

RSOC 9: Ways of Understanding Religion  
Prof. Philip Boo Riley  
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Fall Quarter, 2016  
MWF 11:45AM - 12:50PM & 2:15PM - 3:20PM  
Office Hours: W, 1:15-2:00 & by appt.

### ***Course Description***

This RTC 1 course focuses on ways to think about religion, with a special interest in how religion plays out in public life. We read authors who engage our interest from within different traditions (Buddhism, Christianity, Islam, Judaism, and Atheism) and we develop categories through which to analyze their engagement and think about issues and questions it may raise. The course includes an independent project on religion in Silicon Valley that takes students off campus several times during the quarter.

### ***Meeting with Students***

I like to meet with students outside of class. In previous quarters students have gone over items on their category worksheets with me, discussed their weekly reflections, followed up on quiz questions, clarified or challenged an idea I introduced in class, pursued something in a reading that warranted further discussion, etc. In this instances students took the initiative to reach out. My one designated office hour is only a placeholder; we can usually find a time to meet that is convenient for both of us after only a couple of e-mails, and I am open to setting up regular meetings with individual (or small groups of) students.

### ***Peer Educators***

This course has three students who completed RSOC 9 last spring--Mike Gomez, Lin Thura, Julieta Perales—serving as peer educators. Their primary interest is to help students get the most out of their reflections, but can be of assistance with other parts of the course (e.g. midterms or course project). Drop in office hours and contact information for each will be available at the end of the first week of the quarter.

### ***Texts***

- Gregory Boyle, S.J., *Tattoos on the Heart* (Free Press, 2010)
- Sigmund Freud, *The Future of an Illusion*, tr. J. Strachey (W.W. Norton, 1989)
- Thich Nhat Hanh, *Peace Begins Here: Palestinians and Israelis Listening to Each Other* (Parallax Press, 2004)
- Martin Luther King, selections from sermons and speeches, posted on Camino
- Eboo Patel, *Acts of Faith* (Beacon Press, 2010)
- Elie Wiesel, *Night* (Farrar, Straus and Giroux, 2006)
- Other readings posted on Camino

Because our readings are not textbooks they require a particular kind of engagement. Indeed, much of our time this quarter will be devoted to discussing ways to engage texts like these and to use them as springboards for independent reflection. These texts reward multiple readings; if students have read one before (e.g. *Night*, or MLK's "Birmingham Jail Letter"), this course provides the opportunity to reflect on the text in a new context.

### ***Outcomes***

A simple approach to outcomes is to pose a question, What will students get out of this course? Answers will vary.

The University has set outcomes for all RTC 1 courses, calling them "learning objectives":

- "Describe and compare the central religious ideas and practices from several traditions or within one, and from at least two globally distinct regions."

- “Use critical approaches to reflect on their own beliefs and the religious dimensions of human existence.” (2015-16 Core Curriculum Guide, p. 11)

Although not a perfect match (For reasons we will discuss in the first week, we try not to study religions by isolating their “central ideas...and practices”), this course was designed to help students engage those objectives. For instance, we will compare how Martin Luther King and Thich Nhat Hanh, Christian and Buddhist respectively, drew on their faith traditions to address politically-charged conflicts in their different countries. And the variety of categories and readings (including one that advocates removing religion from public life altogether) help students develop critical tools with which to think about how people—including themselves—live out religious convictions (or not).

The instructor has set outcomes for this particular course as well:

- Students will want to replace generalizations about religions with specific questions about particular religious persons.
- Students will practice humility about the extent to which they can understand others’ religious lives.
- Students will come to appreciate ambiguity in the study of religious texts and people.
- Students will become aware of how “religion” is constructed and represented.
- Students will engage a facet of the rich and complex religious landscape of Silicon Valley.
- Students will use this course to improve their reading and writing practices.

Students are encouraged to develop their own outcomes for this course during the first week of classes, and return to them, and those above, throughout the quarter.

### ***Engaging Those Outcomes: Requirements and Grade Weighting***

Students realize the course outcomes in this class to the extent they engage in activities they have been doing since kindergarten: read, write, and talk. The following “course requirements” are about those activities; they help direct students’ energy and ground the weighted grading system for this course.

- *Class Engagement.* Informed participation in class is expected and highly valued. In addition to showing up and contributing to class discussions, this includes drafting responses to preparation notes and category worksheets, meeting outside of class, and completion of online quizzes. 10% of final grade
- *Midterm Exams:* (two, weeks 5 and 10). Students demonstrate comprehension of the assigned readings and their mastery of the categories introduced in the preparation notes and in class. Midterms are drawn from preparation notes, quizzes, category worksheets, and class discussions. 40% of final grade
- *Monday Reflections* (nine + one). Students demonstrate they can analyze readings, identify salient issues, think critically and independently about them, and write clearly, succinctly and carefully—in short reflections (approximately 350 words) due prior to each Monday class (the “+one” reflection due in the 11<sup>th</sup> week). 20% of final grade
- *Category Presentation* (one). Working in small groups, students will prepare a brief, abbreviated multimedia Pecha Kucca presentation on one category from a week during the quarter that will be shared with the class. 5% of final grade
- *Course Project:* A community-based independent project related to religion in Silicon Valley begun with field work early in the quarter and concluded with a formal multimedia Pecha Kucha presentation that will be posted online for the students in this class. 25% of final grade

Students who wish to do so during the quarter can use this rough guide (based on the section on grades in the 2016-17 Undergraduate Bulletin, pp. 457-458) to transpose percentages to a letter grade: A range grades=90-100% (excellent); B range grades=80-89% (good); C range grades=70-79% (adequate), D range grades=60-69% (barely passing). Students are welcome to talk with the instructor anytime about the grade we think they have for the course based on their work to date. A letter grade for the course will be assigned at the end of the quarter based on weighted scores on the requirements students

complete.

The university and wider community offer an abundance of programs and experiences that could relate to this course—e.g. the talk on Pope Francis’ encyclical during week two. A list of a few illustrations will be posted on Camino, and students are invited to find their own. As an incentive to engage the class beyond what we have here, students can earn up to 5 (five) bonus points that will be added to either their Reflections or Class Engagement scores for participation in and reflection on such events.

### ***Outside the Classroom Resources for this Class***

The Camino site for this course includes resources that students should use to prepare readings for reflections and class discussions, study for midterms, and gauge their understanding of assigned readings: preparation notes, category worksheets, and quizzes. They are available in the module for each section of the course on Camino. Students are expected to use these resources regularly and actively on their own (and to take the initiative to let the instructor know during class if they are having problems with any of these materials—and/or to meet with the instructor outside of class about them.) Given this, a typical week’s schedule might look like the following:

Saturday/Sunday:	Annotate readings for Monday using preparation notes; draft weekly reflection
Monday:	Revise/submit reflection; attend class, participate by drawing on reflection, annotations, prep notes, other students’ perspectives
Tuesday:	Annotate readings for Wednesday using preparation notes; draft Category worksheets
Wednesday:	Attend class, participate by drawing on annotations, prep notes, category worksheets
Thursday:	Annotate readings for Friday; make new and review earlier annotations, class notes, take quiz, revise category worksheets
Friday:	Attend class, participate by drawing on prep notes, category worksheets, quiz; revise worksheets, class notes, annotations as necessary

Students have the opportunity to work on their writing through the weekly reflections and the course project. In addition to consultation with the instructor about their writing, students are strongly encouraged to utilize the Hub, SCU’s writing center ([www.scu.edu/provost/writingcenter/](http://www.scu.edu/provost/writingcenter/)).

### ***Respect the Class: Classroom policies***

Most students will complete more than 40 classes before they leave SCU and, presumably conclude this stage in their formal education. This class is one of them. While it was conceived and developed by the instructor, it really does not work without the active engagement of students. Here is a twofold exhortation offered in lieu of policies for classroom behavior: students should come to each class prepared to 1) be present for the full 65 minutes we are together in our classroom, and 2) contribute to and support the learning community for which we are all responsible. There are plenty of things we all want and need to do on a daily basis—study for exams, sleep, use the bathroom, e-mail professors, text family, prepare for other classes, exercise, run errands, catch up with news, pursue romance, watch t.v.—but the twofold exhortation tells us these things should not happen during our time together. An easy way for students to determine whether something is appropriate is to ask, Am I respecting the class when I do it? Of late some students’ near compulsive engagement with personal electronic devices during classtime has led me to ask students to refrain from their use in class. Students who find this policy burdensome—e.g. they take notes on laptops or i-pads, or have purchased electronic copies of texts—should consult with me the first week of classes to arrange for their use of the necessary devices during class.

### ***Feedback to Students***

Students receive feedback on the work they submit (quizzes, midterms, weekly reflections, course project) and in observations and suggestions from fellow students and the instructor during class

discussions. Students are invited to discuss this feedback and solicit more from the instructor at any time during the course.

### ***Course Evaluation by Students***

Students will be asked to evaluate the course formally at the end of the quarter by completing surveys. In addition, students are encouraged to give the instructor informal feedback on what is and is not working for them throughout the quarter. Communication is an important responsibility we share; this is our course. I may not be able to make adjustments to meet every students' interests or needs, but a heads up about a problem in the 3rd or 4th week at least creates an opportunity to attempt to address it in the remainder of the quarter.

### ***Disability Accommodation Policy***

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me early in the quarter. Students who have medical needs related to pregnancy may also be eligible for accommodations. For more information you may contact Disabilities Resources at 408-554-4109.

### ***Academic Integrity Expectations***

We should all conduct ourselves in accordance with the academic integrity standards and policies Santa Clara articulates in numerous places, including the 2016-17 Undergraduate Bulletin (pp. 467-469) and the protocol available on the University website: [www.scu.edu/media/offices/provost/policy-procedure/Academic-Integrity-Policy-and-Protocol.pdf](http://www.scu.edu/media/offices/provost/policy-procedure/Academic-Integrity-Policy-and-Protocol.pdf). The Academic Integrity pledge, which applies to all students, states:

*I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code*

Students are expected to uphold the principles of this pledge for all work in this class.

### ***Discrimination and Sexual Misconduct (Title IX)***

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, you are encouraged to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, [bguthrie@scu.edu](mailto:bguthrie@scu.edu). Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>.

### ***Camino Course Management System***

This course uses features of the University's course management system, Camino (*aka* Canvas). Each section in the course will include the resources referenced above. Patience and communication are needed as we learn how to best use this system throughout the quarter—so please, send the instructor an e-mail whenever things appear not to be working on Camino. The people who are trying to support faculty in using this system are in Media Services, ITRS (<https://www.scu.edu/is/academic-technology/camino-canvas-lms/>), and can assist students as well: email [caminosupport@scu.edu](mailto:caminosupport@scu.edu) or call 408-551-3572.

### ***Schedule***

The schedule below is arranged by the weeks in the quarter *and* the sections of the course. As explained above, for each class session students should have access to the preparation notes, category worksheets and the assigned readings for the week, along with any notes, questions or reflections they have prepared. Readings are listed on the day they will be discussed and thus should have been read. Assignments (submission via Camino), quizzes (on Camino), and exams (in class) are in **Bold Red font**. Monday reflections are typically due on Camino by Monday before class. Quizzes, which cover the reading for the entire week, M-F, are completed on Camino between Thursday, starting at approximately 5:30 p.m., and Friday, before class. Students should be able to access most of the online readings through the links in the schedule; however, Word or pdf versions of those readings, most with annotations, are also posted on Camino. The schedule is subject to change by the instructor; should that happen, students will be notified in class and/or on Camino.

<b>WEEK 1</b> <b>9, 19-23</b>	Introductions/Religion in Public Life: Perspectives, including Jesuits
<b>M 9-19</b>	Course Overview: Syllabus and Course Design, Roster, Survey, Course Project
<b>T 9-20</b> <b>8:00 a.m.</b>	<ul style="list-style-type: none"> <li>• <b>Informal Reflection for Introduction: Location/Background and How I think about Religion (“Me and Religion”) (submit on Camino, Assignments, Informal Reflection)</b></li> </ul>
<b>W 9-21</b>	Religion and Public Life: 3 Perspectives <ul style="list-style-type: none"> <li>• Immanuel Kant, “What Is Enlightenment?” (annotated version on Camino) <a href="http://sourcebooks.fordham.edu/mod/kant-whatis.asp">http://sourcebooks.fordham.edu/mod/kant-whatis.asp</a></li> <li>• McCutcheon, Russell, “Case Study: ‘Religion’ and the Politics of Classification” (excerpts; annotated version on Camino) from <i>Studying Religion: An Introduction</i>, Religious Studies Dept., University of Alabama <a href="http://www.as.ua.edu/rel/studyingreligion.html">http://www.as.ua.edu/rel/studyingreligion.html</a></li> <li>• Dorothy Day, “Suicide or Sacrifice?” (Camino) <a href="http://www.catholicworker.org/dorothyday/articles/834.html">http://www.catholicworker.org/dorothyday/articles/834.html</a></li> </ul>
<b>TR 9-22</b>	<b>Quiz</b>
<b>F 9-23</b>	<ul style="list-style-type: none"> <li>• Jesuit Education with a focus on SCU’s Relationship with El Salvador               <ul style="list-style-type: none"> <li>• Ignacio Ellacuria, 1982 Commencement Address, SCU (Camino) <a href="http://www.scu.edu/Jesuits/ellacuria.html">http://www.scu.edu/Jesuits/ellacuria.html</a></li> <li>• Peter-Hans Kolvenbach, “True Solidarity,” America, February 5, 2001 (Camino) <a href="http://www.americamagazine.org/content/article.cfm?article_id=1906">http://www.americamagazine.org/content/article.cfm?article_id=1906</a></li> <li>• Michael Eng, S.J., “The El Salvador Martyrs: Crosses To Liberate the Poor,” <i>Mission</i> (Spring 2010), p. 24 <a href="https://jesuitswest.org/Assets/Publications/File/mission_2010_spring.pdf">https://jesuitswest.org/Assets/Publications/File/mission_2010_spring.pdf</a></li> </ul> </li> </ul> Religion and Public Life: Presidential Perspectives (1) <ul style="list-style-type: none"> <li>• Thomas Jefferson’s Bible (<a href="http://www.smithsonianmag.com/arts-culture/how-thomas-jefferson-created-his-own-bible-5659505/?no-ist">http://www.smithsonianmag.com/arts-culture/how-thomas-jefferson-created-his-own-bible-5659505/?no-ist</a>) and his January 1, 1802 Letter to Danbury Baptists (introduced by an atheist organization (<a href="https://www.au.org/files/images/page_photos/jeffersons-letter-to-the.pdf">https://www.au.org/files/images/page_photos/jeffersons-letter-to-the.pdf</a>))</li> </ul>

<b>Week 2</b> <b>9, 26-30</b>	Introductions/Religion in Public Life: Perspectives, cont., Course Project
<b>M 9-26</b>	<ul style="list-style-type: none"> <li>• <b>Monday Reflection</b></li> <li>• James Cone, The Cross and the Lynching Tree, Chapter One, <a href="http://www.orbisbooks.com/chapters/978-1-57075-937-6.pdf">http://www.orbisbooks.com/chapters/978-1-57075-937-6.pdf</a></li> </ul>
<b>W 9-28</b>	<b>Mass of the Holy Spirit (Mission Church) and Lunch (St. Ignatius Lawn), 12:00 to 1:15 p.m.</b> Religion and Public Life: Presidential Perspectives (2) <ul style="list-style-type: none"> <li>• John F. Kennedy, “Speech to the Greater Houston Ministerial Association,” September 12, 1960. (Video and Transcript: <a href="http://www.jfklibrary.org/Asset-Viewer/ALL6YEBJMEKYGMCntnSCvg.aspx">http://www.jfklibrary.org/Asset-Viewer/ALL6YEBJMEKYGMCntnSCvg.aspx</a>)</li> <li>• Barak Obama, Keynote at the Call to Renewal’s Building a Covenant for a New America Conference in Washington, D.C. (aka, “Speech on Faith and Politics”) (2006) (annotated version on Camino) <a href="http://www.nytimes.com/2006/06/28/us/politics/2006obamaspeech.html">http://www.nytimes.com/2006/06/28/us/politics/2006obamaspeech.html</a> (also available on YouTube: <a href="http://www.youtube.com/watch?v=3tdoQr3BQ1g">http://www.youtube.com/watch?v=3tdoQr3BQ1g</a>)</li> </ul>

	<ul style="list-style-type: none"> <li>Barak Obama, Remarks at National Prayer Breakfast, 2/5/15 (Camino), <a href="https://www.whitehouse.gov/the-press-office/2015/02/05/remarks-president-national-prayer-breakfast">https://www.whitehouse.gov/the-press-office/2015/02/05/remarks-president-national-prayer-breakfast</a></li> </ul>
TR 9-29	<b>Quiz</b>
F 9-30	<p><b>Course Project:</b> Setting the Stage and Forming Groups</p> <ul style="list-style-type: none"> <li>Religion in Silicon Valley, BBC “Heart and Soul” (June, 2015) (<a href="http://www.bbc.co.uk/programmes/p02ybw32">http://www.bbc.co.uk/programmes/p02ybw32</a>)</li> <li>“Overview” (3-19) the release of the PEW Research Center’s “America’s Changing Religious Landscape” report (May 2015) (Camino) <a href="http://www.pewforum.org/2015/05/12/americas-changing-religious-landscape/">http://www.pewforum.org/2015/05/12/americas-changing-religious-landscape/</a></li> <li>“Americans may be getting less religious, but feelings of spirituality are on the rise,” PEW Research “FastFact”(January 2016) <a href="http://www.pewresearch.org/fact-tank/2016/01/21/americans-spirituality/">http://www.pewresearch.org/fact-tank/2016/01/21/americans-spirituality/</a></li> <li>“The factors driving the growth of religious ‘nones’ in the U.S.”PEW Research “FactTank” (September 14, 2016) <a href="http://www.pewresearch.org/fact-tank/2016/09/14/the-factors-driving-the-growth-of-religious-nones-in-the-u-s/">http://www.pewresearch.org/fact-tank/2016/09/14/the-factors-driving-the-growth-of-religious-nones-in-the-u-s/</a></li> </ul>

<b>WEEK 3</b> 10, 3-7	Religion in Public Life: Race, Religion, Civil rights
M 10-3	<ul style="list-style-type: none"> <li><b>Monday Reflection</b></li> <li>James Baldwin, “Letter from a Region in My Mind,” The New Yorker (November 17, 1962) (excerpts posted on Camino); <a href="http://www.newyorker.com/magazine/1962/11/17/letter-from-a-region-in-my-mind">www.newyorker.com/magazine/1962/11/17/letter-from-a-region-in-my-mind</a></li> <li>James Baldwin, “A Letter to My Nephew,” The Progressive (December 1962; reprinted December 4, 2014) (Camino) <a href="http://www.progressive.org/news/2014/12/5047/letter-my-nephew">http://www.progressive.org/news/2014/12/5047/letter-my-nephew</a></li> </ul>
W 10-5	<p>Classic MLK</p> <ul style="list-style-type: none"> <li>Martin Luther King, “Letter from a Birmingham Jail” (April 16, 1963) (Camino) <a href="http://mlk-kpp01.stanford.edu/index.php/resources/article/annotated_letter_from_birmingham/">http://mlk-kpp01.stanford.edu/index.php/resources/article/annotated_letter_from_birmingham/</a></li> <li>Martin Luther King, “I Have a Dream Speech,” Washington, D.C. (August 28, 1963) (Camino) <a href="http://mlkkpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_august_28_1963_i_have_a_dream/">http://mlkkpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_august_28_1963_i_have_a_dream/</a></li> </ul>
TR 10-6	<b>Quiz</b>
F 10-7	<p>Defining MLK’s Legacy: Ta-Nehishi Coates</p> <ul style="list-style-type: none"> <li>Martin Luther King, “I’ve Been to the Mountaintop,” Memphis, Tennessee (April 3, 1968) (Camino) <a href="http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/ive_been_to_the_mountaintop/">http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/ive_been_to_the_mountaintop/</a></li> <li>Ta-Nehisi Coates, presenting on The Atlantic website a clip from a MLK talk, <a href="http://www.theatlantic.com/business/archive/2014/06/martin-luther-king-makes-the-case-for-reparations/372696/">http://www.theatlantic.com/business/archive/2014/06/martin-luther-king-makes-the-case-for-reparations/372696/</a> (not required, but you may want to follow the link to an excerpt from Michael E. Dyson’s <i>I May Not Get There With You: The True Martin Luther King</i>.)</li> <li>Cornell West, “Why Malcolm X Still Speaks Truth to Power,” excerpt from Black Prophetic Fire. <a href="http://www.smithsonianmag.com/history/why-malcolm-x-still-speaks-truth-power-180953976/?no-ist">http://www.smithsonianmag.com/history/why-malcolm-x-still-speaks-truth-power-180953976/?no-ist</a></li> </ul>
	<b>Course Project:</b> Sites

<b>WEEK 4</b> 10, 10-14	Religion in Public Life: Further Explorations/ Thich Nhat Hanh’s Peace
M 10-10	<ul style="list-style-type: none"> <li><b>Monday Reflection</b></li> <li>Thich Nhat Hanh, <i>Peace Begins Here</i>, Foreword, Introduction, Chs. 1-2</li> <li>Martin Luther King, Nobel Prize Nomination letter for Thich Nhat Hanh (January 25,1967) (Camino) <a href="http://www.hartford-hwp.com/archives/45a/025.html">http://www.hartford-hwp.com/archives/45a/025.html</a></li> </ul>
W 10-12	<ul style="list-style-type: none"> <li>Thich Nat Hanh and Daniel Berrigan, <i>The Raft is Not the Shore: Conversations Toward a Buddhist-Christian Awareness</i> (2001), selections on Camino TBD</li> <li>Thich Nhat Hanh, “A History of Engaged Buddhism,” (Camino) <a href="http://www.mindfulnessbell.org/wp/2015/02/dharma-talk-history-of-engaged-buddhism-2/">http://www.mindfulnessbell.org/wp/2015/02/dharma-talk-history-of-engaged-buddhism-2/</a></li> </ul>
TR 10-13	<b>Quiz</b>
	<ul style="list-style-type: none"> <li>Ken Butigan (Director of Pace e Bene Nonviolence Service), “Catholicism, Nonviolence, and Peace: A New Moment in the Ethics of the Use of Force?”</li> </ul>

	6:30pm, St. Clare Room, Harrington Learning Commons
F 10-14	<ul style="list-style-type: none"> <li>Thich Nhat Hanh, <i>Peace Begins Here</i>, Chs. 3-4</li> </ul> <p><b>Course Project: Preparation for Visit</b></p>

<b>WEEK 5</b> <b>10, 17-21</b>	Thich Nhat Hanh's Peace/ Greg Boyle's Tattoos
M 10-17	<ul style="list-style-type: none"> <li><b>Monday Reflection</b></li> <li>Thich Nhat Hanh, <i>Peace Begins Here</i>, Chs. 5-6</li> <li>Thich Nhat Nanh. "In Search of the Enemy of Man (addressed to (the Rev.) Martin Luther King)." In Nhat Nanh, Ho Huu Tuong, Tam Ich, Bui Giang, Pham Cong Thien. Dialogue. Saigon: La Boi, 1965. P. 11-20. (Camino) <a href="http://www.aavw.org/special_features/letters_thich_abstract02.html">http://www.aavw.org/special_features/letters_thich_abstract02.html</a></li> </ul> <p><b>Quiz (after class)</b></p>
T 10-18	<b>Study Session, 5:00 p.m., RS Department, Kenna 323</b>
W 10-19	<b>MIDTERM ONE</b>
F 10-21	Boyle, <i>Tattoos</i> , Preface, Introduction, Ch. 1-2 (xi-60)

<b>WEEK 6</b> <b>10, 24-28</b>	Greg Boyle's Tattoos
M 10-24	<ul style="list-style-type: none"> <li><b>Monday Reflection</b></li> <li>Boyle, <i>Tattoos</i>, Chs. 3-5 (61-128)</li> </ul>
W 10-26	<ul style="list-style-type: none"> <li>Boyle, <i>Tattoos</i>, Chs. 6-7 (129-165)</li> </ul>
TR 10-27	<ul style="list-style-type: none"> <li><b>Quiz</b></li> </ul>
F 10-28	<ul style="list-style-type: none"> <li>Boyle, <i>Tattoos</i>, Chs. 8-9 (167-212)</li> </ul> <p><b>Course Project: Observations on Visit</b></p>

<b>WEEK 7</b> <b>10, 31-11, 4</b>	Freud on Religion
M 10-31	<ul style="list-style-type: none"> <li><b>Monday Reflection</b></li> <li>Freud, <i>Future of an Illusion</i>, Chs. 1-2</li> <li>Pope Francis, Encyclical Letter Laudato Si, On Care for our Common Home, selections related to Nature (Camino) <a href="http://w2.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html">http://w2.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html</a> (Pdf on Camino)</li> </ul>
W 11-2	<ul style="list-style-type: none"> <li>Freud, <i>Future of an Illusion</i>, Ch. 3 (4 optional)</li> </ul>
TR 11-3	<b>Quiz</b>
F 11-4	<ul style="list-style-type: none"> <li>Freud, <i>Future of an Illusion</i>, Chs. 5-6, 8 (7 optional)</li> </ul> <p><b>Course Project: Preparations for Interview</b></p>

<b>WEEK 8</b> <b>11, 7-11</b>	Freud on Religion ...Eboo Patel's Identity
M 11-7	<ul style="list-style-type: none"> <li><b>Monday Reflection</b></li> <li>Freud, <i>Future of an Illusion</i>, Chs. 9-10</li> <li>Albert Camus, "The Myth of Sisyphus" (1942) (<a href="http://dbanach.com/sisyphus.htm">http://dbanach.com/sisyphus.htm</a>)</li> </ul>
W 11-9	<ul style="list-style-type: none"> <li>Patel, <i>Acts of Faith</i>, Introduction and Chs 1-3</li> </ul>
TR 11-10	<b>Quiz</b>
F 11-11	<ul style="list-style-type: none"> <li>Patel, <i>Acts of Faith</i>, Chs. 4-6</li> </ul>

<b>WEEK 9</b> <b>11, 14-18</b>	Eboo Patel's Identity and Elie Wiesel's Memory
M 11-14	<ul style="list-style-type: none"> <li><b>Monday Reflection</b></li> <li>Patel, <i>Acts of Faith</i>, chs 7-8</li> <li>Samuel Huntington, "The Clash of Civilization," <i>Foreign Affairs</i> (Summer 1993), excerpts (Camino) <a href="http://edvardas.home.mruni.eu/wp-content/uploads/2008/10/huntington.pdf">http://edvardas.home.mruni.eu/wp-content/uploads/2008/10/huntington.pdf</a></li> </ul>

W 11-16	<ul style="list-style-type: none"> <li>Samantha Power, <i>A Problem from Hell</i> (2002) (excerpts) (Camino)</li> <li>Albert Camus, Nobel Prize Acceptance Speech (annotated version on Camino) <a href="http://nobelprize.org/nobel_prizes/literature/laureates/1957/camus-speech.html">http://nobelprize.org/nobel_prizes/literature/laureates/1957/camus-speech.html</a></li> </ul> <p><b>Project Work</b></p>
TR 11-17	<b>Quiz</b>
F 11-18	<ul style="list-style-type: none"> <li>Elie Wiesel, <i>Night</i>, Preface</li> <li>Elie Wiesel, Nobel Prize Acceptance Speech, included in <i>Night</i>, pp. 117-120</li> <li>Elie Wiesel, Congressional Gold Medal Award and Acceptance Speech (April 19, 1985) <a href="http://www.jewishvirtuallibrary.org/jsource/US-Israel/RR4_19_85.html">http://www.jewishvirtuallibrary.org/jsource/US-Israel/RR4_19_85.html</a></li> <li>Francois Mauriac, <i>Night</i>, Foreword</li> </ul> <p><b>Project:</b> <i>good to go?</i></p>

**THANKSGIVING BREAK 11, 21-25**

<b>WEEK 10</b> <i>11,28-12,2</i>	Elie Wiesel's Memory
M 11-28	<ul style="list-style-type: none"> <li><b>Monday Reflection</b></li> <li>Elie Wiesel, <i>Night</i></li> <li>Elie Wiesel, Remarks at the Dedication of Yad Vashem's Holocaust History Museum (March 15 2005, Jerusalem, Israel) <a href="http://www.americanrhetoric.com/speeches/eliewieselyadvashemdedication.htm">http://www.americanrhetoric.com/speeches/eliewieselyadvashemdedication.htm</a></li> </ul>
T 11-29	<b>Study Session, 5:00 p.m., RS Department, Kenna 323</b>
W 11-30	<b>MIDTERM TWO</b>
F 12-2	<b>Project Work</b>

<b>WEEK 11</b> <i>12, 5-9</i>	Finals Week
M	No Final Exam for this course <a href="https://www.scu.edu/registrar/undergraduate-final-exams-schedule/">https://www.scu.edu/registrar/undergraduate-final-exams-schedule/</a>
W	<b>Reflection on Reflections due</b>
TR	<b>Course Project: Submit final PK presentation and interview via Google Drive; and research reflection via Camino</b>
F	No Final Exam for this course <a href="https://www.scu.edu/registrar/undergraduate-final-exams-schedule/">https://www.scu.edu/registrar/undergraduate-final-exams-schedule/</a>