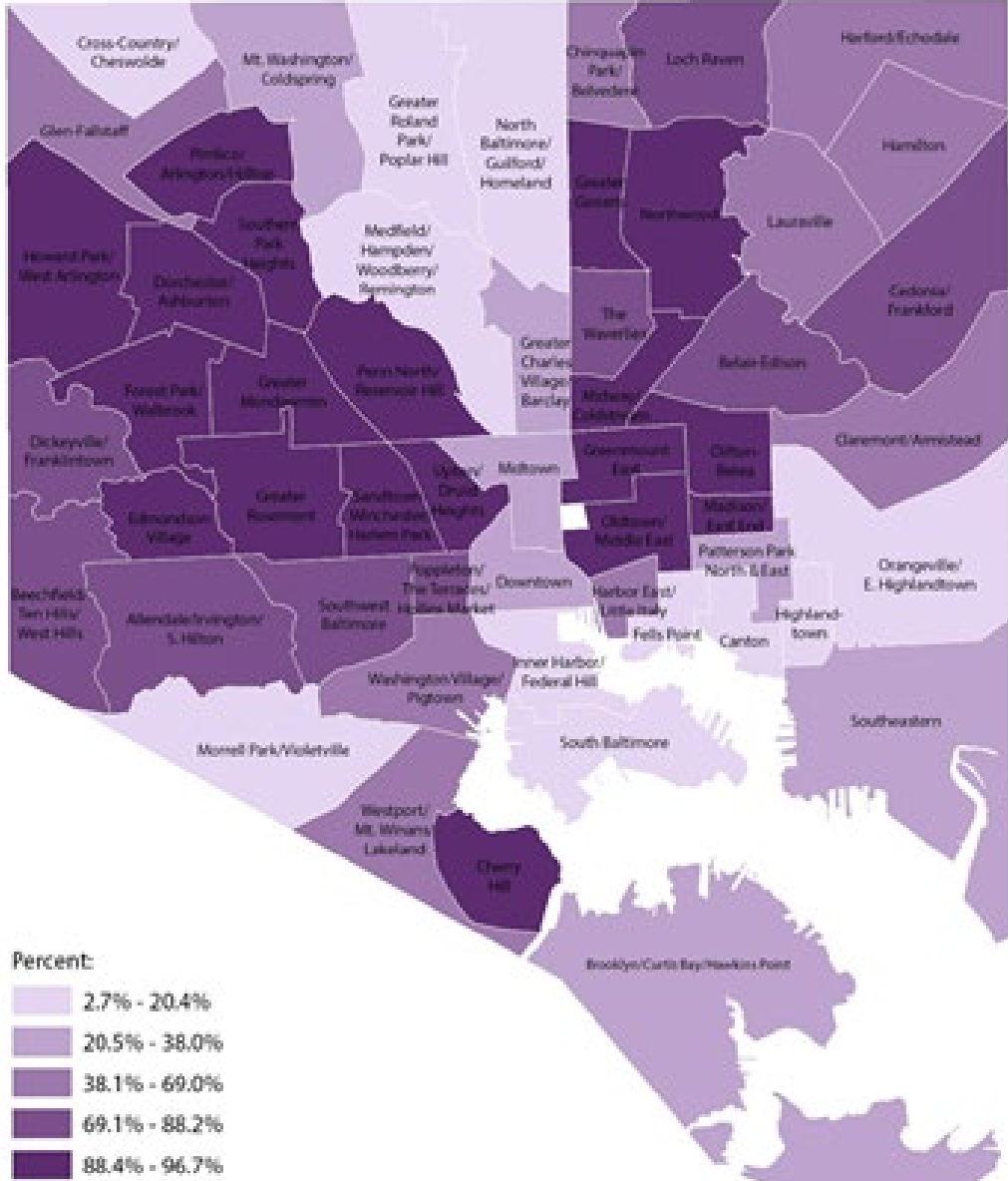
Neighborhood	Median Income	Life Expectancy
Greater Govans	\$41,249.80	73.3
North Baltimore/Guilford/Homeland	\$90,704.50	82.4
Oldtown/Middle East	\$19,127.40	69.4
Sandtown-Winchester/Harlem Park	\$25,208.90	68.6
Overall Max	Greater Roland Park: \$113,496.10	Cross-Country-Cheswolde: 85.0
Overall Min	Oldtown: \$19,127.40	Downtown/Seton Hill: 65.7



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Percent of the Population that is Black/African-American, 2010

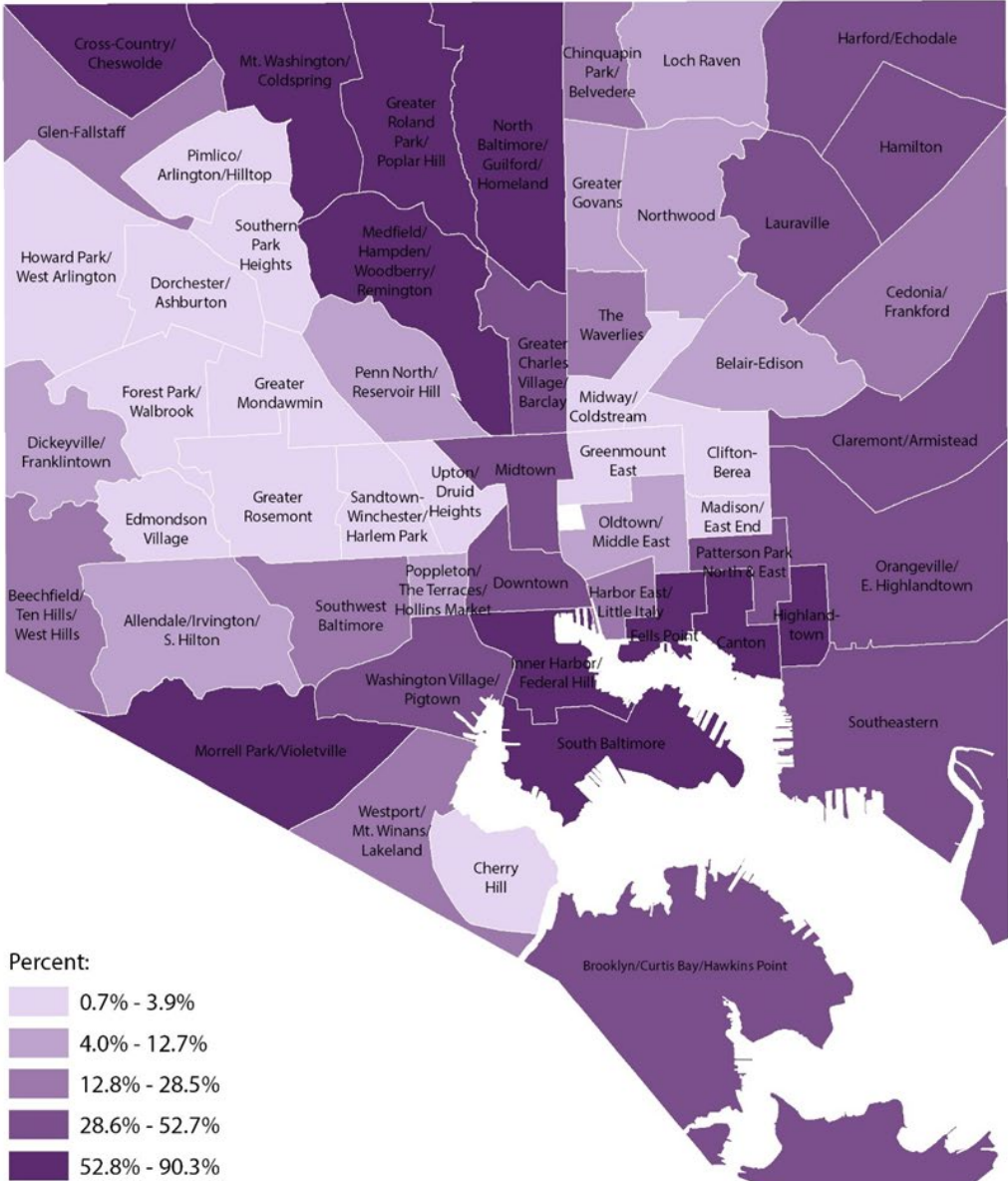


Map created by BNIA-JFI, 2015

Source: United States Census Bureau



Percent of the Population that is White, 2010



Map created by BNIA-JFI, 2015

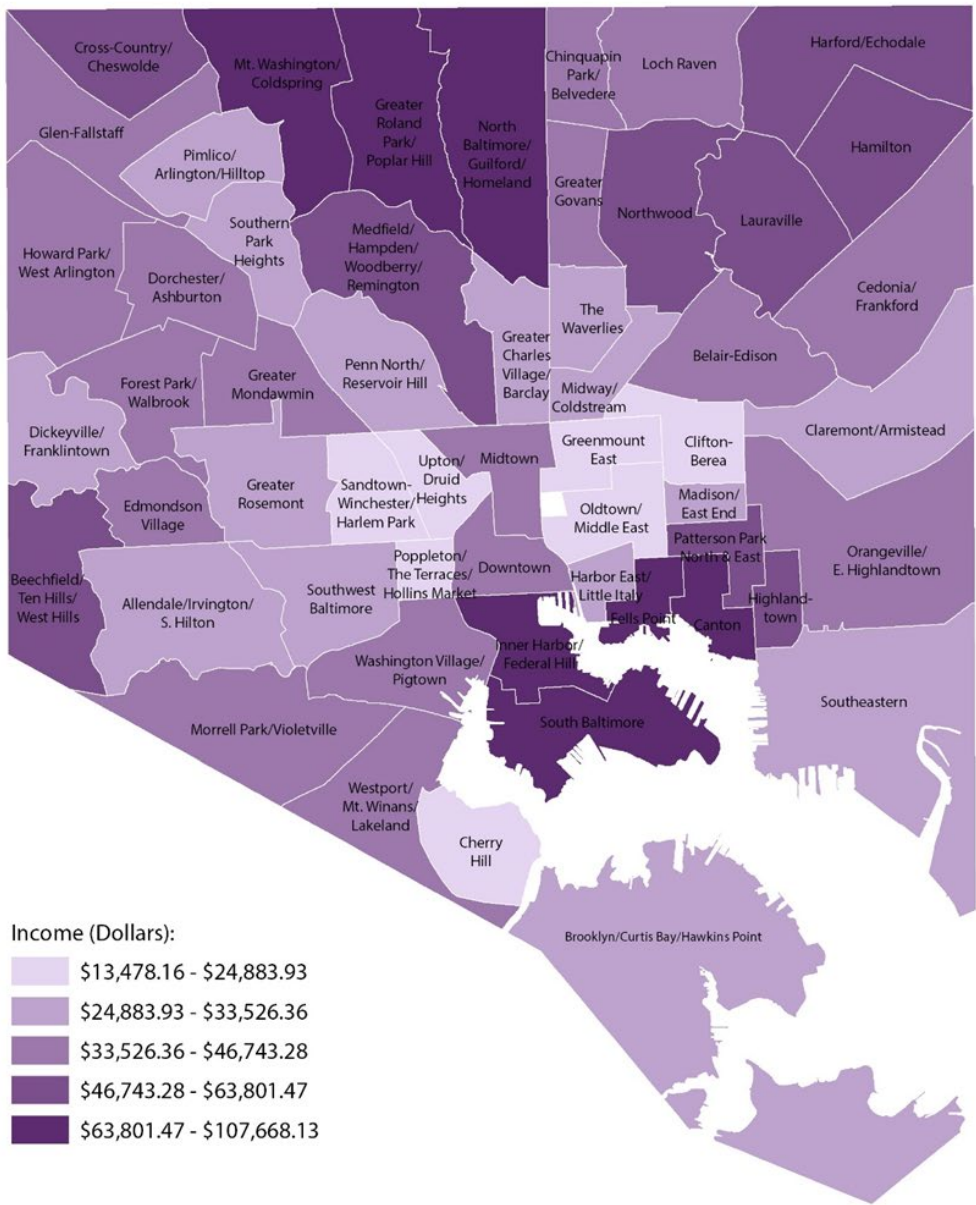
Source: United States Census Bureau



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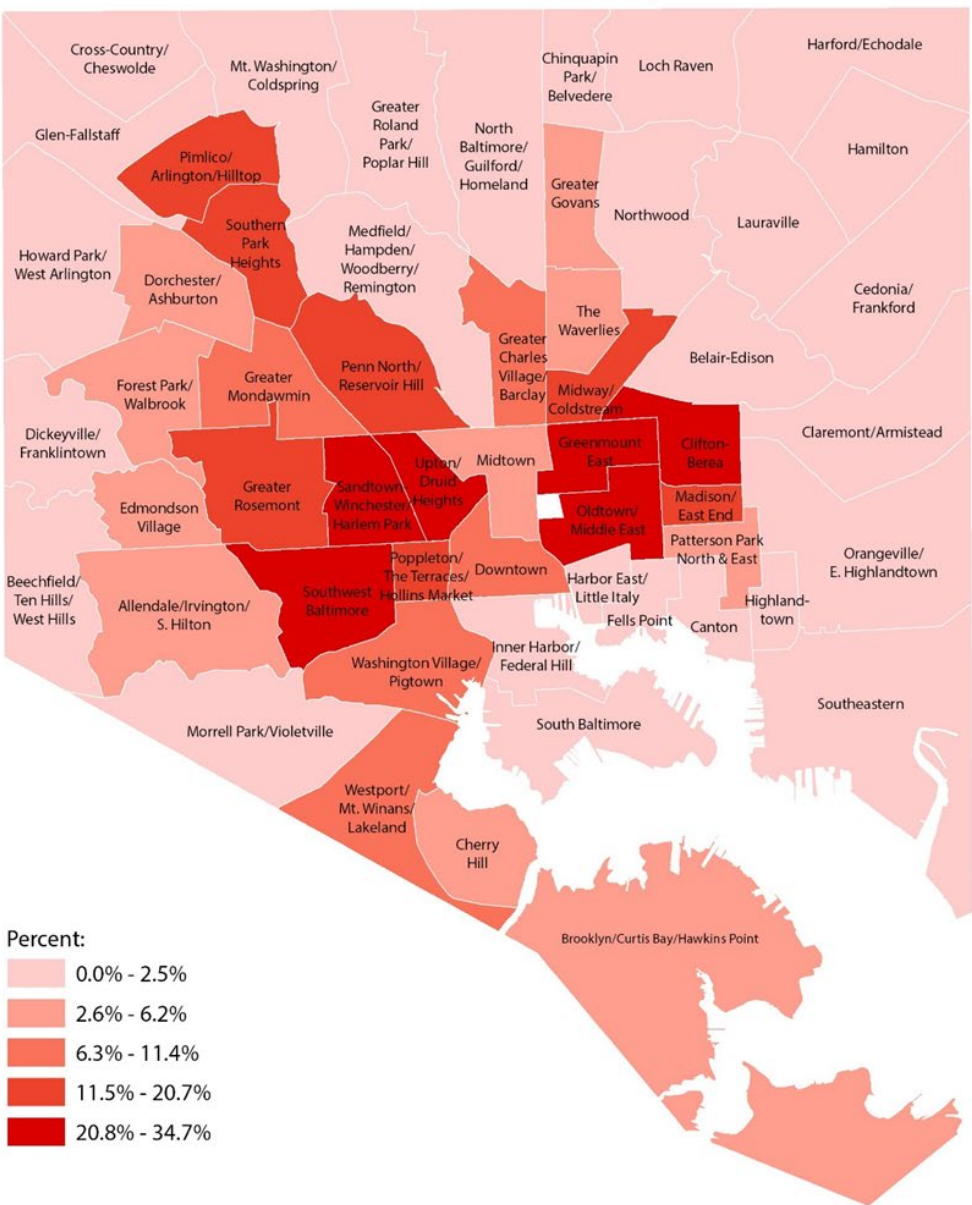
Median Household Income, 2009-2013



Map created by BNIA-JFI, 2015

Source: United States Census Bureau

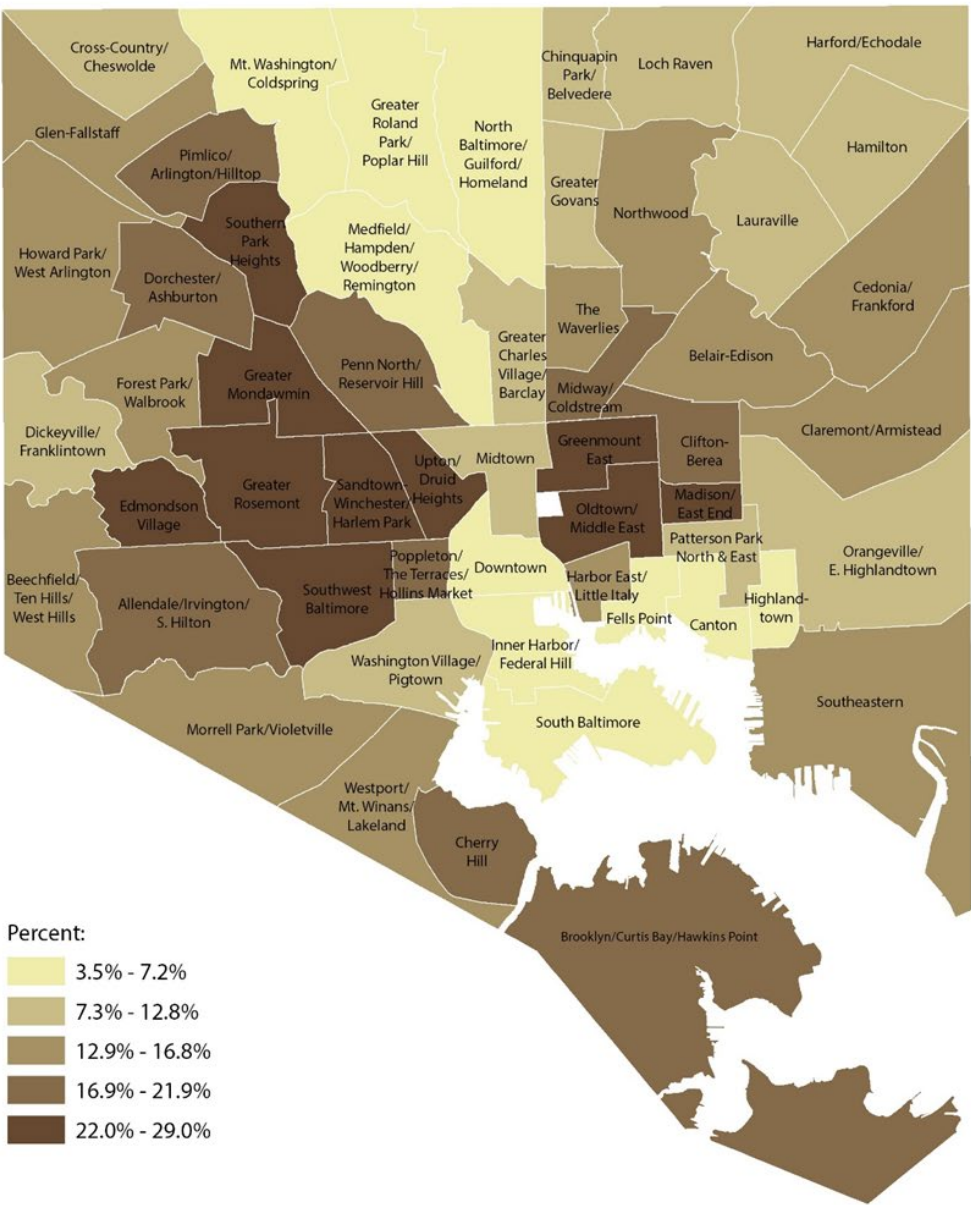
Percent of Properties that are Vacant and Abandoned, 2013



Map created by BNIA-JFI, 2015

Source: Baltimore Housing

Unemployment Rate, 2009-2013



Map created by BNIA-JFI, 2015

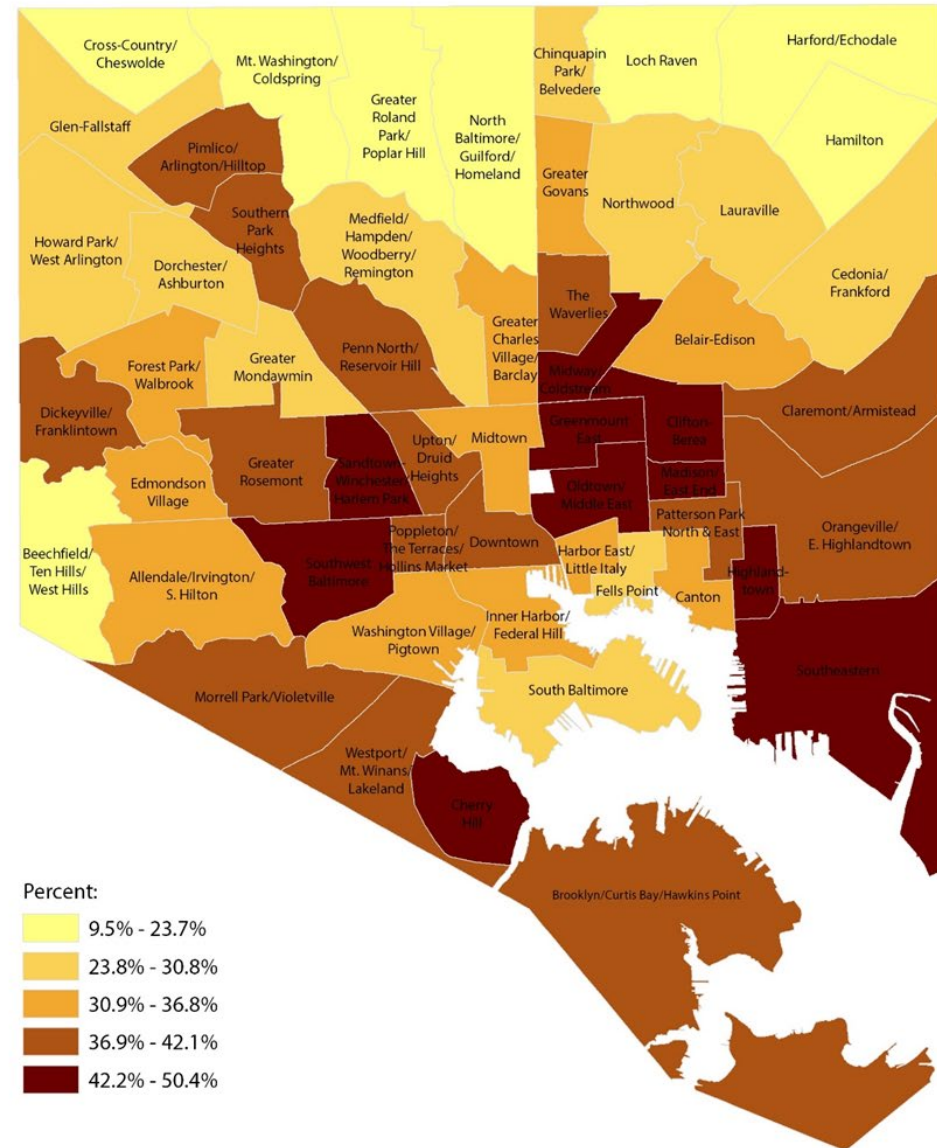
Source: American Community Survey



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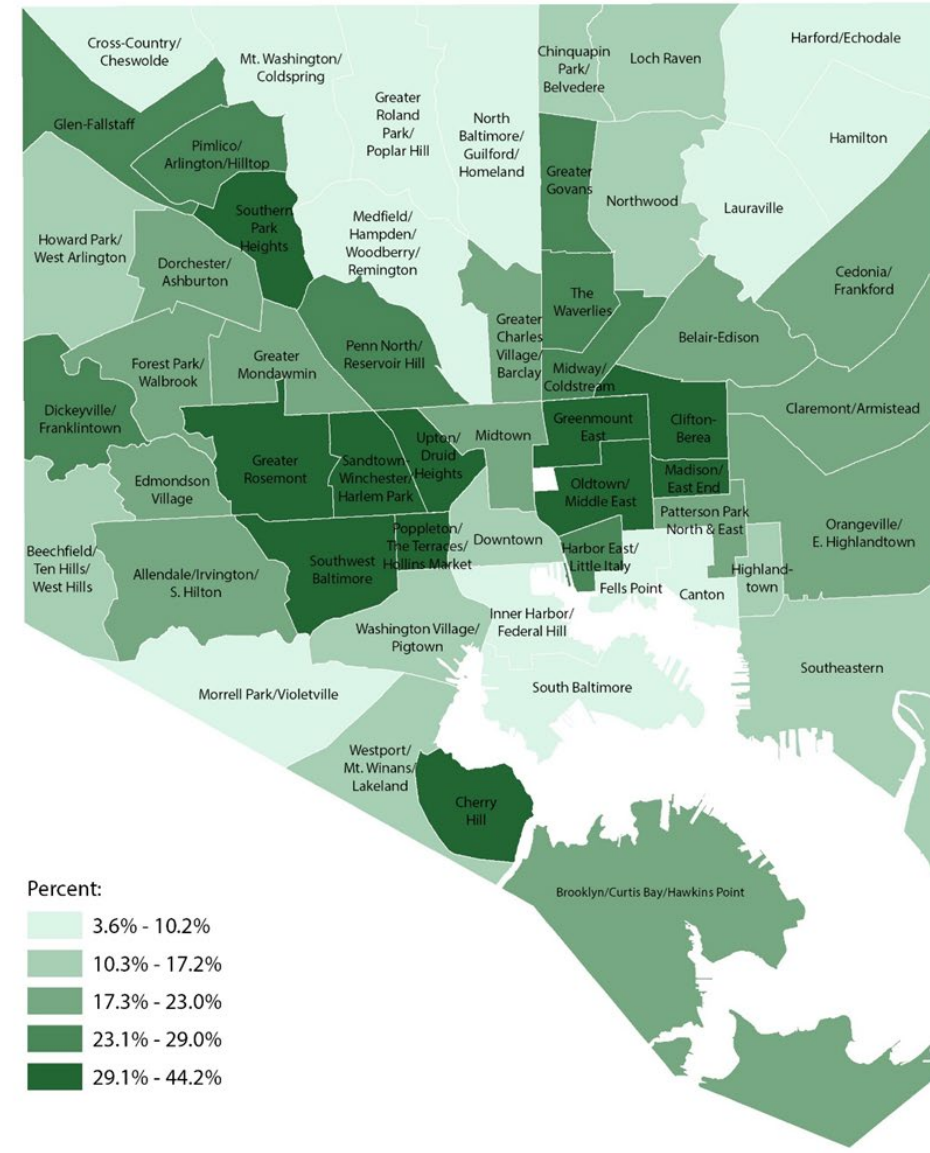
Percent of 9th-12th Graders that are Chronically Absent (20+ Days Missed), 2013



Map created by BNIA-JFI, 2015

Source: Baltimore City Public School System

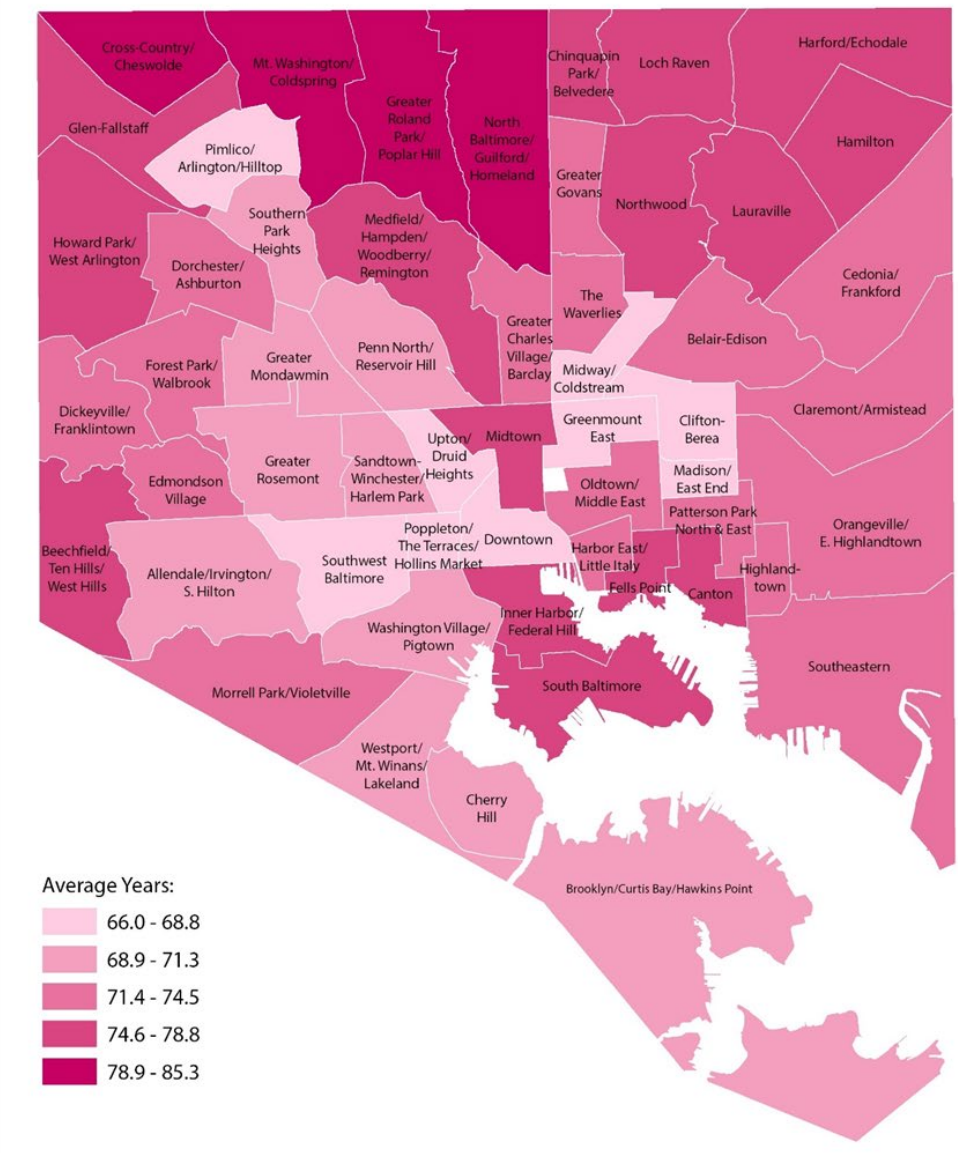
Percent of the Population that Uses Public Transit to get to Work, 2009-2013



Map created by BNIA-JFI, 2015

Source: American Community Survey

Life Expectancy, 2013



Map created by BNIA-JFI, 2015

Source: Baltimore City Health Department



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Images from Wikipedia of Sandtown-Windchester and Guilford



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APPLIED CALCULUS PROBLEM 1

For the past 50 years, median housing prices have grown on average 5.4% per year.

Assuming 5.4% annual growth on median housing prices and starting with 2015 prices, what would the median price be in 2020? In year 2065?

Median Price of Homes Sold	In 2015	In 2020	In 2065
Govans	\$50,000	\$65,038.88	\$693,426.68
Guilford	\$305,000	\$396,737.17	\$4,229,902.76
Sandtown	\$12,500	\$16,324.76	\$174,050.10

APPLIED CALCULUS PROBLEM 2

Many sub-prime mortgages have higher interest rates, sometimes the difference between a rate of 4.15% and 7.25%.

Suppose a 15 year mortgage of \$120,000 is given at these two different rates of interest. Find the total amount of the loan in that amount of time if it is compounded:

Monthly at 4.15% per year:

Monthly at 7.25% per year:

Continuously at 4.15%:

Continuously at 7.25%:



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OTHER POSSIBLE TOPICS

Many other areas of redlining maps, food desert maps, bank desert maps, etc.

Financial literacy:

- Check-cashing fees and locations vs. Bank locations

- Compare budgets, Banking fees, Security deposits, etc.

- Lots of statistics with BNIA (all from census data)

- Environmental and health data



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ASSESSMENT OF EFFORTS

- Auditing Use of Resources
- Event Attendance
- Focus Groups
- Direct Evidence
 - Student reflections of integrated learning

- 93% of Messina faculty & mentors incorporated racial justice into their classrooms and enrichment sessions (2017-18)
- 28% of faculty and administrators utilized the BRJA Racial Justice Lesson Plans (2017-18)
- 86% of Messina cohorts were exposed to information about Baltimore neighborhoods and transportation (2018-19)
- 90% of theme-wide events addressed issues related to social justice (2018-19)
- Class of 2019 Senior Focus Group Results indicate that exposure to Baltimore and opportunities to learn how to navigate the city is one of the most important features of Messina.



STUDENT VOICES

I personally participated in service learning at Tunbridge through my Messina writing class, which was a really educational and powerful experience for me. As someone who wants to become a teacher, and is thinking about working in Baltimore, the opportunity to be in a Baltimore city school was really important for me in understanding the environment. I also think that the opportunity to spend time with these students helped me to better understand our community in Baltimore outside of Loyola, which was something that was really impactful for me...It was also really incredible to be able to connect with the Tunbridge students through our pen-pal project that was done through our writing Messina. Our class wrote letters back and forth with young students at Tunbridge, and at the end of the semester we invited them to campus for a read-aloud event at the library. This was something that I will truly treasure, as I could tell how much the opportunity to write and read about topics they were interested in impacted the students we were interacting with. Through Messina, and an essay assignment on the importance and impacts of literacy, I was shown just how valuable of a skill it is, and how many people are not sufficiently literate. Therefore, helping to encourage a love of literacy, both in reading and in writing, for these students was incredibly important to me. Though it was a small and simple event, and I am sure it will only be one part of an ongoing literacy journey, I still felt like it was something very important to do and really appreciated having the opportunity.”



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HOW DO YOU ENGAGE IN SOCIAL JUSTICE?



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THANK YOU!

**Please remember to submit
your evaluation on
Guidebook!**

Additional Resources available at

<https://www.loyola.edu/departments/messina/about/program-design/fye2020>

Contact Us:

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