

TESP 153 Catholic Themes in Literature: CS Lewis - 19025

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Office Hours 12:30-1:30 PM Tuesday /Thursday + by Appointment
Location Kenna 306
Times 3:50-5:30 PM TR
Start Date March 31, 2015

Required Texts

All by C.S. Lewis

1. *Surprised by Joy* [SBJ]
2. *Out of the Silent Planet* [OSP]
3. *The Lion, the Witch, and the Wardrobe* [LWW]
4. *The Great Divorce* [GD]
5. *The Screwtape Letters* [SL]
6. *The Last Battle* [LB]
7. *A Grief Observed* [GO]
8. One other C.S. Lewis book chosen by the student.

Course Description

This course will study a selection of the religious writings of C. S. Lewis and the Catholic themes present them. It will examine Lewis' approach to religious truth, and analyze the major theological themes that are his concern. The course assumes some acquaintance with the Catholic Tradition and seeks to deepen a critical understanding and personal appropriation of the tradition.

Course Objectives

The goals of the course are in three different, but related areas:

1. Knowledge: We will study the life and works of C. S. Lewis, read and analyze eight of his more theological works. Students will learn about C. S. Lewis and his contribution to popular theology. Finally, we will learn how Lewis uses imagination and literature to explore religious meaning. This means, of course, that we will learn what is theology, different methods of doing theology, and some answers to the major theological questions. Thus students will come to understand something of Christian Anthropology, Ecclesiology, Eschatology, Christology and Fundamental Theology.

As the third and final course in the Core Curriculum, the course seeks to critically

engage the student in current, open-ended issues in religion. Thus, the course is organized around concrete problems, issues, and controversies that students to explore and assess multiple positions and then make intellectually defensible, integrative, and nuanced decisions.

2. **Skills:** Students will learn how to discern Lewis' theological suppositions as well as his explicit theological arguments. We will also learn how to judge the value and persuasive force of theological arguments. In the context of this course, this means that students will develop the ability to critically analyze and interpret a text, and develop the ability to speak and write intelligently on theological questions present in a text.
3. **Sensibilities:** An appreciation of how C. S. Lewis uses language, literature, and rhetoric in the attempt to understand and communicate the main themes of the Christian Tradition. An appreciation for the depth and complexity of the Christian Tradition.

Religion, Theology & Culture 3

- Goals: Critical Thinking, Ethical Reasoning, Religious Reflection, Perspective
- Objectives -- Students will

- 3.1 Identify diverse perspectives and evaluate ethical positions on contemporary questions. (Critical Thinking; Ethical Reasoning; Perspective)
- 3.2 Evaluate and apply insights from the study of religion to open-ended questions facing contemporary society. (Critical Thinking; Religious Reflection)

Tentative Schedule

Week 1

Mar. 31

Apr. 2 Faith Catholic Themes, Catholic Imagination, Religion and Culture

Reading: *A Grief Observed*, The Afterward, pp. 93-151.
Article on Faith by Francis Smith, S.J. [Camino]
Living Conversation: Higher Education in a Catholic Context, by Michael Himes

Week 2

Apr. 9 Catholic Themes, Catholic Imagination, Religion and Culture

Reading: *A Grief Observed*, The Afterward, pp. 93-151.
Article on Faith by Francis Smith, S.J. [Camino]
Living Conversation: Higher Education in a Catholic Context, by Michael Himes

Apr. 9 Religious Autobiography 1

Reading: *SBJ* Preface, Chapter I-IV, pp. i-vii-70.

Week 3

Apr. 14 Religious Autobiography 2

Reading: *SBJ* Chapters V-VIII, pp. 70-131

Apr. 16 Religious Autobiography 3

Reading: *SBJ* Chapters IX-XII, pp. 132-196.

Week 4

Apr. 21 Religious Autobiography 4

Reading: *SBJ* Chapters XIII-XV, pp. 197-238.

Apr. 23 Film: *Shadowlands* - The BBC Version
Viewing Guide [Camino]

Paper 1 Due: *SBJ*

Week 5

Apr. 28 Themes 1: Genesis Story, Sacramental Universe

Reading: *OSP* Chapters 1-13, pp. 1-84.

Apr. 30 Themes 2: Genesis Story, Sacramental Universe

Reading: *OSP* Chapters 14-22, Postscript, pp. 85-160.

Week 6

May 5 Themes 3: Fall and Redemption

Reading: *LWW* Chapters 1-17, pp. 1-186.

May 7 Themes 4: Eschatology 1

Reading: *LB* Chapters 1-8, pp.1-113.

Week 7

May 12 Themes 4: Eschatology 1

Reading: *LB* Chapters 1-8, pp.1-113.

Paper 2 Due: *OSP*

May 14 Themes 5: Eschatology 2

Reading: *LB* Chapters 9-16, pp.115-228.

Final Paper Proposal Due

Week 8

May 19 Themes 6: Faith and Surrender

Reading: *GD* Preface, Chapters 1-14, pp. vii-x, 1-146.

May 21 Themes 7: Discernment 1

Reading: *SL*, first half - 1-16

Paper 3 Due: *LLW*, *GD*, *LB*

Week 9

May 26 Themes 9: Themes 8: Discernment 2

Reading: *SL* second half - 17-31

May 28 Themes 10: Faith and Suffering

Reading: *GO* Chapters I-IV, pp.1-89.

Week 10

June 2 Presentations 1

June 4 Presentations 2

Final Paper Due: Thursday, June 10, 2015

Course Requirements

Structure: In this course, students will take a major role in the classroom study of the texts. In particular, students will be responsible for the assigned reading and will be appointed to lead the analysis and discussion of the assigned text. All students are expected to critically read the assigned text and to enter into the analysis and discussion of the text. The assigned leaders of the discussion of the text will prepare a typed outline of their presentation. Student presentations are to critically evaluate the diverse perspectives in the readings, and identify the kind of ethical reasoning in the text. [3.1 Identify diverse perspectives and evaluate ethical positions on contemporary questions. (Critical Thinking; Ethical Reasoning; Perspective)]

There will be occasional background lectures.

Written Papers: At the completion of each book, or series of books, a five page paper, an analysis of a theological theme, is required. [See Schedule, below.] Papers must be typed and conform to guidelines given in class. [3.2 Evaluate and apply insights from the study of religion to open-ended questions facing contemporary society. (Critical Thinking; Religious Reflection)]

Final Term Paper: A final 10-15 page term paper is required.

Evaluation of Papers: The papers will be evaluated on the following criteria:

1. Choice of theological theme, aptness of application.
2. Effectiveness and thoroughness of analysis of theme.
3. Style, clarity, organization, grammar.
4. How well the paper incorporates a personal reflection and ethical position on the life issues covered. (3.2)

5. How well the paper incorporates a personal reflection and ethical position on the life issues covered. (3.2)

Quizzes: There will be occasional, unannounced quizzes.

Student Presentations: Each student is to select an additional C. S. Lewis book and to make a 15 minute class presentation. Guidelines for these presentations will be distributed in class.

Grading Policy

Grading will be based on the quizzes (10%), papers (25%), active participation in class (35%), and the final paper (30%).

Evaluation Scale: A = 100-95; A- = 94-90; B+ = 89-87; B = 86-83; B- = 82-80;
C+ = 79-77; C = 76-73; C- = 72-70; D+ = 69-67 ; D = 66-63; D- = 62-60.

Attendance Policy

Attendance is mandatory [Late is considered absent.] All students are expected to attend class regularly and to arrive promptly. Chronic lateness or failure to attend class may result in immediate dismissal and/or failure of the course, regardless of completion of assigned work. If you are unable to attend, leave word at 408-554-6959, or email me at <mailto:jreites@scu.edu>. [Note: leaving a message does not negate the written proof of illness.]

Missed classes will result in the lowering of the final grade as follows:

- Miss two classes and the maximum grade is B.
- Miss three classes and the maximum grade is C+.
- Miss four classes and the maximum grade is D.
- Miss five classes and it is not possible to pass this course.

Academic Integrity

All written work must be uniquely and individually the student's own work. While in-class discussion and outside of class discussion is certainly desirable and encouraged, the material that a student hands in must reflect the student's own labor and ought to be clearly and decisively distinguishable from the work of all other students in the class. Failure to abide by the spirit and the letter of this policy may result in immediate dismissal from the course.

In order to discourage plagiarism, that is passing off the ideas or words of another as if they were one's own, students are required to turn in both a hard copy of their each of their papers and of the final paper and to also submit ones electronically to <http://TurnItIn.com> . This is a service which checks your paper against the web and a database of other student papers. It provides professors with a plagiarism report.

You will need to visit the website and create a user profile. Once that is done, you register for the course using ID number 7891447. The course password is: aslan

Disability Policy

To request academic accommodations for a disability, students must contact Disability Resources located in The Drahmman Center in Benson, room 214, (408) 554-4111; TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources prior to receiving accommodations.

On Line Materials

Camino: You will find the detailed syllabus, calendar, and course materials on the SCU's Internet site, Camino.scu.edu. You will need an account on this sight. Once you log in, you will see that you are already registered for the course on Camino.

Intellectual Community

One of the goals of the class is to foster intellectual community, a community of scholars. This is a goal of the University. In an effort to create intellectual community, the course expects active student attendance in class, appropriate classroom etiquette, and respect for diverse ways of thinking. To facilitate participation in making a community of scholars, there will be group discussions and exercises, individual student presentations of small group work, and Socratic dialogue with the professor. Each student is encouraged to take advantage of the opportunity to express his or her answers to questions, and to share their work with the class. Also, to make this work, attendance and participation are essential.

Knowledge:

To be prepared for well-informed engagement in society, students must comprehend what has shaped the world they have inherited, the evolving ways of understanding it, and how they might transform it for the better. To that end, the Core deepens students' knowledge of the most profound ideas and ways of knowing that emerge from the arts, humanities, and natural and social sciences. Students develop a greater understanding of:

- **Global Cultures:** The intertwined development of global, including western, cultures, ideas, institutions, and religions
- **Arts and Humanities:** The production, interpretation, and social influence of the fine and performing arts, history, languages, literatures, philosophy, and religion
- **Scientific Inquiry:** The principles of the scientific method and how they are applied in the natural and social sciences
- **Science and Technology:** The formative influences, dynamics, social impacts, and ethical consequences of scientific and technological development
- **Diversity:** Diverse human experiences, identities, and cultures within local and global societies, especially as formed by relations of power and privilege

- **Civic life:** The roles, rights, and responsibilities of citizens and institutions in societies and in the world

Habits of Mind and Heart:

To contribute to a rapidly changing, complex and interdependent world, students must develop ways of thinking, feeling, and acting that allow them to educate themselves for the rest of their lives with passion and purpose. By attending to the cognitive and affective dimensions of human experience, the Core enables students to think more deeply, imagine more freely, and communicate more clearly. Students learn:

- **Critical Thinking:** The ability to identify, reflect upon, evaluate, integrate, and apply different types of information and knowledge to form independent judgments
- **Mathematics and Quantitative Reasoning:** Analytical and logical thinking and the habit of drawing conclusions based on quantitative information
- **Complexity:** An approach to understanding the world that appreciates ambiguity and nuance as well as clarity and precision
- **Ethical Reasoning:** Drawing on ethical traditions to assess the consequences of individual and institutional decisions
- **Religious Reflection:** Questioning and clarifying beliefs through critical inquiry into faith and the religious dimensions of human existence
- **Communication:** Interacting effectively with different audiences, especially through writing, speech, and a second language

Engagement with the World:

To engage the world in meaningful ways, students need opportunities to explore and refine self-knowledge in relation to others. The Core enhances students' understanding of the integrity of their own lives and the dignity inherent in the lives of others, especially the impoverished, suffering and marginalized. The Core develops students' capacities for and commitment to:

- **Perspective:** Seeking out the experience of different cultures and people, striving to view the world through their eyes
- **Collaboration:** The capacity to collaborate intellectually and creatively with diverse people
- **Social Justice:** Developing a disciplined sensibility toward the causes of human suffering and misery, and a sense of responsibility for addressing them
- **Civic Engagement:** Addressing major contemporary social issues, including environmental sustainability and peaceful resolution of conflict, by participating actively as an informed citizen of society and the world.