

Jul 17th, 10:30 AM - 11:30 AM

DTR (Dating That's Real): Developing Daters for the Common Good

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Primary presenter's full name, institution, position, full address, email, and daytime phone number

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Session title

DTR (Dating That's Real): Developing Daters for the Common Good

A list of keywords (10 maximum)

Date dating dignity justice sexuality relationships hook-up dialogue pornography

Brief description of session to include in conference schedule booklet (up to 150 words)

Abstract

Dating and romance- it's complicated for college students. Secular culture sets a model that is problematic for many people of faith. This session will share contemporary research as well as anecdotal experience from "Does Anyone Date Anymore?" a course offered at the University of Dayton for the last four years. By boldly stepping into real conversations about the influence of casual attitudes about hooking up, pornography and gender scripts, professional staff have the opportunity to help students deepen their understanding of themselves, their values and their intimate relationships. Drawing on Catholic Social Justice Teaching specifically the dignity of the individual and the common good, students can be challenged to consider the impact of their behavior on their community.

Connection to conference theme: "Taking Flight: Developing Leaders for the Common Good" (up to 150 words)

Sexuality, hooking up, pornography, romance, dating, and love is all part of the fabric of college students. How they navigate these complex topics is difficult and their peers often are equally confused or misinformed. The "Does Anyone Date Anymore?" course builds leadership capacity in students by providing information and perspectives to open up the conversation, listen to real narratives, and make decisions that can influence their peers (both within and beyond relationships). This is incredibly important at Catholic universities where students assume the only message will be "just don't do it outside of marriage." Without opportunities for authentic dialogue without compartmentalizing faith, many students will participate without deep consideration in activities that don't align with their beliefs, often leaving them disappointed and alone. By looking at dating through the lens of Catholic Social Justice Teaching, students are able to more critically think about the secular romance culture and their participation (or lack thereof) in light of their inherent dignity and those with whom they date.

Promotion of the "Principles of Good Practice for Student Affairs at Catholic Colleges and Universities" (check all that apply)

1. Welcomes all students into a vibrant campus community that celebrates God's love for all.

Content, composition, and structure of the "Does Anyone Date Anymore?" class and this presentation supports the inclusive and welcoming environment called for in Principle 1 as well as our Catholic and Marianist tradition. These goals are achieved by providing pronouns on the syllabus or utilizing gender-neutral language

when discussing potential partners as well as utilizing queer-centric texts such as “A Guide to Gender: The Social Justice Advocate’s Handbook” and ensuring that folks of all backgrounds (including those of various faith traditions and sexual orientations) are represented in class and panel discussions. This work reflects respect, justice, collaboration, and dialogue.

4. Creates opportunities for students to experience, reflect upon, and act from a commitment to justice, mercy, and compassion, and in light of Catholic social teaching to develop respect and responsibility for all, especially those most in need.

Principle 4 is the very foundation of the course. With the following course objectives; Illustrate the impact of gender, gender scripts, and sexuality in dating culture on campus. Apply academic research to students understanding of contemporary dating and sexual and romantic relationships. And examine contemporary issues regarding societal constructs as they relate to sex, dating, and relationships; the course clearly requires student reflection on personal actions as well as a compassionate understanding of the Just-ness of their relationships as outlined in Margaret Farley’s “Just Love” in support of a sexual ethic rooted in Catholic social justice teachings.

5. Challenges student to high standards of personal behavior and responsibility through the formation of character and virtues.

Instructors provide an opportunity to explore the treatment of others, sexual behavior, and other moral and health-related issues as they may be informed by Church teaching and current social mores.

This course requires students to put theory into practice by applying the concepts learned, as well as the boundaries, ethics, and virtues explored and identified into practice through a multiple date and reflective assignments.

Presentation outline, format and method of delivery (up to 150 words)

The presenters will share the historical context of the course, the format of the classes, the syllabus, an overview of the topics presented and resources. The areas of focus are understanding society/ gender/ norms, discussing personal boundaries/ decisions and enhancing relationships.

Several of the tools used to facilitate learning will be modeled, engaging the participants of the session. A large part of the power of this class is establishing a safe environment where all, including the instructors, are able to share with a level of vulnerability. Much of the information portion of the session will be presented orally with media included. Worksheets are utilized to allow for personal reflection and to inform the small group discussions. It is in these small groups facilitated by instructors where students are challenged to critically think about their ideas, beliefs, and behavior.

Intended audience (professionals new to Catholic Higher Education, seasoned professionals, all, etc.)

Seasoned professionals

Include any presentation requirements, such as:

- Audio-visual needs (all rooms will be equipped with computer/LCD projector)

We will need a projector and internet access.

- Room set-up requests (round tables, lecture style, etc.)

We prefer a large circle of chairs. But depending on the desired capacity of the session, lecture style seating can also work.

- Co-presenter(s) information (name, university, and position)

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