

SANTA CLARA UNIVERSITY

TESP (Theology, Ethics, and Spirituality) 124

RTC (Religion, Theology, and Culture) 3

Theology of Marriage

Spring 2016 Prof. Parrella

SYLLABUS

“The world is a beautiful and terrible place. Deeds of horror are committed every minute and in the end those we love die. If the screams of all the earth’s living creatures were one scream of pain, surely it would shake the stars. But we have love. It may seem a frail defence against the horrors of the world, but we must hold fast and believe in it, for it is all we have.”

—P.D. James

COURSE DESCRIPTION

The purpose of the course is to explore human relationships, friendships, intimacy, commitment, and marriage in the contemporary world from a theological perspective. Three topic areas will be considered: (1) an analysis of our culture in which marriage takes place; (2) a foundational theology of human persons as persons in relation; (3) an understanding of the intimate connection between marriage and the reality of God as the constitutive ground of authentic human intimacy and the ultimate ground of reality as holy and sacramental. The course should enable the student to think intelligently about relationships and the significance of a commitment to another in marriage from both an academic/critical perspective and a practical/experiential one. Such a commitment students will encounter throughout their lives.

RELIGION, THEOLOGY, AND CULTURE, LEVEL 3

GOALS: Critical Thinking, Ethical Reasoning, Religious Reflection, Perspective

- (1) Critical Thinking: The ability to identify, reflect upon, evaluate, integrate, and apply different types of information and knowledge to form independent judgments.
- (2) Religious Reflection: Questioning and clarifying beliefs through critical inquiry into faith and the religious dimensions of human existence.
- (3) Ethical Reasoning: Drawing on ethical traditions to assess the consequences of individual and institutional decisions.
- (4) Engagement with the World—Perspective: Seeking out the experience of different cultures and people, striving to view the world through their eyes.

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)

- At the center of the student's responsibility is a careful reading of texts as well as a thoughtful, creative analysis of these texts in papers on themes selected by the student. *The ability to express one's ideas clearly and coherently in written form is essential in the learning process.*
- As the last core curriculum course in Religious Studies, the third course should serve as an RTC "capstone," giving students the opportunity to bring together both their core and disciplinary knowledge, their acquired analytic skills, the intellectual challenge of current issues, and the "meta-questions" that will invoke ethical and ontological concerns.

PREREQUISITES

In order to take TESP 124/ RTC 3, courses in both RTC 1 and 2 are required and must be already completed. (By University regulations, no student may take RTC 2 and RTC 3 simultaneously). Furthermore, students taking this class must already have 88 quarter-units in order for the course to fulfill the third Religion, Theology and Culture requirements. If a student takes this course without the proper prerequisites, he or she will receive five upper division units but will have to take another third-level religious studies class in order to fulfill the third RTC requirement.

REQUIRED READINGS

- Houston, Pamela. "How To Talk To a Hunter." In *The Best Short Stories 1990*, edited by Richard Ford, 99-104. Boston: Houghton Mifflin, 1990. Reprinted from *Quarterly West*; also appears in *Cowboys Are My Weakness*. New York: W. W. Norton, 1992.
- Scott, Kieran and Michael Warren, eds. *Perspectives on Marriage: A Reader*, 3rd revised edition. New York: Oxford University Press, 2007 [1993, 2001].
- Berger, Peter. "Marriage and the Construction of Reality." In *Facing Up to Modernity. Excursions Into Society, Religion and Politics*, 5-22. New York: Basic Books, 1977.
- Becker, Ernest. "Otto Rank and the Closure of Psychoanalysis on Kierkegaard," in *The Denial of Death*, 159-175. New York: The Free Press, 1973.
- Tillich, Paul. "Being and Love," in *Love, Power, and Justice. Ontological Analysis and Ethical Applications*, 18-34. New York: Oxford University Press, 1954.
- May, Rollo. *Love and Will*, 13-177. New York: W. W. Norton, 1969. Reprint: Delta Books, 1990.
- Buber, Martin. *I and Thou*, translated by Walter Kaufmann. New York: Charles Scribner's Sons, 1970.
- Parrella, Frederick J. "Towards a Spirituality of the Family." *Communio* 9 (1982): 127-141.
- Mackin, Theodore. "Marriage as a Sacrament." Unpublished notes, Santa Clara University. *Gaudium et Spes. The Constitution on the Church in the Modern World*. In Walter Abbott, ed., *The Documents of Vatican II*, 249-258, par. 47-52. New York: America/ Guild Press, 1966,
- Tillich, Paul. "On Loneliness and Solitude." In *The Eternal Now*, 15-25. New York: Charles Scribner's Sons, 1963.
- Parrella, Frederick J. *Theology of Marriage: An Introduction*. Unpublished manuscript, Santa Clara University, 2000–2010.

N. B. Students should bring the course synopsis and the current readings to class every meeting.

PAPERS

Five (5) papers are required for this course. The *graded four papers* are to be creative theological essays based on a careful study and analysis of the assigned and auxiliary readings. The form used in each paper is the *Chicago Manual of Style*. The most recent edition of this work in popular form is this: *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers* by Kate L. Turabian, Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams. Chicago: University of Chicago Press, 2007. This contains all the information on the mechanics of a term paper: capitalization, footnotes or endnotes, spelling, punctuation, bibliographies, typing, etc. Also recommended for style and good writing is William Strunk and E. B. White, *The Elements of Style*, 3rd ed., New York: Macmillan, 1979 (1935). This classic work contains chapters on elementary rules of usage, principles of composition, formation of style, matters of form, and words and expressions commonly misused in writing. Please follow the instructions on the **Writing Guides**, located at the beginning of the course packet, very carefully.

In each essay, explicit references to the texts of the readings with footnotes or endnotes in proper form are required. You must reveal to the reader a careful knowledge of the texts in order to receive a good grade. Put differently, education is about reading comprehension and an intelligent and creative analysis and synthesis of what you have read. Be sure to read the Course Synopsis for some direction with each of the readings.

Frederick J. Parrella's book manuscript, *Theology of Marriage: An Introduction*, may be cited in the papers but the purpose of the manuscript is primarily to explicate the major themes in the course, not serve as a substitute for studying the required texts themselves.

- *You cannot cite a quoted text from the assigned readings in the Synopsis; instead, you must refer to the original texts.*
- *Page number requirements for each paper are minimums, that is, your paper can be longer but not shorter than the assigned length.*

Note well: Be sure to follow the *Guidelines for Writing Papers in the packet*. They will give you advice on writing a well-constructed and grammatically correct essay and instruct you of the proper form for text and footnotes required in *this* course. A student must follow the University of Chicago/ Kate L. Turabian method, **not** the MLA approach as taught in some other university departments.

Since full references are contained in the footnotes or endnotes (either way is acceptable), no bibliography or "works cited" page is necessary. If you are citing the readings from the course packet, the full reference is on the syllabus under the required readings. Be sure to change the form from bibliographical to footnote style (see the *Writing Guides* in your packet.)

• INTRODUCTORY PAPER (NO GRADE, UNLESS NOT SUBMITTED)

A 2 page (maximum) personal reflection paper that answers this question: What am I most afraid of in personal/romantic relationships and why? Papers will be returned to students to be resubmitted with informal reflections at the end of the course. Comment but no grades will appear on the paper.

Due: Tuesday of the 2nd Week, and resubmitted with the final paper on Wednesday of the 11th week, with additional comments.

Objectives Fulfilled: 3.1. *Identify diverse perspectives and evaluate ethical positions on contemporary questions.* In examining their fears in relationships, students will think critically and be compelled to see their human actions and ethical decisions with a deeper self-awareness.

3.2. *Evaluate and apply insights from the study of religion to open-ended questions facing contemporary society.* Students also gain perspective on the importance of their relational choices and activities in the light of a culture with often-conflicting pluralist values.

• PAPER ONE

An Essay Exploring Sexual Identity and Gender Stereotyping in Today's Culture

A four (4) page (minimum) essay that seeks to answer this question: What does our culture tell us about sexual identity and about behaviors, expectations, and constraints imposed on us by our being male or female? How do these culturally determined views affect your understanding of yourself as a young man or woman and your behavior as such? Do you feel a “tension” between societal, familial, religious expectations inseparable from your gender and your own sense of sexual identity (assuming you can distinguish between the two)? In this essay, you will be expected to write from personal experience as well as to address critically those cultural standards as you see them reflected in your relationships with family and friends, in the media (including television commercials, magazine and internet ads), popular psychology or self-help books. You will also be expected to draw concluding reflections, however tentative, about sexual identity and gender typing among adolescents and adults, but especially among young adults your age, and the influence your attitude might have on future relationships, marriage, and raising a family.

Sources: Pamela Houston “How To Talk To a Hunter.”

From Scott/Warren, *Perspectives on Marriage*: Deborah Tannen, 244–259; Lenore Walker, 276–292; Connell Cowan/Melvyn Kinder, 293–300; Robert Johnson, 222–229; Lawrence Stone, 176–186; Thomas Lickona, 196–206; and any other article from *Perspectives on Marriage* you may find helpful.

Due: Thursday, 3rd week

Objectives Fulfilled

3.1. *Identify diverse perspectives and evaluate ethical positions on contemporary questions.* Reflecting on gender typology and stereotypes compels the student into critical thinking about different cultural expressions the masculine and the feminine, including the positive and negative ethical implications of such stereotypes.

3.2. *Evaluate and apply insights from the study of religion to open-ended questions facing contemporary society.* Reflection on gender and culture encourages the student to examine her/his individual insights in light of the questions the SCU community faces, and similar issues the broader multicultural and pluralist society confronts.

• PAPER TWO

An Essay on a Significant Problem of Relationships, Love, Commitment, Sexuality, and/or Marriage in Modern/ Postmodern Culture

A **six (6) page (minimum)** essay that examines one or more of the significant problems of relationships, love, commitment, sexuality, and/or marriage in modern/postmodern culture. Some ideas for topics can be found in the sociological and psychological questions in Part II of the Synopsis. Fashion a topic from your reading and from your experience as well as from your own situation in relationships now. In your paper, be sure to situate the problem you have chosen in the context of contemporary culture. Not all of the following sources have to be used but the wider range of texts used, the stronger and richer the paper.

Sources: Berger, “Marriage and the Construction of Reality.”
 Becker, “Otto Rank and the Closure of Psychoanalysis...”
 May, *Love and Will*, chapters 1-6.
 Tillich, “Being and Love.”
 From Scott/Warren, *Perspectives on Marriage*: Chapters 13 to 19; pages, 161–229.

Due: Thursday, 6th week

Objectives Fulfilled

3.1. *Identify diverse perspectives and evaluate ethical positions on contemporary questions.* Confronting both the assigned texts and their experience from sociological, psychological, and ontological perspectives forces the student to see relationships, sexuality, and unconditional commitment critically and ethically, and gives the student a personal, familial, generational, and cultural perspective.

3.2. *Evaluate and apply insights from the study of religion to open-ended questions facing contemporary society.* Examining the pathologies of the culture as well as the ideal of marriage that both church and culture present enlightens the student on the questions of marriage, fidelity, divorce, and the survival of the family the culture must confront.

• PAPER THREE

I and Thou and Relationships, Commitment, and Marriage

A **six (6) page (minimum)** essay on Martin Buber’s *I and Thou* that interprets relationships and/or marriage in light of Buber’s interpersonal philosophy and theology. Your essay should have two parts: first, the basic approach in the book, that is, an explanation of the meaning of the two basic words of I–Thou and I–It and the nature of the Eternal Thou; second, an application, as practical or theoretical as you would like, of Buber’s ideas to both the ideal nature and the concrete reality of relationships and marriage. How would Buber’s text help you to choose the “Thou of one’s life”? These two parts of the paper need *not* be distinct or separate but it is sometimes easier to structure your essay in this manner. The essential point is to inform the reader that you have mastered the basic insights of Buber’s text and have applied them thoughtfully and creatively to relationships and/or marriage. *In citing the text of I and Thou, be sure you use “Thou,” not “You,” in your paper.*

Sources: *I and Thou*
 Any other reading that may assist you, especially *Perspectives*: Margaret Farley, 344–356.

Due: Tuesday, 9th week

Objectives Fulfilled

3.1 *Identify diverse perspectives and evaluate ethical positions on contemporary questions.* A careful reading of one of the most important philosophical and theological texts of the 20th century will open up a world for the student, allowing him/her to see the world as an It-world or a Thou-world, and compelling an ethical decision to become an “ego” or a “person” in accord with the frequency and intensity of the two basic words spoken.

3.2 *Evaluate and apply insights from the study of religion to open-ended questions facing contemporary society.* Students will ponder these questions: First, does the It world continue to grow over us like weeds and what can be done about this? Second, if God is constitutive of every relationship—in every Thou one touches the fringe of the Eternal Thou—how much more so is this true in the unconditional and inclusive commitment of marriage? These two questions are “open-ended”—students will continue to ask them in different forms as young, mature, and older adults.

• **PAPER FOUR: CHOICE OF ONE TOPIC:**

(1) A six (6) page (minimum) theological essay on the theological meaning of marriage and the family based on the nature and importance of marriage in a Christian context, its nature as a sacrament of the Catholic Church, and the meaning of the family and a healthy family spirituality. Roman Catholic and Orthodox students are especially encouraged to choose this option.

Sources: Mackin, “Marriage as a Sacrament”
Parrella, “Toward a Spirituality of the Family”
Gaudium et Spes, par. 47-52.
The articles in Scott/Warren, *Perspectives on Marriage: A Reader*, Part I: “Marriage in Historical Perspective,” and any articles from the reader you may find helpful.

(2) A five (5) page (minimum) page research essay on any topic you wish to research and discuss concerning relationships, culture, commitment, marriage, parenting, et al. You must choose a book or article from the extensive bibliography in the course packet that is of interest to you or do your own research on the current literature in the field. You may work from any discipline: theology, philosophy, psychology, sociology, and history, literature, et al. It may be helpful to connect this paper to your major/minor field of study. Unread chapters of Scott/Warren, *Perspectives*, may also be helpful. One suggestion: if you are not from the Christian tradition or if you are dating someone who is not Christian, you may wish to develop a paper on multicultural marriage in Judaism, Islam, Buddhism, et al. See Scott and Warren, *Perspectives*, 429–472.

Objectives Fulfilled

3.1 *Identify diverse perspectives and evaluate ethical positions on contemporary questions.*

3.2 *Evaluate and apply insights from the study of religion to open-ended questions facing contemporary society.*

Both assignment options will fulfill these learning objectives. The first option will allow the student to deepen his/her understanding of marriage in the Christian tradition, and the diversity of approaches among the Orthodox, Roman Catholic, Lutheran, Anglican, and Reformed tradition, emphasizing the tensions between the sacramental and secular attitudes and a common spirituality shared by the churches. The second option will open the student to reflect on our society’s multicultural, multi-traditional marriages and the cultural, religious, and theological issues involved; the student can also work in a multi-disciplinary framework.

Note: *Please attach a copy of your first un-graded essay with any additional comments you may want to make to your final paper.*

Due: Wednesday, 11th week.

NOTE WELL ABOUT PAPERS

Please read the Writing Guides. Papers not in proper form will lose credit.

Citations: You must learn the University of Chicago method from the *Chicago Manual of Style*. Note: in citing texts on the required reading list, the full reference is on the required reading list above. It is in *bibliographic* form so you must convert it to *footnote* form—see Writing Guides in your packet for the template.

On form:

- (1) Be sure to number the pages of your paper.
- (2) No “works cited” page is required nor is a bibliography necessary. All the information is contained in the footnotes. Learn to do footnotes in the proper manner.
- (3) Only *one full reference* to anything quoted is necessary in the entire paper, not on one page.

On deadlines:

(1) The first three papers must be received by the last class of the Spring quarter, Thursday of the 10th week. Keep in mind: there are deadlines and there are consequences if the student does not submit his/her paper on time. Late papers may be returned with a grade but without comment.

(2) The final paper is due *absolutely* no later than Wednesday of the 11th week or exam week at 5 PM.

ATTENDANCE

A student is expected to attend **all** classes and the material covered and announcements are the student’s responsibility. There are often reasons a student *cannot* or *does* not attend class. Failure to attend class means that the student will be unfamiliar with the assigned reading material as well as ideas presented and discussed in class for the required papers. This cannot but help have a negative impact upon the student’s final grade. Classes are given only once: if you miss class, it is your responsibility, not the professor’s, to keep up to date with the readings and assignments of the course.

Students who do not attend class on a consistent basis—so that they are known by the professor and other students to be a member of the course in good standing—and who fail to contact the professor with the reason for missing class: if you do not withdraw before the date prescribed by the Office of Student Records, you will **not** receive a passing grade or you will suffer a severe reduction in your grade, whether you submit any work at the end of the term or not.

PROFESSIONAL CONDUCT

Please observe the following rules of professional conduct in a class:

- Students should make every effort to arrive at the classroom on time.
- Students should be suitably dressed for an academic forum.
- No one is permitted to leave the class without permission of the professor until the class has been dismissed except for a *serious* medical emergency. Restroom facilities are available before and after the class, *not* during the class.
- Electronics: cell/smart phones, iPhones, iPods, iPads, electronic tablets, et al. may *never* be used during class time. Please be sure your cell phone is turned off. You would NEVER want your phone to ring in my class. Do not leave cell phones on your desk or on your lap. *If the professor sees you texting, you will be asked to withdraw from the course immediately.*

- You may use your computer to take notes. Again, if the professor sees you using your laptop for any other purpose than the work of this class, *you will be asked to withdraw from the course immediately.*

Thank you for observing these simple and necessary rules.

GRADING POLICY

(1) Grades will be based on two factors: (1) the papers required for the course; (2) class attendance and participation. Papers will be evaluated on the basis of the student's ability: (a) to reveal to the reader his/her command of the assigned readings in both depth and breadth; (b) to develop a clear and coherent argument of the student's choosing based upon the required readings. *References to the texts—either citations or direct quotations—are essential to a successful grade in all of the papers except the first, personal essay.*

(2) Grade Distribution: papers one and four will each count for 20% of the grade each; papers two and three will count for 30% of the grade. Attendance in class participation will be a *qualitative* factor in determining the final grade. *No grade on introductory essay unless the student fails to submit and resubmit it.*

(3) The grade of Incomplete will be given out *only* under special and unusual circumstances. For students who receive a grade of *Incomplete*. All work required for the course must be submitted no later than the beginning of the fourth week of the next term. Failure to do so means that the grade will automatically be turned over to an "F" by the Office of Student Records at the beginning of the fifth week. This is your grade for the course.

GRADES AND NUMERICAL EQUIVALENTS

The numerical equivalents are based on the University's 4.0 grading system:

A = 4.00; A- = 3.7; B+/A = 3.5; B+ = 3.3; B/B+ = 3.15; B = 3; B- = 2.7; C+/B = 2.5; C+ = 2.3; C/C+ = 2.15; C = 2.00; C- = 1.7, et al.

ACADEMIC INTEGRITY

Cheating can take many forms. Please be aware that if you are caught in a situation of academic dishonesty, you will receive an F in the assignment or the exam. The most common form of cheating is plagiarism. Note carefully: *whenever you use the precise words or even the ideas of another, you must give a complete reference (author, title, city, publisher, date, page number) to your source text either in a footnote or end-note.* You may also *not* plagiarize another student's ideas or words.

At the same time, it is perfectly legitimate, even desirable, for students to talk over their topics, exchange ideas, and edit each other's papers. This is an important part of the process of learning: sharing your creative ideas with your peers. This presumes that all students collaborating with others both give and receive from such fruitful collaboration.

Santa Clara University is implementing an Academic Integrity pledge designed to deepen the understanding of and commitment to honesty and academic integrity.

The Academic Integrity Pledge 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."

I ask that you affirm this pledge and apply these principles to your work in this class.

DISABILITIES RESOURCES

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, 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 during my office hours. Students who have medical needs related to pregnancy or parenting may be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information, you may contact Disabilities Resources at [408-554-4109](tel:408-554-4109).

SEXUAL HARASSMENT AND DISCRIMINATION (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 and dating violence or stalking, we encourage you to tell someone promptly. For more information, please go to www.scu.edu/studentlife/about/osl.cfm and click on the link for the University's [Gender-Based Discrimination and Sexual Misconduct Policy](#) or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at [408-554-3043](tel:408-554-3043) or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com or <http://stage-www.scu.edu/hr/quick-links/ethics-point/>.

Extended Statement on Title IX and Reporting Practices (adapted, with permission, from Scott Lewis, J.D.)

While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that there are some reporting requirements that are part of my job at Santa Clara University.

For example, if you inform me of an issue involving harassment, sexual violence, or discrimination, I will keep the information as private as I can, but I am required to bring it to the attention of the institution's EEO and Title IX Coordinator. If you inform me that you are struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, I will likely inform the Office of Student Life.

If you would like to reach out directly to the Office of Student Life for assistance, you can contact them at www.scu.edu/osl/report. If you would like to talk to the Office of EEO and Title IX directly, they can be reached at [408-554-3043](tel:408-554-3043) or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com. Additionally, you can report incidents or complaints to the Office of Student

Life (OSL), Campus Safety Services, and local law enforcement. For confidential support, contact the Counseling and Psychological Services office (CAPS), the Wellness Center, the YWCA, or a member of the clergy (for example, a priest or minister).

Finally, please be aware that if, for some reason, our interaction involves disruptive behavior, a concern about your safety or the safety of others, or potential violation of University policy, I will inform the Office of Student Life. The purpose of this is to keep OSL apprised of incidents of concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.

SCHEDULE

This schedule or readings should serve as a guideline for your work. Please follow it as best as you can.

For the week of:

Week 1	Pamela Houston's short story; introductory paper
Week 2	From Scott/Warren, <i>Perspectives on Marriage</i> : Deborah Tannen, 244–259; Lenore Walker, 276–292; Connell Cowan/Melvyn Kinder, 293–300; Robert Johnson, 222–229; Lawrence Stone, 176–186; Thomas Lickona, 196–206.
Week 3	P. Berger article; E. Becker article
Week 4	Becker article; P. Tillich, "Being and Love"; R. May, <i>Love and Will</i> , 13-177.
Week 5	Tillich, "Being..."; R. May; Scott and Warren selections that might interest you
Week 6	Tillich; May; Scott and Warren selections
Week 7	M. Buber, <i>I and Thou</i>
Week 8	M. Buber, <i>I and Thou</i>
Week 9	M. Buber, <i>I and Thou</i> ; Mackin; Parrella;
Week 10	<i>Gaudium et Spes</i> ; Scott and Warren selections; P. Tillich, "Loneliness..."
Week 11	Final paper due, Thursday, 11 th week at 5:00 PM.

CONSULTATION

My office is in Kenna Hall, Suite 300, Room H. If you wish to consult with me at any time about your papers or any other issue related to the course, please make an appointment after class or by email or phone for a mutually convenient time. You may call me at home on any day of the week with questions you may have. Be sure to leave your telephone number if you reach my voice mail or answering machine. If you leave an email message, expect a brief answer.

Office telephone: 408.554.4714

Email: fparrella@scu.edu

Cell: 408.674.3108

Home telephone: 408.259.8225

A final word: this is a very personal course and you will find it valuable only as far as you apply yourself to the readings, attend class faithfully and participate in the discussion, and submit your papers in a timely manner.

"When I shall be dead, tell the kingdom of the earth that I have loved it much more than I have ever dared to say."