



SACRED HEART UNIVERSITY

**Human Journey Seminar
Great Books in the
Catholic Intellectual Tradition
Seminar One: The Journey to God**

Course Information:

- Course designation: CIT 201-W
- Class meeting: Monday & Thursday, 8:00-9:15, in UC113

Instructor Information:

- Cynthia Cameron, PhD
- Email: cameronc6@sacredheart.edu
- Office hours: Monday & Thursday, 9:30-10:30 or by appointment
- Office: HC221T

Course Overview and Objectives:

The Human Journey Seminars: Great Books in the Catholic Intellectual Tradition are the University's Academic Signature Common Core for all students. The aim of these two seminars is to provide students with an interdisciplinary understanding of the roots and development of the Catholic Intellectual Tradition as a 2000 year ongoing conversation between the Catholic community of its thinkers, writers, artists and the cultures in which they have lived, asking fundamental questions about God, humanity, society, and nature.

Learning Outcomes:

Based upon the common required readings as well as selections from the menu of readings, students will be able to:

1. Explain perspectives of the Catholic Intellectual Tradition on fundamental questions about God, humanity, society and nature, specifically:
 - a. What does it mean to be human and what is my relationship with God,
 - b. What does it mean to live a life of meaning and purpose,
 - c. What does it mean to appreciate the natural world, and
 - d. What does it mean to form a more just society for the common good?
2. Explain how various texts of the Catholic Intellectual Tradition represent the four fundamental claims of this Tradition:
 - a. Human beings exists in relation to a Triune God
 - b. God's presence in the world is mediated through nature and reality
 - c. Faith and reason are compatible
 - d. The dignity of every human being is inviolable and the commitment to justice for the common good is necessary
3. Reflect on how these texts relate to students and the world in which they live – through both oral and written expression
4. Develop critical reading, writing, and seminar participation skills

In CIT 201, we read some early classical texts of the Catholic Intellectual Tradition; these texts engage some of the most fundamental questions that humanity has been wrestling with for nearly two millennia. You do not have to be a Catholic, or even a believer, to appreciate that, for 2000 years, Western culture has been shaped by foundational texts of the Tradition, composed by some of the greatest minds of their time. At its best, the Catholic Intellectual Tradition challenges us to think hard about the deepest questions of the human heart; these are the enduring questions that every serious person wrestles with in the course of his or her life. This is your opportunity to begin to shape your own principles, values, and philosophy of life, forged in dialogue with the great thinkers of the past and present and with the community of scholars in this particular classroom. This class will be conducted as a seminar, which means that your participation is perhaps the most important element of the course. Your direct engagement with the texts, your engagement with others' opinions, and your willingness to read closely and deeply – always seeking understanding – are the cornerstones of the class.

Required Texts:

- Human Journey Seminar I – Course Reader
- Augustine, *Confessions*, trans. Garry Wills (New York: Penguin Books, 2006). **You must have THIS edition of *Confessions*.**
- All other readings will be posted on the Blackboard site and you will be required to print them.

Course Policies:

- Bring a physical copy of the assigned reading to class EVERYDAY and be certain you have completed the reading and reflection BEFORE class.
- Electronic devices:
 - DO NOT bring laptops or tablets to class unless I ask you to do so or you have express permission from the JLC for note-taking.
 - Phones are not to be used during class. Please silence them and keep them put away for the entirety of class. Student use of a phone (for any reason) during class will result in deductions to the class participation grade. No warnings will be given.
- Attendance: Because attendance is important not only for your own participation in the class, but also to establish the kind of dialogue that leads to seminar learning, I will begin to deduct from student's participation grade after three absences.
- Late assignments:
 - Due to their volume, no credit will be given to reading reflections that are submitted late.
 - Essays that are turned in late will lose 1/3 of a letter grade for every calendar day they are late. So, an A paper becomes an A- when it is one day late, a B+ when it is two days late, and so on.
 - Colloquia reflections must be submitted within two weeks of the event. Because your ability to write about the colloquium is significantly impaired the longer you wait to write the reflection, late essays will not be accepted. If you cannot get the essay written within two weeks, you will need to attend and write on a different colloquium.
 - Extensions for the essays and colloquia reflections will be granted on a case-by-case basis, only in cases of extreme need, and at my discretion. Your failure to plan your schedule is not a sufficient need.
- University policies: It is the student's responsibility to familiarize him or herself with all of the relevant institutional policies. I draw your attention particularly to the Academic Integrity policy. Plagiarism is defined as using someone else's ideas or words without

attribution. It is a serious ethical transgression, as well as a violation of University policy. Students are expected to abide by the University's policy on Academic Integrity fully in every piece of work you submit for credit in the course. Violations of academic integrity will result in immediate failure on the assignment or, at the discretion of the instructor, of the course. All instances of plagiarism will be reported to the Dean of Students.

Grading Summary:

1. Attendance and Participation: 20%
2. Reading Reflections: 20%
3. Two Colloquia Reflections: 10%
4. Two Essays: 30%
5. Final Common Assessment Essay: 20%

Grading:

A (4.0) = 93-100; A- (3.67) = 90-92; B+ (3.33) = 87-89; B (3.0) = 83-86; B- (2.67) = 80-82; C+ (2.33) = 77-79; C (2.0) = 73-76; C- (1.67) = 70-72; D+ (1.33) = 67-69; D (1.0) = 60-66; F (0.0) = 0-59.

Course Requirements in Detail:

The following common assessments will be used to determine final grades.

1. Attendance and Participation (20%)
 - Attendance will always be taken; after three absences, you will lose 1/3 of a letter grade for each absence; so an A participation grade becomes an A- for the fourth absence, a B+ for the fifth absence and so on.
 - The rubric on page 5 will be used to assess participation.
 - Participation grades will be posted in Blackboard at the end of each unit.
2. Reading Reflections (20%) – In order to be most fully prepared to participate in the seminar discussions, you will write a reading reflection for every reading assignment (there are three exceptions noted on the course schedule). Reading reflections are to be posted on the Blackboard site by 7am on the day the reading is due (under content, click on “Reading Reflections” and then on new journal entry). Because there are so many reading reflections over the course of the semester, late assignments will receive no credit.
 - a. Format: For every reading reflection, please follow this format.
 - Choose a short quote (about a sentence or two) that stands out to you because it *resonates* with you. By resonate, I mean that the author is affirming something you already think OR that the author is saying something new that you find interesting or compelling OR that the author has found a new way of expressing something you consider true. Copy out the quote and cite it (in parentheses, just the page number is sufficient). Then, in a short paragraph of at least 150 words, explain why you chose the quote and how it connects to one of the four CIT claims.
 - Choose a second short quote (about a sentence or two) that stands out to you because it *challenges* you. By challenge, I mean that the author says something that contradicts something you believe OR that you find difficult to understand OR that you would say in a different way. Copy out the quote and cite it. Then, in a short paragraph of at least 150 words, explain why you chose the quote and how it relates (or might relate or fails to relate) to one of the four CIT claims.

- b. Grading: The rubric on page 5 of the syllabus will be used to assess reading reflections. Grades for reading reflections will be posted in Blackboard at the end of each unit.
 - c. Use in class: In each class, a few students will be chosen at random to share the quotations that they chose for their reading reflections. Be sure to mark them in your copy of the reading. If called on, you will be asked to read the quote and say a few words about why you chose the quote. You need not read your reading reflection.
3. Two Colloquia Reflections (10%) – Over the course of the semester, Sacred Heart offers a number of colloquia. These explore topics of interest to students in the course and engage the Catholic Intellectual Tradition. You are required to attend two colloquia and to submit a reflection essay in response to each. Each essay should be at least 500 words long; it should follow MLA format, use 12-point Times New Roman font, and be double-spaced. At the top of the page, identify the event (title, presenter(s), date). After briefly describing the content of the colloquium (no more than 250 words), you should suggest how the topic addresses one of the four claims of the CIT. Colloquia Reflection essays must be submitted in Blackboard within two weeks of attending the event and by the last day of classes at the end of the semester. Extra credit will be given to students who attend more than two colloquia; to receive the extra credit, reflection essays must be submitted to me via email. Extra credit colloquia essays are limited to two (beyond the two required essays) and the extra credit will be factored into the participation grade.
4. Two Essays (30%) – There are two essays due during the course of the semester. These essays will ask you to think further about the readings, going into more depth, and exploring your reactions to them. No outside research is required. Essay questions and grading rubrics will be distributed at least a week before their due dates and posted on Blackboard. Essays should follow MLA format, use 12-point Times New Roman font, and be double-spaced; they should be 3-5 pages (1000-1500 words) and must be submitted in Blackboard by midnight on the day they are due.
5. Final Common Assessment Essay (20%) – In lieu of a final exam, all students in the CIT seminars respond to the following question in an essay of 5-7 pages (1500-2000 words). The essay should follow MLA format, use 12-point Times New Roman font, and be double-spaced. The rubric for the Final Common Assessment Essay will be posted on Blackboard. The essay is due by midnight on the day of our scheduled exam.

Final Common Assessment Essay Question:

Using two to three authors from the common readings, write a paper explaining how these readings represent one of the following four fundamental claims of the Catholic Intellectual Tradition (CIT).

1. Human beings exist in relation to a Triune God.
2. God's presence in the world is mediated through nature and reality.
3. Faith and reason are compatible.
4. The dignity of the human being is inviolable and the commitment to justice for the common good is necessary.

Rubrics

Class participation:

A-Level	B-Level	C-Level	D-Level or Failing
<p>Comes to class with the reading. Is ready to engage in discussion. Is always prepared when called on. Demonstrates respect for peers and their opinions (listening carefully and responding thoughtfully). Consistently contributes (striving for at least once per class). Makes relevant comments, asks good questions, makes connections back to the reading, moving the conversation forward. Engages with peers (rather than the professor). Is never distracted by unrelated conversations, schoolwork, or technology.</p>	<p>Comes to class with the reading, forgetting no more than three times. Can engage in the discussion, but needs a moment to orient (demonstrating a wandering attention). Is almost always prepared when called on. Most often, demonstrates respect for peers and their opinions. Contributes often (striving for at least once per week). Comments and questions are on topic, but may not always be in conversation with peers or the reading. Tends to talk to the professor, rather than peers. Is only rarely distracted by unrelated conversations, schoolwork, or technology.</p>	<p>Comes to class with the reading, forgetting no more than six times. Often demonstrates a wandering of attention during discussions. Is often unprepared when called on. Usually demonstrates respect for peers and their opinions. Sometimes contributes beyond when called on, but not always consistently. Comments are frequently off topic or not related to the discussion or the reading. Tends to talk to the professor, rather than peers. Is occasionally distracted by unrelated conversations, schoolwork, or technology.</p> <p>The C-Level student may also be the student who does the readings, but never voluntarily talks in class.</p>	<p>Often forgets to bring the reading. Often demonstrates a lack of attention. Often is unprepared when called on. Fails to demonstrate respect for peers and their opinions. May respond when called on, but responses demonstrate a lack of preparation or attention. Comments are often off topic. Is often distracted by unrelated conversations, schoolwork, or technology.</p>

Reading Reflections:

Full Credit (2 points)	Partial Credit (1 point)	No Credit (0 points)
<p>Meets expectations: You demonstrate that you read the assigned reading; your choice of quotes shows that you adequately engaged the reading as a part of the Catholic Intellectual Tradition. You followed the directions (including submission and length requirements).</p>	<p>Does not meet expectations: You turned something in, but it does not suggest that you read the entire reading and/or your discussion of the quotes reveals a lack of engagement with the reading as a part of the CIT. You may have not fully followed the directions.</p>	<p>You did not turn in a reading reflection or did not turn it in by the deadline. Or you did not follow the directions.</p>

Course Schedule

(Please note that this schedule is subject to change and revision as needs arise. Changes will be made at the discretion of the instructor and updates will be posted on Blackboard.)

Monday, August 28: Introduction to the course and the people

Thursday, August 31: The Seminar Format

Reading: "Welcome," Course Reader, p. v-x. NO READING REFLECTION.

Monday, September 4: Labor Day – NO CLASS

Unit One: The Pre-Christian Tradition

Thursday, September 7: Plato

Reading: "The Allegory of the Cave," Course Reader [CR], p. 1-9.

Monday, September 11: Aristotle

Reading: *Nicomachean Ethics*, book one (on Blackboard [BB]).

Thursday, September 14: Aristotle

Reading: *Nicomachean Ethics*, book two (BB).

Unit Two: The Biblical Tradition

Monday, September 18: Creation in the Image of God

Reading: Genesis 1-9 (BB).

Thursday, September 21: Freedom from Slavery

Reading: Exodus 1-20 (BB).

Monday, September 25: Sin and Punishment

Reading: Job 1-7; 38-42 (BB).

Thursday, September 28: Sex and Love

Reading: Song of Songs (BB).

Monday, October 2: Texts of Terror

Reading: Judges 11:29-40; 2 Samuel 13:1-22 (BB)

Thursday, October 5: Incarnation

Reading: Matthew 1-3 (CR, p. 37-46); Luke 1-3 and John 1:1-34 (BB)

NO READING REFLECTION.

Essay One due by midnight, submitted on Blackboard

Monday, October 9: Columbus Day – NO CLASS

Thursday, October 12: Ministry

Reading: Matthew 4-18 (CR, p. 47-108).

Monday, October 16: Passion and Resurrection

Reading: Matthew 19-28 (CR, p. 109-160).

Unit Three: The Early Christian Tradition

Thursday, October 19: Martyrdom

Reading: “The Martyrdom of Perpetua and Felicitas” (BB)

Monday, October 23: Martyrdom

Reading: Origen, “An Exhortation to Martyrdom” (BB)

Thursday, October 26: Augustine

Reading: *Confessions*, Books I-III, p. 1-57.

Monday, October 30: Augustine

Reading: *Confessions*, Books IV-V, p. 61-105.

Thursday, November 2: Augustine

Reading: *Confessions*, Books VI-VII, p. 109-157.

Monday, November 6: Augustine

Reading: *Confessions*, Books VIII-IX, p. 161-207.

Unit Four: The Medieval Christian Tradition

Thursday, November 9: Dante Alighieri

Reading: “The Inferno,” Cantos 1-5 (CR, p. 258-290).

Monday, November 13: Dante Alighieri

Reading: “Purgatorio,” Cantos 30-33 (CR, p. 291-323).

Thursday, November 16: Dante Alighieri

Reading: “Paradiso,” Canto 33 (CR, p. 324-330).

NO READING REFLECTION.

Essay Two due by midnight, submitted on Blackboard

Monday, November 20: Thomas Aquinas

Reading: “Summa Contra Gentiles,” Chapters 3-8 (CR, 248-257).

Thursday, November 23: Thanksgiving Break – NO CLASS

Monday, November 27: Thomas Aquinas

Reading: *Summa Theologica*, “Treatise on Happiness,” I-II, Q. 1-5, selections (BB).

Unit Five: Non-Traditional Voices

Thursday, November 30: Julian of Norwich

Reading: *Revelations of Divine Love*, Ch. 1-13 (BB).

Monday, December 4: Theresa of Avila

Reading: *The Book of My Life*, p. 170-193 (BB).

Thursday, December 7: Martin Luther

Reading: *Ninety-Five Theses* (BB).

Monday, December 11: Conclusion and Discussion of the Final Paper.

The Final Essay is due by midnight on the day of our exam, submitted on Blackboard.