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*No office hours on holidays.*

*Office hours during finals week (11<sup>th</sup> week) are by appointment only.*

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Mysticism in Catholicism: RTC 2

TESP 71 Winter 2017

### **Course Description:**

This is a second level course designed to provide students with an over-view of the tradition of mysticism within the Catholic church, from Augustine to Thomas Keating. Second level courses are designed to provide you with a coherent body of data that you can use to ‘think with’ when asking questions about religion and its connections to other topics. With the above in mind, the mutual relationship between institutional development of the Catholic church and personal experience of the mystic will be the dominant framework of the class. This relationship will then be placed in a larger historical context. Thus, the data you will be gaining in this course consists of the personal experiences of God of prominent Catholic mystics in their own words and the historical development of Catholic mysticism. Your personal data will be developed by doing either theistic Centering Prayer (a form of Catholic Christian meditation based on ancient practices) or a non-theistic form of Centering Prayer that I have developed for students who are atheists or agnostics. We will be using this data to think about how mystical experience might transform suffering into serenity and what this means within a hierarchical institution. By the end of the course you should be able to use what you have learned to ask broader questions about religious experience and the tension between the needs of the institution and personal experience of God.

This class will be conducted from historical, theological, psychological, and sociological points of view. Students will be expected to be able to compare and contrast different disciplinary approaches to the study of mysticism. Students will be expected to show critical thinking about important historical issues such as controversies over union with God, as well as whether or not women gained authority through mystical experiences. Special attention to the origins of the term within Catholicism, issues of gender, the relationship between hierarchy and a personal relationship with God, and historical controversies and discussions surrounding the possibility of union with God. Students will be expected to be able to analyze, discuss, and explain primary sources.

Prerequisites: The first (1-19) level of Religious Studies must have been completed prior to taking this course.

This course is associated with the Vocation Pathway:

### **EVERYTHING YOU NEED TO KNOW ABOUT PATHWAYS:**

You can find information about Pathways on the Core Curriculum website <http://scu.edu/core> including specific Pathways, all courses associated with them, and the Reflection Essay prompt and rubric used to evaluate the final essay you will submit.

<http://www.scu.edu/provost/ugst/core/pathways/managing-your-pathway-work/>

**SAVE YOUR WORK FROM THIS CLASS IF YOUR PATHWAY IS VOCATION.**

If you declare this Pathway, you may use a representative piece of work from this course as one of the Pathway materials you will upload via eCampus during your junior or senior year. Therefore, we recommend that you keep electronic copies of your work using Dropbox or Google Docs, in addition to saving copies on your own computer or flash drives. This may ensure you will have a range of choices for retrieving your saved files when you analyze and assemble your Pathway materials in preparation to write the Pathway reflection essay.

**Course Goals:**

1. Identification of the different strains of mysticism within the Catholic tradition.
2. Ability to apply theological and spiritual categories to different kinds of mysticism.
3. Ability to identify the relationship between historical events, institutional development, and personal experience in the development of Catholic mysticism.
4. Critical evaluation of the above.
5. Critical evaluation of definitions and theories of mysticism presented in class and in the readings.
6. Critical evaluation of different disciplinary approaches to the study of mysticism presented in class and in the readings.
7. Critical evaluation of themes and readings of the class through writing both on exams and in the papers.
8. Development of individual and collaborative critical thinking skills.

**Department Objectives:** [adapted from RS “Description of the Three Levels”]

1. Students question and probe religion for what it reveals about human beings, their diverse societies, religions, convictions, and aspirations.
2. Students use diverse materials and demonstrate formal postures of inquiry into religion and in order to go beyond simple description of religion to a reflective engagement with it.
3. Students propose and investigate the ‘big questions’—that is, the meta-reflective questions that ask how and why we ask the questions that we do about religion.

**Core Curriculum Learning Objectives:**

*This course fulfills Santa Clara’s Core Requirements for RTC 2.*

- 2.1 Students will be able to analyze complex and diverse religious phenomena (such as architecture and art, music, ritual, scriptures, theological systems, and other cultural expressions of religious belief.) (Critical Thinking, Complexity)
- 2.2 Students will be able to integrate and compare several different disciplinary approaches to a coherent set of religious phenomena. (Critical Thinking, Complexity)
- 2.3 Students will be able to clarify and express beliefs in light of their critical inquiry into the religious dimensions of human existence. (Critical Thinking, Religious Reflection)

**REQUIRED TEXTS:** *Mysticism in the Christian Tradition* by Steven Fanning.

*Light from Light*, an anthology of mystical writings edited by Louis Dupre and Wiseman.

*Centering Prayer and Inner Awakening* by Cynthia Bourgeault.

Excerpts from Freud, Jung, and Bell will be available electronically.

**ELECTRONIC BOOKS POLICY:** Electronic books are allowed in the classroom **but their use carries restriction and penalties if they are misused.** The policy on them is that you can only have them out and on your desk when we are actually reading from them. Otherwise, they must be put away and not on your desk. If they are out and on when they are not being actively used, the penalty will be the same as for texting and use of any electronic device as detailed below in the participation section of the syllabus. Please read that section carefully.

#### **COURSE REQUIREMENTS:**

Every student has to take 3 exams, participate in group discussions, do meditation 5 days a week once trained, write a journal on your meditation, hand in notecards on the readings, POSSIBLY take randomly administered pop quizzes, and write one eight to ten page paper. **Grading for each exam, writing assignment, pop quiz, and group discussion** will reflect the quality of a student's work as follows: A+ (100-98 = outstanding), A (97-94 = exceptional), A- (93-90 = excellent), B+ (87-89 = very good), B (86-84 = solid performance), B- (80-83 = more than adequate), C (adequate), D (barely passing), F (not passing). The grades A, B, C, and D may be modified by (+) or (-) suffixes, except that the grade of A may not be modified by a (+) suffix when it comes to the over-all class grade. **Grading for ALL WRITING, BOTH ON THE EXAMS AND ON THE WRITING ASSIGNMENT** will be based on both content and writing ability.

**GRADING POLICY:** In addition to the grading policy listed above, the schema for the (+) and (-) system for **over-all, final** class grades will be as follows:

1. NO A + (FOR OVER-ALL GRADE—THIS IS UNIVERSITY POLICY)
2. A is equivalent to 94 and above to 100.
3. A- is equivalent to 90-93.
4. B+ is equivalent to 87,88,89.
5. B is equivalent to 84, 85, 86
6. B- is equivalent to 80-83
7. C+ is equivalent to 77,78,79
8. C is equivalent to 74,75,76
9. C- is equivalent to 70-73.
10. D+ is equivalent to 67,68,69
11. D is equivalent to 65,66
12. F is equivalent to 64 and below.

#### **Exams**

STUDENTS MUST BRING IN GREEN/BLUE BOOKS TWO CLASSES AHEAD OF THE EXAM. YOU MAY NOT TAKE AN EXAM WITHOUT A GREEN/BLUE BOOK HANDED IN BEFORE THE DAY OF THE EXAM.

Exams will consist of short answers and two essay questions. Short answer is worth 1/3 of the exam grade and the essays are worth 2/3 of the grade. The second and third exams are not comprehensive. Make-ups are at my discretion. If permitted, they must be taken during office hours.

A NOTE ABOUT MEETING IN OFFICE HOURS DURING EXAMS: I WILL NOT MEET ON THE ACTUAL DAY OF AN EXAM TO DISCUSS EXAM QUESTIONS. I WILL MEET YOU OF COURSE BEFORE THE ACTUAL DAY DURING OFFICE HOURS OR

### Exams contd.

BYAPPOINTMENT, BUT **NOT ON THE DAY OF THE EXAM ITSELF**. *Therefore, prepping your questions ahead of time is recommended.*

First exam -- -- -- -- Thursday, Feb. 2nd : 65 minutes only

Second exam -- -- -- -- Tuesday, Feb. 28th: 65 minutes only

Third exam -- -- -- -- **THURSDAY, MARCH 23rd , at 6:30 P.M.** during Exam Week in our classroom. 65 minutes as previous exams. **NO CHANGES IN TIME OR DAY PERMITTED FOR THIS EXAM. IF YOU DO NOT WISH TO STAY FOR THE LAST DAY OF FINALS, YOU SHOULD DROP THIS CLASS.**

**Make-ups are at my discretion AND WILL ONLY BE GIVEN IF YOU HAVE A DOCTOR'S NOTE OR DOCUMENTATION OF AN EMERGENCY. MAKE-UPS CAN ONLY BE TAKEN DURING MY OFFICE HOURS. IF YOU CANNOT MAKE UP AN EXAM DURING MY OFFICE HOURS, YOU WILL NOT BE PERMITTED TO MAKE UP THE EXAM. I DO NOT GIVE MAKE-UPS BASED ON TRAVEL PLANS. IF YOU HAVE TRAVEL PLANS THAT CONFLICT WITH ANY OF THE EXAMS, YOU WILL NOT BE PERMITTED TO MAKE UP THE EXAM.**

**ATHLETES: IF YOU CANNOT TAKE AN EXAM BECAUSE OF A GAME OR TOURNAMENT, THEN THE ATHLETIC DEPARTMENT MUST PROVIDE A ROOM AND PROCTOR FOR YOU TO TAKE THE EXAM OR YOU WILL NOT BE ALLOWED TO MAKE IT UP. I WILL NOT PERSONALLY OFFER MAKE-UPS FOR ATHLETES, NOR WILL I PROCTOR THEM.**

### Pop Quizzes

If it appears that students are not reading, pop quizzes might be administered. If administered, they will be factored into the exam grade.

### Journals

Once the class begins meditating, weekly journals will be required. These journals will become a text for you to use for your paper. If journals are not done in good faith, your long paper grade will start at 80 out of 100 instead of 100 out of 100. **More detailed instructions are at the end of the syllabus.** If journals are handed in late, three points will be subtracted for every day of tardiness. That will be reflected in the long paper grade.

FIRST SET OF JOURNALS: **3 entries due Tuesday, Jan. 31<sup>st</sup>** in class .

SECOND SET OF JOURNALS: **6 entries due Tuesday, Feb. 14th** in class.

THIRD SET OF JOURNALS: **7 entries due Thursday, Mar. 2nd** in class.

FOURTH AND LAST SET: **5 new entries due along with your long paper on Thursday, March 9th in my mailbox in Kenna 323.**

**Writing Assignment:** Each student will be required to do an 8-10 page which will integrate your meditation and one or more of the mystics we have studied. You will use your own experience to explain and critique the mystic. **ACCEPTANCE OF LATE PAPERS IS AT MY DISCRETION. TEN POINTS PER DAY WILL BE DEDUCTED FOR LATE PAPERS. EMAILED PAPERS WILL NOT BE ACCEPTED. POINTS ARE TAKEN OFF IF YOU DO NOT FOLLOW THE FORMATTING DIRECTIONS AS FOLLOWS: 5 POINTS OFF FOR MISSING CITATIONS; 10 POINTS OFF FOR PAPERS THAT**

**Writing Assignment contd.**

**ARE TOO SHORT; 5 POINTS OFF FOR MISSING WORKS CITED OR BIBLIOGRAPHY PAGES, AND ADDITIONAL POINTS TAKEN OFF FOR NOT FOLLOWING OTHER FORMATTING STIPULATIONS.**

Long Paper due -- -- -- -- Thursday, Mar. 9th in my mailbox in Kenna 323 by 5 p.m. along with the last set of your journals. NO CLASS THAT DAY.

**EMAILED PAPERS WILL NOT BE ACCEPTED.**

**Attendance and Discussion (Presence and Participation):**

Students will be graded on participation and effort in the groups and in regular class lectures. Students receive one grace absence. Written documentation is required for excused absences. (Doctor's notes, etc.)

Attendance in this classroom will be closely monitored. This not only helps me learn your name, but alerts me in time to pre-empt avoidable problems with absenteeism. Numerous unexplained absences are not acceptable. Stuff happens, but I want to know about it. **If you miss class, you are responsible for getting the notes and hand-outs from a fellow student.** Persistent lateness or absence will hurt your grade.

Sleeping in class, not paying attention, chattering or whispering to fellow students during lecture or when others are answering or asking questions of the professor and other behavior that demonstrates the student is not participating will hurt your grade. Consistent disruption of class by talking to fellow students outside of group discussion periods will hurt your grade.

**IF YOU PERSIST IN WHISPERING TO SEAT-MATES OUTSIDE OF GROUP DISCUSSION, I WILL ASK YOU TO MOVE DURING CLASS. WHEN ASKED, PLEASE RISE AND MOVE TO ANOTHER SEAT. IF YOU ARE TEMPTED TO WHISPER TO YOUR SEAT-MATE, SIT NEXT TO SOMEONE YOU DO NOT KNOW. IF YOU USE ANY ELECTRONIC DEVICES DURING CLASS, CELL PHONES, PDAS, ETC., THIS WILL HURT YOUR PARTICIPATION GRADE.**

Please note that it will be difficult for you to do well on exams if you are not present during class discussion. If you do not make the effort to make up the material, even one absence can radically affect your ability to do well on the corresponding exam.

**FINALLY, IF YOU HAVE TO MISS CLASS MORE THAN TWO WEEKS FOR WHATEVER REASON, FAMILY EMERGENCIES, ILLNESS, TRAVEL PLANS, ATHLETIC EVENTS, YOU SHOULD DROP THE CLASS. IT WILL BE IMPOSSIBLE TO MAKE UP YOUR PARTICIPATION GRADE AND YOU WILL DO POORLY ON THE EXAMS BECAUSE OF NOT HAVING BEEN IN CLASS. THIS IS A VERY INTERACTIVE, PARTICIPATORY HEAVY CLASS. THIS IS *NOT* AN INTERNET CLASS AND IS *NOT* DESIGNED TO BE TAKEN REMOTELY. THEREFORE, IF SOMETHING PREVENTS YOU FROM ATTENDING CLASS, WHATEVER IT MAY BE FOR MORE THAN TWO WEEKS, YOU SHOULD DROP THE CLASS.**

**Participation contd.**

**INFORMATION ON THE DAILY NOTE CARDS:**

At the beginning of every class for which there is scheduled reading, students must bring in an index card with the following on it:

1. One to three sentences on what was hardest about the reading.
2. One to three sentences about what was easiest about the reading.

THESE ARE NOT QUIZZES. THEY ARE SIMPLY TO SHOW EVIDENCE THAT YOU HAVE READ AND TO HELP FOCUS LECTURE. THEY WILL BE FACTORED INTO YOUR PARTICIPATION GRADE.

YOU WILL HAND THESE CARDS IN AT THE END OF CLASS.

Participation will be graded in the following manner:

**NO TOLERANCE POLICY FOR CELL PHONES AND PDA'S:**

**IF YOU WISH TO BE IN THIS CLASS, YOU MUST TURN OFF AND PUT AWAY ALL CELL PHONES AND PDA'S. ANY USE OF CELL PHONES OR PDA'S IN THIS CLASS (IN YOUR LAP, ON THE DESK, ETC.) WILL LOWER YOUR PARTICIPATION BY ONE FULL GRADE OR MORE REGARDLESS OF THE REST OF YOUR PARTICIPATION IN CLASS. IF YOUR CELL PHONE/PDA IS OUT AND ON, EVEN IF YOU ARE NOT USING IT, YOU RISK LOSING CREDIT FOR CLASS PARTICIPATION THAT DAY, IN ADDITION TO LOWERING YOUR OVER-ALL PARTICIPATION GRADE. THEY CANNOT BE IN YOUR LAP, ON THE DESK, OR OUT IN ANY WAY. THEY MUST BE PHYSICALLY TURNED OFF AND IN A BAG. THE SAFEST MEASURE IF YOU WISH TO EARN A GOOD PARTICIPATION GRADE IS NOT TO BRING THEM TO CLASS.**

**PLEASE NOTE THAT WHISPERING OR CHATTERING TO FELLOW STUDENTS OUTSIDE OF GROUP DISCUSSIONS AND TEXT-MESSAGING AND USING ELECTRONIC DEVICES IN ANY WAY WILL AFFECT YOUR GRADE EVEN IF THE REST OF YOUR PARTICIPATION IS AT THE A, B, C, ETC. LEVEL.**

A: Regular attendance and regular contributions and regular notecards.

The A student *displays that he or she has done the reading, references the reading in contributions*, DOES NOT CHATTER OR TALK TO FELLOW STUDENTS DURING LECTURE OR WHEN OTHER STUDENTS ARE ASKING OR ANSWERING QUESTIONS OF THE PROFESSOR, **DOES NOT TEXT-MESSAGE OR USE ANY ELECTRONIC DEVICES DURING CLASS** OR ABUSE USE OF ELECTRONIC BOOKS and answers questions and asks questions regularly in class.

B: Regular attendance and regular notecards and occasional contributions.

The B student answers questions when asked point-blank, attends class regularly and hands in all participation assignments, **DOES NOT TEXT-MESSAGE OR USE ANY ELECTRONIC DEVICES DURING CLASS**, OR ABUSE USE OF ELECTRONIC BOOKS, DOES NOT CHATTER OR TALK TO FELLOW STUDENTS DURING LECTURE OR WHEN OTHER STUDENTS ARE ASKING OR ANSWERING QUESTIONS OF THE PROFESSOR.

### **Grading of Participation contd.**

C: Too many absences or too little contribution or too few notecards. The C student cannot answer questions when asked, or when asked reflects that he/she has not done the reading. The C student does not take the participation assignments seriously. The C student disrupts class by chattering to fellow students outside of group discussion and does not pay attention AND/OR USES ELECTRONIC DEVICES DURING CLASS OR ABUSES USE OF ELECTRONIC BOOKS.

D: Too many absences or too little contribution or too few notecards. Doesn't pay attention and chatters to fellow students outside of group discussion and ignores class-room protocol. Texts, uses PDA's during class, has cell-phone, PDA, out and on, violates electronic book use policy.

F: Serious problems.

In order to calculate your **final grade for the quarter**, each component of the course requirements will be weighted as follows:

Exams:	<b>60</b> percent of your final grade.
Writing Assignment and Journals:	<b>20</b> percent of your final grade.
<u>Participation :</u>	<u><b>20</b> percent of your final grade.</u>
<b>TOTAL:</b>	<b>100</b> percent.

### **OTHER POLICIES**

#### **Academic Honesty:**

#### **Academic Integrity Pledge**

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.

Cheating in any way will not be tolerated. Violations of academic honesty through cheating or plagiarism may result in automatic failure of the course. Santa Clara University insists on honesty and integrity from all members of its community. The standards of the University preclude any form of cheating, plagiarism, forgery of signatures, and falsification of data. A student who commits any offense against academic honesty and integrity may receive a failing grade without a possibility of withdrawal. An offense may also dictate suspension or dismissal from the University. In particular, it is each student's responsibility to understand the serious nature of plagiarism and the consequences of such activity. Plagiarism is the practice of claiming, or implying, original authorship of (or incorporating material from) someone else's written or creative work, in whole or in part, into one's own without adequate acknowledgement. Unlike cases of forgery, in which the authenticity of the writing, document, or some other kind of object itself is in question, plagiarism is concerned with the issue of false attribution. Please see the University's policy regarding academic integrity.

<http://www.scu.edu/academics/bulletins/undergraduate/Academic-Integrity.cfm>.

**Disability Accommodation Policy:**

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, [www.scu.edu/disabilities](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 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).

**Title IX Syllabus Statement: Sexual Harassment and Discrimination**

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](http://www.scu.edu/studentlife) 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](mailto:bguthrie@scu.edu). Reports may be submitted online through [www.scu.edu/osl/report](http://www.scu.edu/osl/report) or anonymously through Ethicspoint: [www.ethicspoint.com](http://www.ethicspoint.com)

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 of 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 campus Student Care Team (SCU CARE).

If you would like to reach out directly to the Student Care Team for assistance, you can contact them at [www.scu.edu/osl/report](http://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 or by email at [bguthrie@scu.edu](mailto:bguthrie@scu.edu). Reports may be submitted online through [www.scu.edu/osl/report](http://www.scu.edu/osl/report) or anonymously through Ethicspoint: [www.ethicspoint.com](http://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 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 a 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



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incidents of concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.

### **Respect in the Classroom:**

The atmosphere in the classroom will be one of respect. Open discussion is taken for granted, but disruption will not be tolerated. If you are disrupting the class, I will give you a first warning. A second warning might include a request for you to leave the classroom. A third warning will entail your departure from the classroom.

### **Cell Phones and other P. D. A.'S**

Cell phones and Palm Pilots, Blackberries, etc. are to be turned off and put away during class. Use of any of these items will LOWER YOUR PARTICIPATION GRADE BY ONE FULL LEVEL OR MORE.

### **Laptops**

I do not permit the use of laptops in my classroom unless you have an official form from the Drahmman Center explaining that you have a special need for one OR unless you are a notetaker assigned through the Disabilities Resources center for someone who has a registered accommodation for a notetaker. Otherwise, you must take notes by hand.

**Electronic Books:** Electronic books are permissible only when we are actively using them, for example we are reading together from part of the book or you have been asked to answer a question using the text. Otherwise, they should be put away and not on your desk. If you use them when we are not actively reading together from the book or using the books to answer a question in a group or individually, you will be penalized. Please see the participation section for further information.

### **Course Outline:**

*WHAT ARE THE ROOTS OF CATHOLIC MYSTICISM?*

#### **FIRST WEEK**

Jan. 10	Introduction	What is mysticism? What makes mysticism 'Catholic'? What is the difference between someone who is a mystic and someone who is spiritual? Who decides who is a mystic? How do historical and institutional contexts influence the personal experience of God? How are you a spiritual seeker/mystic?
Jan. 12	Origins Useful Theological Concepts	Fanning, Chapter 1 (entire chapter) LFL, "General Introduction" pp. 3-14 How is Christian mysticism continuous with Judaism and the Greco-Roman mystery cults? How did the beginnings of the institutionalization of Christianity affect mysticism?

## SECOND WEEK

- |         |   |  |
|---------|---|--|
| Jan. 17 | Reclaiming the Desert<br>Fathers and Mothers<br>How does one find the<br>Hidden God?  | Fanning, pp. 22-30.<br>Bourgeault, Chap. 6<br>pp. 55-65.             |
| Jan. 19 | What are the ways<br>Of knowing and loving<br>And loving God?<br>Why might the mystic have<br>to leave concepts behind in<br>order to 'know' God? | Fanning, 35-37 (on P.D.)<br><br>LFL, Pseudo-Dion., pp.<br>pp. 79-92. |

## THIRD WEEK

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|---------|--|--|
| Jan. 24 | TRAINING   | Bourgeault, Part 1: Chaps.<br>1-4.   |
| Jan. 26 | How does the mystic<br>recover the image of<br>God? What are the<br>fruits of mysticism? | Fanning, pp. 75-80<br>LFL, Augustine, pp. 55-63.<br>(On p. 80 in F., read only<br>1 <sup>st</sup> two paragraphs.) |

## FOURTH WEEK

### **BRING BLUE/GREEN BOOKS TO CLASS FOR ME TO HOLD UNTIL THE EXAM.**

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|---------|---|
| Jan. 31 | FIRST SET OF JOURNALS DUE: THREE ENTRIES.<br>Review: Bring all books. |
|---------|---|

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| Feb. 2 | FIRST EXAM: 65 minutes only. |
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## FIFTH WEEK

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|--------|--|---|
| Feb. 7 | Healing and Holiness<br>How is that possible?  | Bourgeault, Chap. 10.<br>Augustine contd. in LFL, pp 64-76. |
| Feb. 9 | Freud and Jung on Mysticism<br>(Articles will be provided separately)<br>Bring LFL to class along with print-outs of articles. |   |

## SIXTH WEEK

Feb. 14      SECOND SET OF JOURNALS DUE: 6 ENTRIES.  
BRING FREUD/JUNG HAND-OUTS WITH YOU.

The Turn to Experience      Bernard of Clairvaux in LFL, pp. 95-114  
Benedictines and      Fanning, pp. 80-85 (On page 80, start  
Centering Prayer.      with the third full paragraph. On page  
85 stop when you get to "The New  
Mysticism." Bourgeault, pp. 65-68.

What is the role of  
experience in determining  
one's experience of God?  
Which is more important,  
experience or knowledge?  
What is love?  
What would Freud and Jung say?

Feb. 16      Catherine of Siena      Catherine of Siena in LFL, pp. 265-  
282.  
Fanning, bottom of p. 128-p. 132. Read  
only the parts on Catherine of Siena.  
What would Freud and Jung say?

## SEVENTH WEEK

BRING GREEN BOOKS

Feb. 21      BRING BELL ARTICLE.  
Bell on Mysticism and Catherine of Siena  
Bring LFL to class along with print-outs of articles  
Discussion of paper topics today as well.

Feb. 23      REVIEW and further discussion of paper topic.

## EIGHTH WEEK

Feb. 28      SECOND EXAM only 65 minutes long

Mar. 2      THIRD SET OF JOURNALS DUE: 7 ENTRIES

How does one unknow      *Cloud of Unknowing* in LFL, pp. 247-263  
God? How is this a      Bourgeault, Chap. 4  
direct experience of      Fanning, pp. 123-124 (Read only para-  
God?      graphs that deal with *Cloud of Unknowing*)  
What would Freud and Jung say?

## NINTH WEEK

### THE CARMELITES AND CENTERING PRAYER

Mar. 7

How does one listen with the heart? What if the institution is threatened by women's direct experience of God?	Fanning, pp. 149-152 (Stop at Ignatius) Teresa of Avila, in LFL pp. 307-327 Bourgeault, Chap. 11 pp. 116-123 Read only the "Attention of the Heart" Section.
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Mar. 9      Long Paper and last set of journals (five entries) due in my mailbox in Kenna 323 by 5 p.m. NO CLASS TODAY. Required period of meditation and journaling over.

## TENTH WEEK

### BRING BLUE/GREEN BOOKS FOR THE THIRD EXAM.

Mar. 14

Centering Prayer as the legacy of Benedic- tines, Cistercians, and the Carmelites.	Merton in LFL, pp. 445-456 Bourgeault, Chap. 14 Fanning, pp. 206-215. (Begin with paragraph about de Chardin on p. 206).
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Mar. 16

REVIEW  
BRING ALL BOOKS AND ALL ARTICLES.

## EXAM WEEK

Thursday, March 23rd at 6:30 p.m. in our classroom.

Third Exam: Not Comprehensive. 65 minutes long. IF YOU DO NOT WISH TO STAY FOR THE FOURTH DAY OF FINALS WEEK, YOU SHOULD DROP THIS CLASS. NO CHANGES IN TIME OR DATE ALLOWED FOR THIRD EXAM.

Journals and Meditation (10-20 minutes 5 days a week.)

Beginning when meditation training commences, journal entries will be due as listed below.

**PLEASE DO NOT PUT YOUR NAME ANYWHERE—ONLY YOUR ID NUMBER.**

IF YOU ARE REFERRING TO SOMEONE ELSE IN YOUR ENTRY, PLEASE USE INITIALS INSTEAD OF THEIR FULL NAME. IF I KNOW THE PERSON TO WHOM YOU ARE REFERRING, PLEASE CHANGE THEIR INITIALS. THIS IS TO PRESERVE YOUR ANONYMITY.

#### QUESTIONS TO BE ANSWERED IN THE JOURNALS:

1. **EVERY ENTRY (DATE EACH ENTRY):** 3 days a week do the following:
  - a. Write three to five sentences about how your meditation is going.
  - b. Write about your personal focus. Every set of entries will alternate between a focus on serenity, switching from “What gets in the way of my serenity?” to “What helps me find serenity?”

What is serenity? Happiness or contentment that is not based on external circumstances.

THUS THE FIRST WEEK, WHICH IS THIS WEEK, THE FOCUS WILL BE :  
WHAT GETS IN THE WAY OF MY SERENITY?

*(You may write more entries if you wish, but if you write fewer than required this will affect your final paper grade as explained below.)*

#### *Due Dates and Alternate Foci for Journals:*

1. FIRST SET OF JOURNALS: **3 entries due Tues. January 31st** in class.  
PERSONAL FOCUS FOR FIRST SET: What gets in the way of my serenity?
2. SECOND SET OF JOURNALS: **6 entries due Tuesday, Feb. 14th** in class.  
PERSONAL FOCUS FOR SECOND SET: What helps me find serenity?
3. THIRD SET OF JOURNALS: **7 entries due Thurs. Mar. 2nd** in class. PERSONAL FOCUS FOR THIRD SET: What gets in the way of my serenity?
4. FOURTH SET OF JOURNALS: **5 entries due with your paper on Thurs. March 9th.**  
PERSONAL FOCUS FOR FOURTH AND LAST SET: What helps me find serenity?