

**Religion 130: Food, Faith & Justice in Autobiographies**  
**Illinois College ~ Fall 2013**

**Dr. Caryn D. Riswold**, instructor

**Office:** Kirby 212

**Office Phone:** 217-245-3285

**Office Hours:** normally MW 2:45-4:30; Tu/Th 4:00 – 5:00 (*and appointments at other times as needed*)

+ **IC Connections Mentoring Team: Staff** ~ {...}

**Student** ~ {...}

+ **EN 121 Professor** Betsy Hall, [bhall@mail.ic.edu](mailto:bhall@mail.ic.edu), Sturtevant 203, 245-3899

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**Time/Location:** MWF 12:00-1:10, Lincoln 121

**Email:** [criswold@mail.ic.edu](mailto:criswold@mail.ic.edu)

**Course Website:** Moodle site accessed via your Connect2

**Course Description:** In this seminar, two themes unite five contemporary religious autobiographies: food and justice. You will encounter the life stories of an Episcopalian Christian, a Muslim, a Jew, a Mormon, and an Atheist, learning about how their common passion for justice has been sparked by diverse religious communities and practices. You will learn about the history and beliefs of several religious traditions, especially the ways that food rituals and dietary customs plays a key role in establishing and maintaining identity in a pluralistic world. We will discuss and consider religious identity as one shifting and dynamic element of human life, including the role it plays in work for justice.

**Course Objectives & General Education:**

- *This course fulfills the BLUEprint general education category of a Foundations Course. It therefore is a writing extensive experience, a speaking extensive experience, and has a significant component on U.S. Diversity.*
- A student successfully completing this course will be learned and practiced in these skills:
  - *Inquiry & Analysis:* knowing when information is needed, being able to identify, locate, evaluate, and responsibly use and share that information. Accomplished through two paper assignments.
  - *Critical Thinking:* exploring issues, ideas, artifacts and events before accepting or formulating an opinion or conclusion. Accomplished through readings, class discussions, and paper assignments.
  - *Written Communication:* developing and expressing ideas in writing. Accomplished through several paper assignments.
  - *Oral Communication:* prepared, purposeful presentation designed to increase knowledge, foster understanding, or promote change in the listener. Accomplished through one group and one individual presentation.

**Responsibilities of student:**

- *In order to help you learn to **read well***, you are expected to complete all reading as assigned. **BRING THE ASSIGNED TEXT TO CLASS EVERY TIME.**
- *In order to help you **think well***, attendance and active participation at each class session is mandatory (**50 points**). Points are earned both for **attending** class regularly and for **actively participating**. The conditions for learning well in class include the following **behaviors**:
  - Active participation in every class period includes things like bringing the assigned book to class, taking notes, looking at references in the texts, asking questions, responding to questions, and engaging in group discussion when prompted. This type of activity is regularly observed by the professor and points are earned for these behaviors. Mere attendance is not sufficient.
  - Excessive absences could lead to failure in the course, and *every absence is detrimental to learning*. More than two weeks, or six classes, is considered excessive. You are fully responsible for all work, notes, reading, and information if/when you miss class. Notes are available from classmates. The professor is available to answer questions whenever needed.

- Cell phones must be **silenced, out of sight, and may not be used during class at any time for calls, texting, or anything else. In case of dire emergency, speak to the professor. You will be penalized for texting or using your phone during class.**
  - Unless you have a documented reason necessitating the use of one, laptops, iPads, and other electronic devices should not be used in class so that you may be fully engaged in our work.
  - *In order to help you **write well***, a variety of opportunities to demonstrate learning are given via different methods of in-class and out-of-class writing.
  - Points can be earned in many ways to assess your learning & engagement (*each described below*):
    - Reading Quizzes 75 points
    - Summer Writing Assignment 50 points
    - Convocation Response Papers (four) 80 points
    - Identity, Diversity & Activism Analysis Paper 60 points
    - Service-Learning Project 100 points
    - Restaurant Evaluation Presentation 50 points
    - Memoir Essay 60 points
    - Final Exam 75 points
- Total Points Possible in Semester 600 points** (above + 50 points for participation)

### Intellectual Integrity: Illinois College Honor Code

The Illinois College Faculty approved the Honor Code proposed by the Illinois College Student Forum in 2005, revised in 2007. The Honor Code, available in full at <http://www.ic.edu/academics/academichonesty.asp> states the following:

- Illinois College is a community founded upon trust. It acknowledges its students' diligence and assumes a general adherence to honesty. Cheating and plagiarism violate trust, honor and integrity. To maintain the cohesion of the Illinois College community, all students shall adhere to an academic Honor Code, (Article 1, section 1)
- The institution has **no tolerance for breach of academic honor and integrity.** (Article 3, section 1)
- When a professor encounters a student in violation of the Honor Code and is able to determine that the transgression is intentional, he or she will **contact the Dean's office** to determine whether this is the student's first offense. The instructor will then execute, from those listed under the section entitled Student Violation, at least one of the **punishments that seems most appropriate.** Then the professor shall, within five "class days," advise the Chair of the Judicial Board and the Dean of the College, in writing, of the offense and his or her dispensation of a punishment. (Article 3, section 2)

***Blatant and flagrant offenses, discussed in the College's Honor Code statement, will result in failure in and withdrawal from this course. A Second Violation of the Honor Code may result in more serious penalties, as detailed in the Honor Code statement.*** Any questions about unauthorized aid or plagiarism should be directed to the instructor.

### Department of Philosophy and Religion Honor Statement:

- Faculty in the department require students to include the following statement about academic integrity on work they submit for a grade:
- *This paper is my own work, all in my words unless specifically indicated. I have fully indicated all sources, cited directly or indirectly, in the in-text notes and the bibliography or works-cited list. (signed and dated)*
- This statement should be included with signature and date on all papers. In the case of email submissions, the statement should be included at the end of the paper, and receipt of it from the student's email address will constitute a signature. Students are also expected to adhere to the Honor Code on all quizzes and exams. For more information on departmental policies and intellectual integrity, please see <http://www2.ic.edu/philrel/honorcode.htm>

## Required Texts:

- Joanna Brooks, *The Book of Mormon Girl: Stories from an American Faith* (New York: Free Press, 2012). @askmormongirl
- Elizabeth Ehrlich, *Miriam's Kitchen: A Memoir* (New York: Penguin, 1998).
- Sara Miles, *Take This Bread: A Radical Conversion* (New York: Ballantine, 2008).
- Eboo Patel, *Acts of Faith: The Story of an American Muslim, the Struggle for the Soul of a Generation* (Boston: Beacon, 2007). @eboopatel
- Chris Stedman, *Faithist: How An Atheist Found Common Ground with the Religious*. (Boston: Beacon, 2012). @ChrisDStedman
- Diana Hacker & Nancy Sommers, *A Pocket Style Manual*. 6th Edition. Bedford St. Martins, 2012.
- Dan O-Hair, Hannah Rubenstein, Rob Stewart. *A Pocket Guide to Public Speaking*. 4<sup>th</sup> Edition. Bedford St. Martins, 2013.
- *Other articles & resources as distributed, including:*
  - “What We Don’t Talk About When We Don’t Talk About Service,” by Adam Davis, 2006. *Online:* <http://www.cccompact.org/sites/default/files/Sample%20Reading%20-%20Davis,%20Adam%20-%20What%20We%20Don't%20Talk%20About.pdf>
  - “A Call to Reinvent Liberal Education” Liz Coleman, TEDtalk, <http://www.youtube.com/watch?v=syqScVtnKuU>
  - “White Privilege: Unpacking the Invisible Knapsack,” by Peggy McIntosh, 1989.
  - “The Universal Declaration of Human Rights,” 1948. *Online:* <http://www.un.org/en/documents/udhr/>
  - “The Ones Who Walk Away from Omelas,” by Ursula LeGuin, 2000.

## Written Requirements:

All written work is due on the date specified. ***No extensions. No exceptions.*** *All late work is penalized by 5% per calendar day late.* **Plan ahead.** Details for assignments will be discussed in class. All questions clarifying assignments must be directed to the instructor well in advance of the due date. Technology problems can always be expected, so *do not work, print, or research at the last minute.* **Failure to complete any one major assignment (exam, paper, project) could result in course failure on the basis of points lost for the assignment and lack of participation.**

- *Reading quizzes* ... random unannounced dates...
  - You have the opportunity to demonstrate that you are reading well through **unannounced** reading quizzes. These will be given randomly throughout the semester to ensure that you are preparing for class as assigned. Quizzes will normally be **about five points each**, and will take place at the beginning of a class session. These **cannot be “made up”** since the purpose is in-class accountability for having completed the reading on time.
  - Alternative opportunity to earn a missed quiz’s points will **only** be available if you missed a reading quiz for *documented institutional travel* (field trip, athletic event, etc.) or *your own documented medical emergency*. Appointments are not typically emergencies, nor are visits to the college nurse automatically emergent. **Plan ahead. Be in class. And ... read!**
- *Summer Writing Assignment* *August/September due dates*
  - Eboo Patel’s relationships and encounters with key people have a significant impact on his identity and faith development, as he describes throughout *Acts of Faith*. Select *three people* that are important to Patel at various points in his life story, and describe in detail what he learns

from that person. In your paper (**750-1,000 words, ~3-4 pages**), give examples and use evidence from specific passages in the text to support your explanation of what Patel learns from that relationship or encounter. “What he learns” can be about himself, his identity, the world, religion, or something else significant. As part of your introductory paragraph, state which three people you selected, and why they stood out to you. As part of your paper’s concluding paragraph, describe one key person (outside of your family) from whom you have learned something specific about yourself or the world, and how this is similar to or different from someone in Patel’s story.

- The paper will be read and commented on by the professor as well as peers in class, for the purpose of feedback for required revisions. In the end, the assignment will be **worth 50 points**, graded on the basis of: clarity of paper’s stated focus (5 points), use of evidence from the text (15 points), effective organization and clarity of writing (10 points), attached works cited page (5 points), meaningful participation in peer review workshop (5 points), demonstrated revisions based on professor and peer feedback (10 points).

- *Convocation Response Papers*

*four due dates: 9/17, 10/1, 10/29, 11/19*

- In a short (**500-700 word, ~2 pages**) response paper, write your thoughts about and reactions to the convocation speaker. There will be **four of these**, connected to each of the four designated IC Connections Convocations, all noted in the schedule below. A response paper is designed to show your *critical engagement with ideas, topics, and thinkers*, not just your personal opinions (whether you liked or didn’t like something). It is an opportunity to *reflect, react, and connect*. To that end, each paper must mention *at least two specific things from the convocation itself*, and make *at least one connection* either to class material or to IC documents like the mission statement or affirmation of community responsibility.
- Each paper is **due via Moodle 24 hours after the convocation** (by **11:00am** the next day), and is **worth 20 points**, graded on the basis of engagement with specific material from the presentation (12 points), and connections made to class topics and/or IC documents (8 points).

- *Identity, Diversity & Activism*

*due Friday 9/27 in class*

- In this short (**1500 word minimum, ~5 pages**) analysis paper, write about how Eboo Patel and Sara Miles wrestle with identity and diversity in their autobiographies, *Acts of Faith* and *Take This Bread*. Select a focus for your paper to help bring the two texts together. What role does *religion* play in the *identity* struggles, and in the *action* that each takes in response? In your analysis, include discussion of the role that *diversity* (racial/ethnic, religious, socioeconomic, etc.) plays in the authors’ stories.
- This paper is **worth 60 points**, graded on the basis of clear and effective focus (5 points), discussion of the role of religion in each author’s story (10 points), discussion of the connection to the action each author takes (10 points), quality of discussion about diversity in both texts (10 points), effective use of evidence from both Patel and Miles to support main points (10 points), clarity and organization in writing (10 points), attached works cited page and honor statement (5 points).

- *Service-Learning Project*

*due dates noted in schedule below*

- In connection to Sara Miles’ book, *Take This Bread*, we will read about and explore food justice issues in the U.S., and you will engage in **direct service experiences** with a local organization in collaboration with several other students in class. At the conclusion, you will write a short (**1,000 word minimum, ~3-4 pages**) reflection paper in which you connect your experience to

Miles and other texts on food justice discussed in class, reflect on and react to your experiences of service. You will also prepare and participate in a **group presentation** about the organization and program you all served, discussing how you were part of their strategy to solve a social problem.

○ Requirements:

- A minimum of **three direct-service experiences** at a local agency/organization (of at least one hour each) in collaboration with three or four other students.
- **Basic research** on the agency/organization, including such sources as their website, publications, brochures, and conversation with volunteers, staff, or directors.
- **Group presentation** on the agency/organization with whom you served.
- **Reflection paper** on your experiences, including research, and making connections to Miles.

○ This assignment overall will be **worth 100 points**, graded on the basis of your completing the service experiences (30 points), the reflection paper (40 points), and the group presentation (30 points).

- **Service:** Complete three experiences, of about an hour each, completed as planned and scheduled, to the satisfaction of the site director and professor. This will be worth **30 points**, graded accordingly.
- **Presentation:** In this collaborative group presentation, lasting a total of 20 minutes with each student participating equally, describe the agency, the service, and your experiences as a group. As a guiding question, consider this: *How were you part of this agency's strategy to address a social problem?* This will be worth 30 points, graded individually based on the distributed oral communication rubric.
- **Paper:** In this reflection paper, discuss your experiences serving the local agency. Include a brief description of the agency itself, using its own website, other promotional materials, or conversations with staff/volunteers. Make connections to Sara Miles' text, and other class texts on food justice. Discuss your reactions and reflections on the service work. *What did you learn?* It will be worth **40 points**, graded based on the quality of discussion of the agency (8 points), connections made to class texts (10 points), quality of reflection and reaction to service experiences (7 points), clarity and organization in writing (10 points), attached works cited page and honor code (5 points)

• *Restaurant Evaluation Presentation*

10/25 & 10/28

- We will dine at a local restaurant as a group during a joint class session with Prof.Hall for EN 121. You will evaluate the experience from the time we walk in the door until the time we leave, paying particular attention to the menu and options available for a particular religious group. In our class, we will learn about different religious practices surrounding food, like kosher and halal, Mormon dietary restrictions, and other rituals surrounding food.
- You will write a review tailored to a particular food-audience: a Jewish audience (what options would a kosher diner have here?), a Muslim audience (could a person eat halal food here?), Mormons (how prominent is alcohol?), Buddhists (what kind of vegetarian options exist?), etc. So the question is...what makes a restaurant good or bad—or somewhere in between – for a particular audience? Your task is to present your answer to this question in an intelligent, informed way. Provide concrete evidence and support from your experience.
- You will write the Evaluation Essay for Prof.Hall's class. Then, you will prepare and deliver a **5-minute summary presentation** of your evaluation/review in our seminar class.

- This presentation will be **worth 50 points**, graded on the basis of the rubric distributed in class, which evaluates such things as organization, eye contact, clarity, body language, topic & audience appropriateness, and use of time.

- *Memoir Essay Assignment*

*draft workshop 11/26 & final due 12/4*

- Write a literary memoir centering on how food cultures convey (religious) identity(ies). Focus on developing and describing a significant life event through plot, character, and setting. Use the guide on pages 91-97 of *The Harbrace Guide to Writing* to help you through every stage of the writing process. Sara Miles' *Take This Bread* serves as a model response to this task.
- This essay will be draft workshoped in EN 121 class with your professors and peers on Tuesday, 11/26. When you turn in the final draft of your essay in class (one to each professor!) on Wednesday, 12/4, please include any pre-writing materials relating to this assignment to Prof.Hall. The final draft of your essay should be a **minimum of 1200 words, 4-5 pages**.
- This paper will be graded based on a common rubric used by Professors Hall and Riswold that will be distributed to you. For even more information, see the Memoir Essay Assignment handout in EN 121. This paper will be **worth 60 points** toward your grade in this seminar.

- *Final Exam*

*Saturday, 12/14, 9:00-11:00am*

- This comprehensive final examination will consist of short answer questions and short essays in which you consider cross-cutting themes from all of the autobiographies read for class this semester. Particular attention to basic information about the various religions and how they connect to specific beliefs and practices surrounding food and other justice issues. It will be worth **75 points**, and further detail on its format will be provided in class.

*All grades for assignments and for the semester are earned according to the following scale of percentages and points:*

97-100 = A+	(582-600)	74 - 76 = C	(444-461)
94 - 96 = A	(564-581)	70 - 73 = C-	(420-443)
90 - 93 = A-	(540-563)	67 - 69 = D+	(402-419)
87 - 89 = B+	(522-539)	64 - 66 = D	(384-401)
84 - 86 = B	(504-521)	60 - 63 = D-	(360-383)
80 - 83 = B-	(480-503)	59 - 0 = F	(0 - 359)
77 - 79 = C+	(462-479)		

## Student Disability Services

It is the policy and practice of Illinois College to make reasonable accommodations for students with properly documented disabilities. If you are eligible and would like to request them for this course, please let me know ASAP. If you have questions or think you may have a disability, please contact the Disability Services Coordinator at (217) 245-3774, located on the 2<sup>nd</sup> floor of the Caine Student Center.

Schedule of Reading and Assignments:

**R:** = text(s) which you are to have read prior to this class meeting, **T:** = topics for discussion, come prepared to talk

I. Islam, Pluralism, Interfaith Work, and the Liberal Arts

Sat 8/24      12:45-2:30 = College Learning Assessment, Kirby Language Lab  
2:30 – 4:15, in Parker 107 = Introductions ... the class, the texts, the participants, the college, the BLUEprint      = **First Book Discussion:** *Acts of Faith*  
= preparation for service blitz (w/mentoring team)      = CIRP Survey

Sun 8/25      1:30 – 5:00: Service Blitz! *Various locations around Jacksonville*

M 8/26      1:45 – 3:30 = reflection on service blitz & discussion of Adam Davis (w/mentoring team)  
**R:** “What We Don’t Talk About When We Don’t Talk About Service”  
= Introduction to service-learning assignment w/Prof.Riswold  
= Draft workshop & peer review of Summer Writing Assignment

W 8/28      11:00am with EN 121 ~ Joint Session #1 ~ learning, community, liberal arts, integration  
**R:** In preparation, watch “A Call to Reinvent Liberal Arts Education,” TEDtalk by Liz Coleman, <http://www.youtube.com/watch?v=syqScVtnKuU>

**Then, Discussion** of the basics of Islam with *Acts of Faith* & these readings:

**R:** “Introduction to Islam,” parts 1 & 2, *Online:*

[http://www.religioustolerance.org/isl\\_intr.htm](http://www.religioustolerance.org/isl_intr.htm) & [http://www.religioustolerance.org/isl\\_intr1.htm](http://www.religioustolerance.org/isl_intr1.htm)

**R:** *Articles on halal food:* “Halal” via *Wikipedia*, <http://en.wikipedia.org/wiki/Halal>

“Halal Corner” via *Beliefnet*, <http://www.beliefnet.com/Faiths/Islam/2005/10/Halal-Corner.aspx>

\* remember to email Prof.Riswold with your preferences for service-learning sites before 5:00pm

F 8/30      **R:** “Religion & Violence” by Ola Mohamed on *The Faith Divide*, a *Washington Post* blog:  
*Online:* [http://newsweek.washingtonpost.com/onfaith/eboo\\_patel/2009/04/religion\\_violence.html](http://newsweek.washingtonpost.com/onfaith/eboo_patel/2009/04/religion_violence.html)  
**R:** “Americans Still Associate Islam with Violence” by Daniel Trotta, *Reuters*  
*Online:* <http://www.reuters.com/article/2010/08/20/us-usa-mosque-idUSTRE67J45U20100820>

**T:** Religion, violence, Patel & the faith line

\* service-learning sites assigned, organizing & planning in-class

M 9/2      **R:** Patel, “Sacred Ground: The Promise of America”      **T:** Pluralism & the U.S.  
*Online:* [http://www.huffingtonpost.com/eboo-patel/sacred-ground\\_b\\_1764277.html](http://www.huffingtonpost.com/eboo-patel/sacred-ground_b_1764277.html)  
**Summer Writing Assignment Final Version Due in-class**

W 9/4      **R:** Interfaith Youth Core site: <http://www.ifyc.org/>      **T:** Building a movement, taking action  
**R:** Faith and Food website, <http://faithandfood.com/>      **T:** Food & religions, especially Islam, Judaism, Christianity, Buddhism.

5:45pm Meet in Kirby Rotunda, walk together to Barnes House for Presidential Dinner

II. Christianity, Communion, and Conversion

F 9/6      **R:** Miles, p. ix-53 (ch. 1-5)      **T:** Context and background

- M 9/9**      **R:** Miles, p. 54-129 (ch. 6-12)      **T:** First communion ... conversion?
- W 9/11**      **In-class** activities related to Wellness and Healthy Choices (*with mentoring team*)
- F 9/13**      **R:** Miles, p. 130-197 (ch. 13-17)      **T:** Finding & creating community
- M 9/16**      *11:00am ~ Adam Davis, "The Dream of Civic Engagement" convocation ~ Rammelkamp Chapel*  
**R:** Healthy Food Environment, Centers for Disease Control website, click through topics:  
[http://www.cdc.gov/healthyplaces/healthtopics/healthyfood\\_environment.htm](http://www.cdc.gov/healthyplaces/healthtopics/healthyfood_environment.htm)
- 2:00 – 4:00pm ~ campus-wide service event w/President Barbara Farley, packaging 14,000 meals for Kids Without Hunger (optional)**
- Tu 9/17**      *Convocation response paper due, before 11am, uploaded to Moodle*
- W 9/18**      **11:00am** *with EN 121 ~ Joint Session #2*      **R:** Miles, p. 198-280 (ch. 18-25)  
**T:** Ministry & 'the eternal pantry,' food & justice
- F 9/20**      *~ Analysis paper draft conferences ~ individually, as scheduled with Dr. Riswold, in Kirby 212*

### **III. Diversity, Identity, and Judaism**

- M 9/23**      **In-class** activities related to diversity and identity (*all week: sessions are with mentoring team*)
- W 9/25**      **R:** Peggy McIntosh, "White Privilege"      **T:** Patel & American culture and identity politics
- F 9/27**      **R:** "Universal Declaration of Human Rights"      **T:** Patel, India, travel & global citizenship  
**Identity, Diversity & Activism analysis paper due in class**
- M 9/30**      *11:00am ~ Eboo Patel, "Interfaith Leadership, Global Crisis" convocation ~ Rammelkamp Chapel*  
*Class time = Work day with service learning groups, presentation preparation, locations of your choosing*
- Tu 10/1**      *Convocation response paper due, before 11am, uploaded to Moodle*
- W 10/2**      **Service Learning Presentations #1 & #2 & #3**
- F 10/3**      **NO CLASS ~ Fall Break**
- M 10/7**      **Service Learning Presentation #4**  
**R:** "What is Judaism?" *Online:* <http://www.jewfaq.org/judaism.htm>  
**R:** "What do Jews Believe?" *Online:* <http://www.jewfaq.org/beliefs.htm>  
**R:** "Torah" *Online:* <http://www.jewfaq.org/torah.htm>  
**R:** "Kashrut: Jewish Dietary Laws" *Online:* <http://www.jewfaq.org/kashrut.htm>  
*Hand out time log with instructions*



- W 10/9            R: Ehrlich, p.xi-50 (Sept-Oct)            T: Longing, Diaspora
- F 10/11            11:00am *with EN 121 ~ Joint Session #3 ~ dine together at a local restaurant for evaluation assignment*  
**Service-Learning Reflection Paper due** at 4:00pm via email to [criswold@mail.ic.edu](mailto:criswold@mail.ic.edu)
- M 10/14            In-class activities related to Time Management & Planning for the future (*with mentoring team*)  
*Bring your 48 hour time log to class with you*
- W 10/16            **No Class ~ Professor attending conference, University of Scranton**
- F 10/18            **No Class ~ Professor attending conference, University of Scranton**
- M 10/21            R: Ehrlich, p.53-109 (Nov-Dec)            T: Native Ground, Inheritance
- W 10/23            R: Ehrlich, p.113-168 (Jan-Feb)            T: Obligation, Observance
- F 10/25            **Restaurant Evaluation presentations**
- M 10/28            11:00am ~ Katie Spatz, "Rowing the Atlantic" convocation ~ Rammelkamp Chapel  
**Finish Restaurant Evaluation Presentations**  
R: Ehrlich, p. 171-224 (March-April) T: Miracles, Female Religion
- Tu 10/29            *Convocation response paper due, before 11am, uploaded to Moodle*
- W 10/30            R: Ehrlich, p.227-287 (May-June)            T: Decisions, Life Force
- F 11/1            R: Ehrlich, p. 291-361 (July-Sept)            T: Community, Word & Deed, Continuity

#### **IV. Mormonism, Atheism, & Civic Engagement: Religion/Community/World**

- M 11/4            R: "Mormonism 101" *Online:* <http://www.mormonnewsroom.org/article/mormonism-101>
- W 11/6            R: "The Ones Who Walk Away from Omelas"    T: Civic engagement (*with mentoring team*)
- F 11/8            **No Class ~ Professor at Association of Interdisciplinary Studies, Miami University**
- M 11/11            R: Brooks, p. 1-45 (ch. 1-3)            T: Childhood memory
- W 11/13            R: Brooks, p.47-98 (ch. 4-6)            T: Coming of age
- F 11/15            R: Brooks, p.99-160 (ch. 7-10)            T: Coming to consciousness

- M 11/18**      *11:00am ~ Ethan Zohn, "Character: The Ultimate Survival Tool" convocation ~ Rammelkamp Chapel*  
**R:** Brooks, p.161-203 (ch. 11-13)      **T:** Conflict and conscience
- Tu 11/19**      *Convocation response paper due, before 11am, uploaded to Moodle*
- W 11/20**      **R:** Brooks, online essays, video interviews ... as assigned in class
- F 11/22**      **No Class ~ Professor at American Academy of Religion, Baltimore**
- M 11/25**      **R:** online articles like: "Atheism" <http://www.bbc.co.uk/religion/religions/atheism/>
- Tu 11/26**      **11:00am with EN 121 ~ Joint Session #4, draft workshop for Memoir Essay**
- W 11/27**      **No Class ~ Thanksgiving Break**
- F 11/29**      **No Class ~ Thanksgiving Break**
- M 12/2**      **R:** Stedman, foreword, ch.1-2, p.xi-34      **T:** What's a Faithist? Roots & religions
- W 12/4**      **R:** Stedman, ch.3-4, p.35-81      **T:** Converting, coming out, confusions  
**Memoir Essay due in class**
- F 12/6**      **R:** Stedman, ch.5-6, p.82-135      **T:** College and communities
- M 12/9**      **R:** Stedman, ch.7-8, afterword, p.136-182      **T:** Humanism, IFYC, atheist engagement

**Saturday, 12/14, 9:00 – 11:00am ~ Final Exam ~**

*(no exceptions, no exams given at other times ... you must take the final exam at this time scheduled by the Dean ... PLAN YOUR SCHEDULE ACCORDINGLY !)*

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**Spring 2014:** *Illinois College Seder ~ we will meet and reunite at the campus seder event, plan to go out for frozen yogurt, discussion, and catching up afterward! Keep an eye on campus announcements for a date and time ~ we will be in touch!*