

St. Jerome's University in the University of Waterloo
Department of Religious Studies
Fall 2020
RS 180 Love and Friendship

Instructor: Dr. David B Perrin

Email: dperrin@uwaterloo.ca

Office Hours: By appointment any time mutually agreeable 10 a.m. – 12 noon and 3 p.m. – 6 p.m. Eastern Standard Time (EST) on Tuesdays and Thursdays. Contact the professor by email a full 24 hours prior to your desired appointment to reserve time (make an appointment) for a telephone conversation or WebEx conversation. Email messages sent Monday to Thursday EST will be responded to within 48 hours. Emails sent on Fridays before 12 noon EST will be responded to by 4 p.m. EST the same day. Emails sent after 12 noon EST on Fridays will be responded to by the end of the workday the following Monday EST. Plan your time accordingly so you are not left last minute when an appointment may not be possible due to other students reserving time ahead of you.

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: 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 and Videos REQUIRED: Everything is available on-line through LEARN**
 - C.S. Lewis, *The Four Loves: Affection, Friendship, Eros, Charity*. Any edition is acceptable including an on-line edition.
 - Additional online texts and videos are listed in this Course Outline. All readings, and videos (including *The Four Loves*), are available on-line through LEARN. Go to LEARN to access e-reserves for this course. Login with your QUEST/WATIAM username/password.

- **Recommended Text (Optional)**

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

Readings and content from **the class text** (*The Four Loves*), **e-reserve** sources, **PowerPoints** and **videos** as indicated below are compulsory. PowerPoint presentations are available under course "Content" / "Table of Contents" in LEARN listed by course date. Note that information below on e-reserve references are abbreviated. The complete reference is included with each e-reserve article or source.

Class Schedule: The schedule below is to provide you with a pace of study that will support you completing all requirements for the course in a timely way. It is highly recommended you follow the reading and work schedule as indicated, that is, by the end of the date indicated you will have completed the reading or work indicated in the schedule. You can work ahead of the schedule if you so choose. All materials are available except for the Tests which will be available for the full 24 hours of the date posted EST.

Focus Questions form the basis for the questions for the three tests; see LEARN under the date the reading or other resource is assigned. Not all readings have Focus Questions. Read through the **Focus Questions** prior to accessing the assigned readings or other resources; you can do the work with the **Focus Questions** in mind and take notes as you go. For **Focus Questions** go to "Content" / "Table of Contents" under the course date the reading is due.

Test and assignment dates/times are due as indicated unless a request is made in writing and responded to in writing by the Professor (see further details below). Note: Some resources are **Optional** should you be interested in going deeper into the topic at hand. I recommend you at least access **Optional** resources and see what is available and what interest they may have.

Week 1: September 8 Review of Course Outline / Encountering Oneself: Love of Self

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

e-reserve: David Brooks, *The Social Animal*: Video (18:22 minutes)

e-reserve: Simon Sinek, “The Millennial Question”: Video (15:25 minutes)

e-reserve: Jean Vanier, “What does it mean to be fully human?” : Video (4:25)

Week 1: September 10 Varieties of Friendships

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

e-reserve: Zat Rana, *Aristotle’s Philosophy of Friendship Still Matters Today* : Article (~4 minutes)

e-reserve: PBS, Aristotle, “Aristotle and Virtue Theory” C.C.P. #38 : Video (9:21)

Week 2: September 15 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: Paul Wadell, *St. Norbert College*, “On Friendship” : Video (4:46 minutes)

e-reserve: Kyle Fedler, “How Should We Be?: Virtue, Character, and Responsibility”

e-reserve: Thomas Merton, *Thomas Merton: Prophet in the Belly of a Paradox*, ***Optional***

Week 2: September 17 Affection

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

e-reserve: Robert B. Stewart with the Christian Broadcasting Network, “C.S. Lewis’ Journey to Faith” : Article (~10 minutes)

e-reserve: The Official Website of C.S. Lewis, "C.S. Lewis as Athiest turned Apostle" : Article (~10 minutes)

e-reserve: PBS, *The Life of C.S. Lewis* : Article (~10 minutes) **Optional**

e-reserve: Wade Centre, "From Athiesm to Christianity: The Story of C.S. Lewis" : Video (1:06:19 hours) **Optional**

Week 3: September 22 Forgiveness

e-reserve: Jean Vanier, *Becoming Human*, "Forgiveness"

e-reserve: James Loney, *Captivity: 118 Days in Iraq*, "Introduction," 38-51, "Epilogue"

e-reserve: Johann Christoph Arnold, *Plough*, "Christian De Chergé" : Article (~10 minutes)

e-reserve: Fanny Kiefer with James Loney, "James Loney on Studio 4 - Part 1 of 2" : Video (10:54 minutes)

e-reserve: Fanny Kiefer with James Loney, "James Loney on Studio 4 - Part 2 of 2" : Video (7:20 minutes)

e-reserve: Margaret Farley, You Tube, Margaret Farley on Forgiveness : Video (4:30 minutes), **Optional**

e-reserve: Norman Kember, Hostage in Iraq, **Optional**

Week 3: September 24 Friendship

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

Review for Test One

Week 4: September 29

“Mechanical” Friendship: The Mechanics of My BFF

e-reserve: William Deresiewicz, “Faux Friendship”

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

e-reserve: Mark Peel, *Friendship: A History*, “The Importance of Friends,” pp. 346-351

Review for Test One

Week 4: October 1 **TEST ONE**

Week 5: October 6 The Wager on God’s Existence / Friendship With God?

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: Penguin Books USA, “A Jane Austen Education” : Video (3:21 minutes)

e-reserve: CS Lewis Doodle, “The Rival Conceptions of God” : Video (8:43 minutes)

Week 5: October 8 The Wager on God’s Existence / Friendship With God? (continued)

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

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

e-reserve: Paul Lee in Santa Cruz, *Tedx Talks*, “The Greeks had a word for it – Thymos!” : Video (9:08 minutes)

e-reserve: Michael Crummy, *Flesh and Blood*, “Miracles,” **Optional**

Work on Analytic Essay

Reading Week: October 12-16

Week 6: October 20 Eros

e-reserve: C. S. Lewis, *The Four Loves*, "Eros"

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

e-reserve: Toronto United Church Council, "Heart & Vision 2015" : Video (5:29 minutes)

e-reserve: BBC, *Religions*, "C.S. Lewis & the Mere Christianity Tapes" : Audio Tapes (~30 minutes): "Beyond Personality: the New Men"

*To access this source, scroll down to *Audio*, and click on the section titled *Beyond Personality: The New Men*. You will need Javascript and Flash installed to listen.

e-reserve: Barbara Graham, UTNE Reader, "The Future of Love: In Search of a New Vision of Intimacy," **Optional**

Week 6: October 22 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"

PowerPoint: "Sexual Anthropology and Sexual Language"

e-reserve: Rollo May, *Sexual Love and Western Morality*, **Optional**

Week 7: October 27 Sexuality and It's Meaning II

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

Work on Analytic Essay

Week 7: October 29 Friendships on “the Fringe” I

e-reserve: Dan Hunt, *118 Days: Christian Peacemaker Teams Held Hostage in Iraq*, “Taken Twice”

e-reserve: William Payne, *118 Days: Christian Peacemaker Teams Held Hostage in Iraq*, “On Silence, Closets and Liberation”

e-reserve: Xtra Magazine, “James Loney Discusses Captivity and Gay Rights” : Video (10:28 minutes)

e-reserve: CanadaBoatGaza, “James Loney on Christian Peacemaker Teams” : Video (4:31 minutes)

e-reserve: PBS, *Crash Course*, “Natural Law Theory: Crash Course Philosophy #34” : Video (9:40 minutes)

e-reserve: PBS, *Crash Course*, “Aristotle & Virtue Theory: Crash Course Philosophy #38” : Video (9:23 minutes)

PowerPoint: “Natural Law Theory”

Week 8: November 3 Friendships on “the Fringe” II

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

e-reserve: Fortress Press, “Rosemary Ruether on Many Forms of Madness” : Video (5:01 minutes)

PowerPoint: “Bible Quotes on Homosexuality”

Review for Test Two

Week 8: November 5 **TEST TWO**

Week 9: November 10 Charity

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

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

e-reserve: Jewish Women’s Archive, “Etty Hillesum” : Article (~15 minutes)

e-reserve: Alexandra Pleshoyano, *The Way*, “Etty Hillesum: For God and With God” : Article (~25 minutes) **Optional**

e-reserve: St Paul’s Cathedral, “Etty Hillesum: A Life Transformed” : Video (59:55 minutes) **Optional**

e-reserve: Karen Armstrong, *Twelve Steps to a Compassionate Life*, “Preface: Wish for a Better World,” **Optional**

Week 9: November 12 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) **Article paragraphs 87-100 ONLY**

PowerPoint: “Friends of the Earth I”

e-reserve: Naomi Klein, *This Changes Everything*, “Love Will Save This Place,” **Optional**

Week 10: November 17 Friends of the Earth II

e-reserve: “The Earth Charter”

e-reserve: “Laudato sí: A Summary”

PowerPoint: “Friends of the Earth II”

Work on Analytic Essay

Week 10: November 19 Civic Friendship: The Engagement in Politics

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

e-reserve: Deal W. Hudson, *Freedom, Virtue and the Common Good*, “Are the poor blessed? On Happiness and Beatitude”

Work on Analytic Essay

Week 11: November 24 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"

e-reserve: PBS, *Crash Course*, "Assisted Death & The Value of Life: Crash Course Philosophy #45" : Video (9:57 minutes)

e-reserve: Angela Mulholland, *CTV News*, "Wounded Soldier Trevor Greene marches forth" : Article (~5 minutes)

PowerPoint: "Assisted Suicide"

Week 11: November 26 The End of Our Friendships as We Know Them

Analytic Essay due in LEARN DROP-BOX by 11:30 p.m. EST

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: Lauren Pelley, "How Friendships Change"

e-reserve: Bronwen Wallace, Best Canadian Stories 88, "Heart of my Heart," **Optional**

e-reserve: Ruth Rakoff, *When My World Was Very Small: A Memoir of Family, Food, Cancer and My Couch*, **Optional**

Week 12: December 1

Review for Test Three

Week 12: December 3

Last Day / End of Course ; Test Three

Course Evaluation and Key Dates

1. Tests 60% (Oct 1 (20%), Nov 5 (20%), Dec 3 (20%))
2. Analytic Essay 20% (Due November 26 LEARN DROPBOX by 11:30 p.m. EST)
3. LEARN Original Posts 10%: based on how often you post your original comments on the assigned readings or videos on LEARN; see below for details; 1% for each Original Post of at least 5 full sentences for a maximum of 10%; maximum one Original Post post per compulsory reading or video.
4. LEARN Response Posts 10% (based on how often you post a response to another student's Original Post on LEARN per the required criteria; see #3 above; see below for details; maximum one Response Post per Original Post by another student for the 1%.

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. Refer to specific authors when citing these concepts.

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 PowerPoints posted 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: When referencing the Declaration in your Analytic Essay use article numbers in parenthesis following any quotes. 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 11:30 p.m. EST on November 26. 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 11:30 p.m. EST: Go to "Submit" Go to "Dropbox." Go to "ANALYTIC 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 when you submit the Analytic Essay. 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.

Participation Policy and Focus Questions: This course is designed to promote engaged critical thinking with the course readings, your personal experience, other materials accessible on LEARN and the content presented in the PowerPoints. In order to foster the skill of engaged critical thinking and to be able to respond to other members of the class from an informed perspective, I expect you to have done the readings in pace with the work schedule above.

Focus Questions are provided for many of the readings. See Contents and Date readings are due to access the Focus Questions for the readings in question. Preparation is necessary for success in this course. Questions for the three Tests are based on the Focus Questions. All three Tests are based on the Focus Questions so it would be helpful to take notes from the readings based on the Focus Questions as you move through the course. Do not leave this until the time when you do your review for the Tests.

LEARN Original Posts: Up until November 26 at 11:30 p.m. your **original thread** of *brief summaries of **assigned texts or videos***, relevant principal points *from an **assigned text or video***, your questions, comments on the Focus Questions, or other reflections that engage your own experience *based on the assigned texts or videos* which you post on the LEARN/Connect/Discussions site, will be factored into your LEARN mark. You may post once per reading or video. Your original LEARN posts must be a minimum of 5 sentences per post, based on the above description, in order to be awarded the 1% per post (for a maximum of 10%). This means you must post an original thread 10 times to get the full marks and remember it is only one post per reading or video. These are listed by date under “Connect” / “Discussions.” **Optional** readings or videos **do not** qualify for this assignment.

LEARN Response Posts: Respond to 10 different Original Posts in response to the readings or videos which other students make on LEARN to get the 10% for this part of the course. These can be helpful to connect with other students in the course and explore ideas which are of interest. So, to note, students can read and comment on your response to the posts so, in order to give them an opportunity to do so, it would be helpful to post well before the 11:30 p.m. EST deadline when the LEARN site closes for the assigned readings or activities for that date. You will also benefit from other students posting a few hours ahead of the deadline so you can respond to them and get a 1% mark for your Response Post. LEARN Response Posts must be a minimum of 5 sentences per post in order to be awarded the 1% per post (for a maximum of 10%).

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
- . Do the Tests under Submit/Quizzes
- . View important dates and read announcements
- . View some of your grades

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

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

Correspondence and Appointments:

Appointments with the Professor are during office hours. When requesting an appointment do so a full 24 hours prior to your desired appointment time and indicate your desired date and time of the day (or provide a couple options if you like). 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. Appointments with the Professor are the appropriate way to deal with your questions.

Professors welcome hearing from students, and emails are a great opportunity to practice your skills in professional communication when setting up your appointment with the Professor. Good professional format includes a standard greeting (“Dear Professor or Doctor [name],”); unless it’s well into the semester, identifying yourself (“I’m a student in your RS 180 Class”); 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 to be the subject of discussion during an appointment with the Professor. In order to be sure I am available during office hours (for example, I am not meeting 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 send an email during office hours to see if I am

available for a discussion (for example, again, I may be with another student). If I am not available please send me another email to make an appointment with a specific date and time that fits your schedule during office hours.

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 the 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. EST – 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.

OTHER IMPORTANT INFORMATION

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. [Check www.uwaterloo.ca/academicintegrity/ for more information.]

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, www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCapproved.pdf](#). When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. [Check www.uwaterloo.ca/academicintegrity/ for more information.] 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 instructor, 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, www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCapproved.pdf](#). For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check the

Guidelines for the Assessment of Penalties,
www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

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](#), www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCapproved.pdf.

Note for students with disabilities: [AccessAbility Services](#), located in Needles Hall (Room 1401) at the University of Waterloo, 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 AccessAbility Services at the beginning of each academic term, www.uwaterloo.ca/accessability-services/.