

St. Jerome's University in the University of Waterloo
Department of Religious Studies
Fall 2018
RS 180 Love and Friendship
Tuesday & Thursday 4 – 5:20 p.m. Room: SJ2 2001

Instructor: Professor David Perrin
Office: SJ2 2026
Office Phone: 519-884-8111 x28307
Email: dperrin@uwaterloo.ca

Office Hours: By appointment any time mutually agreeable; Tuesday and Thursday 12:00 p.m. – 12:45 p.m.; 2:30-3:30. Email messages sent Monday to Thursday will be responded to within 48 hours. Emails sent on Fridays before 12 noon will be responded to by 4 p.m. the same day. Emails sent after 12 noon on Fridays will be responded to by the end of the workday the following Monday.

Course Description: A study of the significance of love and friendship in classical and contemporary religious and non-religious writers. We will consider questions such as, “Why are friendship and love important for human living?” and “Do friendships change over time; why?” The various expressions of love, friendship, and partnership will be explored. Love of oneself, love of the earth, and Love of the Divine are all queried through class presentations, readings, videos, and in-class student discussions. Failed friendships are also discussed in this course.

[Note: This course fulfils an Area 3C requirement for Religious Studies majors.]

Learning Objectives:

- A. Articulate an understanding of what it means to love oneself.
- B. Describe the role feelings and emotions play in responsible relationships.
- C. Understand the critical reflection given to the topic of friendships since antiquity
- D. Develop an appreciation of the diverse range of expressions of love and friendship at various stages of life.
- E. Understand that a failed friendship is not the failure of one's life.

- **TEXTS REQUIRED:**

- C.S. Lewis, *The Four Loves: Affection, Friendship, Eros, Charity*. Any edition is acceptable.
- Additional online sources are listed in this syllabus or available on **e-reserve**. Please check online to access readings for this course: <https://www.reserves.uwaterloo.ca/ares> OR you can go through the LEARN site to access e-reserves for this course.

Login with your QUEST/WATIAM username/password in either case.

- **Recommended Text (Optional)**

Paul J. Wadell, *The Primacy of Love: An Introduction to the Ethics of Thomas Aquinas*, WIPF & Stock: Eugene, New York, 1992.

Note: The Professor reserves the right to adjust and assign student seating in the course in order to maximize the pedagogical strategies and learning outcomes for which this course is designed.

Course Outline and Reading Schedule *Note: Some changes may need to be made to this schedule as the course progresses. Updates will be announced in class. Dates for assignments and tests will remain unchanged.*

Readings from **the class text** (*The Four Loves*), **e-reserve** sources, and **videos** as indicated below are compulsory advance preparation for each class. Information below on e-reserve references are abbreviated. The complete reference is included with each e-reserve article.

September 6 Course Introduction: Review of Course Outline

Week 1: September 11 Encountering Oneself: Love of Self

e-reserve: Jean Vanier, *Our Journey Home: Rediscovering a common humanity beyond our differences*

David Brooks, The Social Animal: Video (~18 minutes):

https://www.ted.com/talks/david_brooks_the_social_animal?language=en

Week 1: September 13 Varieties of Friendships

e-reserve: Aristotle: *Selections, Nichomean Ethics*, “Varieties of Friendship”

Week 2: September 18 The Shape of the Encounter With the Other
e-reserve: Paul Wadell, *Friendship and the Moral Life*, “The Shape of Our Encounter With the Other”

e-reserve: Kyle Fedler, “How Should We Be?”

Week 2: September 20 Affection

C. S. Lewis, *The Four Loves*, “Affection”

Week 3: September 25 Forgiveness

e-reserve: Jean Vanier, *Becoming Human*, “Forgiveness”

e-reserve: James Loney, *Captivity: 118 Days in Iraq*, “Introduction”

Week 3: September 27 Friendship

e-reserve: C. S. Lewis, *The Four Loves*, “Friendship”

Week 4: October 2 “Mechanical” Friendship: The Mechanics of My BFF

e-reserve: William Deresiewicz, “Faux Friendship”

e-reserve: Umair Haque, “The Wrecknology Boom”

Week 4: October 4 *IN-CLASS TEST ONE*

Week 5: October 9 Study Break: **No Class**

Week 5: October 11 **No Class:** The Wager on God’s Existence / Friendship With God?

Personal class study time; read and prepare the following articles for discussion Oct 16:

e-reserve: Jerome A. Miller, *The Way of Suffering*, “A Reasoning of the Heart,” pp. 1-2

e-reserve: Mary Jo Leddy, *The Other Face of God*, “Introduction”

e-reserve: Dorothee Day, *By Little and By Little*, “December”

e-reserve: Anne Lamott, *Help, Thanks, Wow*, “Prelude: Prayer 101”

Week 6: October 16 Eros

C. S. Lewis, *The Four Loves*, “Eros”

e-reserve: David Brooks, *The Social Animal*, “Morality”

Week 6: October 18 Sexuality and It’s Meaning I

e-reserve: Margaret Farley, *Just Love*, “Sexuality and its Meaning”

e-reserve: D.P. Verene, *Sexual Love and Western Morality*, “Fromm: Love and Economic Competition”

Week 7: October 23 Sexuality and It’s Meaning II

e-reserve: Margaret Farley, *Just love*, “Norms for Just Sex”

Week 7: October 25 Friendships on “the Fringe” I

e-reserve: Dan Hunt, *118 Days*, “Taken Twice”

e-reserve: William Payne, *118 Days*, “On Silence, Closets and Liberation”

Week 8: October 30 Friendships on “the Fringe” II

e-reserve: Rosemary Radford Reuther, “Love Between Women”

Week 8: November 1 *IN-CLASS TEST TWO*

Week 9: November 6 Charity

C. S. Lewis, *The Four Loves*, “Charity”

e-reserve: Paul Wadell, *Primacy of Love*, “Charity: The Virtue of Friendship with God”

Week 9: November 8 Friends of the Earth I

e-reserve: Thomas Berry, *The Great Work*, “Ethics and Ecology”

e-reserve: Thich Nhat Hanh, *Love Letter to the Earth*, pp. 8-15

e-reserve: Encyclical Letter *Laudato Si'* (2015) *Optional Reading: par. 87-100*

Week 10: November 13 Friends of the Earth II

e-reserve: “The Earth Charter”

e-reserve: “Laudato sí: A Summary”

Week 10: November 15 Civic Friendship: The Engagement in Politics

e-reserve: John J. Conley, sj, “Friendship and Political Virtue: Rereading Aristotle”

Week 11: November 20 The Sunset of Love

e-reserve: David Brooks, *The Social Animal*, “Getting Older”

e-reserve: Jerome A. Miller, *The Way of Suffering*, “A Reasoning of the Heart”

Week 11: November 22 The End of Our Friendships as We Know Them

e-reserve: Bronwen Wallace, *People You’d Trust Your Life To*, “The Scuba Diver in Repose”

e-reserve: Trevor and Debbie Greene, *March Forth*, “Harsh Reality”

e-reserve: “How Friendships Change: Friendships are Dynamic and Changing”

Analytic Essay due by 4 p.m. Friday, November 23

Week 12: November 27 Review

Week 12: November 29 **Last Day of Class ; IN-CLASS TEST THREE**

There is no Final Exam for this course.

Course Evaluation and Key Dates

1. Term Tests 65% (Oct 4 (20%), Nov 1 (20%), Nov 29 (25%))
2. Analytic Essay 10% (Due Friday, November 23)
3. In-Class Attendance/Participation 10% (based on how often you participate in class and class attendance; see below)
4. LEARN postings 10% (based on how often you post your original comments on the readings on LEARN; see below; .5% for each posting of at least 5 full sentences for a maximum of 10%).

Analytic Essay: Application of Concepts Studied in the Course

Students are required to write an analytic essay 800 – 1000 words in length. The essay is to be double-spaced and in 12-point Times New Roman font with 1” margins on all sides. Include page numbers on the bottom of every page.

Topic of the analytic essay: analyse the concept of “Friendship” as reflected in the United Nations Universal Declaration of Human Rights (1948): <http://www.un.org/en/documents/udhr/>

The analysis of “friendship” in the Declaration must include the following:

1. Briefly introduce the Declaration (e.g. origins, dates, who involved?)
2. What anthropology is present in the Declaration? (This is to ask the question: How does the Declaration view the qualities or characteristics of what it means to be human?)
3. What are the explicit or implied “friendships” of the Declaration?
4. What values are the “friendships” based upon?
5. Describe the qualities or characteristics of these friendships using concepts and material studied in this course.

Note: There is no one answer to this assignment. Be sure you provide examples from the Declaration and the readings to support your claims. I will be interested in your original thought and arguments describing friendships, either explicit or implied, in the Declaration. English grammar, punctuation, and clear and concise thinking will be factored into the evaluation of this assignment.

Sources: All information required for this assignment is available within the course. Your primary materials will be the UN’s Declaration, course readings and presentations by the Professor. You may choose to use the additional links provided on the Declaration website (e.g, history of the Declaration). Other sources for this assignment are not required but may be used.

Note: Make sure you are aware of your responsibilities with respect to **academic integrity** and the citation of references (discussed below).

References: Class lectures can be cited using the following format: (Perrin 2018, Sept 20 lecture). If you use material beyond the Declaration use standard Modern Language Association (MLA) citation for these other references along with a bibliography. See the following for MLA citation practices: <https://owl.english.purdue.edu/owl/resource/747/01/>

See the following for standard writing practices:

<http://www.sju.ca/services/campus-services/library-archives/write-it-right>

Submission of Analytic Essay: The Essay will be submitted electronically through the course website before 4:00 p.m. E.S.T. on Friday, November 23. Papers may be submitted in the following formats: .doc, .docx, and .rtf. (Please note that Macintosh computers will not always automatically save to one of these formats). The essay is submitted electronically via the drop-

box on the LEARN site by 4:00 p.m.: Go to “Assessments.” Go to “Dropbox.” Go to “ESSAY” to submit your work.

Using the LEARN Drop-box

- i. Ensure that the name of your file does not include special characters such as symbols or punctuation. Such characters may cause problems when uploading your file. Keep a copy of your assignment in case of technical problems.
- ii. You will receive an Email Confirmation Receipt sent to your @uwaterloo.ca email address. If you do not receive an Email Confirmation Receipt, please double-check your submission and re-submit if necessary.
- iii. Keep all Email Confirmation Receipts until the course is over as proof of submission.

How to Submit to a Dropbox: For more detailed instructions, please go to [Waterloo LEARN Help: Dropboxes](#) via this link.

Attendance/Participation Policy: This course is designed to promote engaged critical thinking with the course readings, your personal experience, and the material presented in the classroom. In order to foster the skill of engaged critical thinking and to dialogue with other members of the class from an informed perspective, I expect you to have done the readings prior to each class, come to the class with prepared questions and/or commentary on the readings, and interact with your colleagues during class discussion times.

Brief summaries of the text, relevant principal points of special interest to you, your questions, or other reflections that engage your own experience *based on the required readings*, or Focus Questions, or will be factored into your participation mark.

On each day when readings are due you will have the opportunity to bring forward specific points you found of interest for classroom discussion. Questions for discussion from the readings are also greatly welcomed. Both regular attendance and preparation are necessary for successful class meetings and success in this course. Attendance will be taken and factored into your participation mark.

Attendance/Participation includes all the ways you contribute to the life of the class: bringing up and responding to questions, listening actively to others, following up on others’ comments, maintaining eye contact with those speaking and those to whom you’re speaking (not just the instructor), on-task participation in small groups, treating others with respect, coming to class on time, being prepared. Here’s a basic outline of how contributions are graded:

A (8-10) = solid attendance (no more than 1 class missed), active attention, frequent (almost every class) substantive spoken contributions

- B (7-8) = solid attendance (no more than 1 class missed), active attention, occasional (most classes) substantive spoken contributions
- C (6-7) = solid attendance (no more than one class missed), fairly active attention, rare spoken contributions
- D (5-6) = irregular attendance (3-5 classes missed) and attention, rare or no substantive spoken contributions
- E (0-4) = substantial number of classes missed (>5)

You are encouraged to ask questions during lectures being given by the Professor. Raising your hand will signal you have a question. I'll stop to respond to the question at an opportune time shortly thereafter. However, depending on your question (which may be part of a latter part of the lecture), the question will be entertained immediately or held for a response a bit later in the lecture.

LEARN Postings: Up until November 21 your *brief summaries of any assigned text*, relevant principal points *from an assigned text*, your questions, comments on the Focus Questions, or other reflections that engage your own experience *based on the required readings* which you post on the LEARN site, will be factored into your LEARN mark. Your original LEARN postings must be a minimum of 5 sentences per posting, based on the above description, in order to be awarded the .5% per posting (for a maximum of 10%). Although students may read and comment on the postings of all students such comments/postings based on the work of other students do not count toward your mark awarded for LEARN postings. They will, however, be factored into your general Participation mark for this course. Please note that the LEARN site closes at 10 p.m. the day before each class; your material needs to be posted prior to that time. Students can read and comment on your postings. The last opportunity for posting is November 21. **Note: on many days there is more than one assigned text. If you post on more than one text (and you are free to do so) you must start a separate "thread" (post) for each reading and be sure you make it clear which reading you are responding to in each "thread" in order to get the .5% for each reading.**

Course Website Information: LEARN

Using your WatIAM username and password, you can access the course website at:
<http://learn.uwaterloo.ca>

LEARN is a web-based course management system that enables instructors to manage course materials (e.g. posting of resource materials), interact with their students (e.g. drop boxes for student submissions, on-line quizzes, discussion boards, and e-mail students), and provide feedback (e.g. grades and assignment comments). The degree to which LEARN is utilized in a particular course is left to the discretion of the instructor; therefore, you may find a large variance in how LEARN is being used from one course to another.

On the RS180 course website, you will be able to:

- . Download select lecture slides
- . Submit your written assignment
- . Access some reading material
- . Read announcements

- . View important dates
- . View some of your grades

Important Note: The Professor's select lecture slides posted on LEARN do not substitute for your own notetaking during class lectures. Not all slide presentations are posted on LEARN. Some lectures given by the Professor may be without the use of slide presentations. You are responsible for all material whether posted on LEARN or not.

For further help on LEARN you may visit the help website at:
<https://uwaterloo.ca/learn-help/students>

You may also contact support staff via e-mail at: learnhelp@uwaterloo.ca

Policy on Food in the Classroom: No snacks or food of any kind is permitted in the classroom before class starts, during class breaks, or during class meeting times. Only hot and cold drinks may be brought into the classroom and consumed during class meeting times.

What to call professors: "Professor" or "Doctor" works well for both men and women.

Correspondence and Appointments: Students using email to contact me must include their first and last names, student number, and course in which they are enrolled *in the email subject line*. Your "@uwaterloo.ca" email account is the preferred account for email communications with the Professor in this course. Commercial email accounts (such as "Hotmail") are sometimes blocked by spam filters. Email is not conducive to discussion and not an alternative way to receive class material and thus will not be used for such.

Professors welcome hearing from students, and emails are a great opportunity to practice your skills in professional communication. Good professional format includes a standard greeting ("Dear Professor [name],"); unless it's well into the semester, identifying yourself ("I'm a student in your RS 180 class 4:00 p.m. section"); using your best grammar; proofreading; and signing off formally ("Sincerely, [your name]"). When you get a response, it's a good habit to send a note of acknowledgment and, if appropriate, thanks.

Discussion of assignments, class material, or other issues that may arise is welcome at class or during office hours. In order to be sure I am available during office hours (for example, I am not with another student) it is helpful to make an appointment at least 24 hours ahead of the desired appointment time. However, if you want to take a chance, please feel free to drop by any time during office hours to see if I am available (for example, again, I may be with another student). If I am not available please wait or send me an email to make an appointment.

Late Work

Part of a university education is learning to organize yourself given the multiple demands on your time and talent. Planning and organizing ahead to ensure readings and assignments are completed within the deadlines is necessary. Unless an extension in writing is requested in

writing (at least 48 hours ahead of a due time) – and granted in writing – a penalty of 20% is applied if assignments are not turned in at the time they are due. Thereafter, for each day the assignment is late – calculated as of 4 p.m. – a further 5% penalty is applied. Out of fairness to other students, however, extensions generally aren't possible because of assignments in other classes. None of us can do our absolute best work all the time; we do the best we can within the limits of a school calendar.

Absences: As a courtesy, please inform me ahead via email if you are going to be absent from class. If you miss an in-class test because of an absence, I will require the "[University of Waterloo Verification of Illness](#)" form in order to entertain the possibility of a make-up test. Please see further information below.

Electronic Device Policy

- i. **Turn off and put away** your cellphone, tablet of any kind, smart-phone of any kind, and any other electronic devices **before entering the classroom**. They are to remain put away and out of sight -- even during breaks – while you are inside the classroom.
- ii. Use of cellular telephones, smart phones, and similar devices is **prohibited** in the classroom as these are disruptive to the work environment of the instructor and disruptive to other students. These are to be powered off and put away at all times while in the classroom. Students who ignore this ban and make available or use these types of devices in the classroom, during lectures and breaks while in the classroom will receive a 5% loss of their final grade for *each* transgression.
- iii. If you are wondering if the Professor has noticed your infraction of this “Electronic Device Policy” check: LEARN “Class Preparation and Participation” in the grades/comments section where infractions are recorded rather than disrupt class.
- iv. Audio and video recording of lectures is strictly prohibited.
- v. If students wish to use computers (laptops only) to take notes during the lectures, they must obtain permission to do so from the instructor. This involves the student **meeting with the Professor to sign a contract** agreeing that s/he will use the computing device exclusively to take notes and for visiting "Learn." No other surfing activity is permitted. Non-lecture-related use of computers is banned as it is disruptive to the instructor and disruptive to other students. ***Students who are "surfing" (e.g., visiting other websites, checking email, facebook, and the like) will receive a 5% reduction of their final mark for each transgression.***
- vi. ***Those who use cellphones or other electronic devices in the classroom (other than a laptop with a duly signed agreement form) will receive a 5% reduction of their final mark for each transgression.***
- vii. Feedback, infractions and penalties will be recorded on LEARN in the comment section for “Class Preparation and Participation.” Check this site when you are wondering whether a penalty has been applied to your activity in the classroom.

Important Information

Policies Regarding Illness and Missed Tests; Other Information

[The University of Waterloo Examination Regulations](#) state that:

- A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “[University of Waterloo Verification of Illness](#)” form or it will not be accepted. This form can be obtained from Health Services or on the link provided above. If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor.
- The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations.
- Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time.

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) webpage [for more information](#).

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. [Read the St. Jerome’s University Policy on Student Petitions and Grievances](#).

Appeals: A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome’s University Policy on Student Appeals](#).

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please

register with the AS office at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.