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Catalog Description

Students probe the nature of human experience and religious meaning, with special attention given to experience of the Judeo-Christian God. Contemporary Catholic-Christian faith is systematically analyzed in terms of its core concepts, values and visions. This study addresses the question and critique of God in the modern world and surveys contemporary theology in a spirit that is Catholic, Christian and Ecumenical. *Offered every semester. This course fulfills the Catholic Intellectual Tradition General Education Requirement.*

Learning Outcomes

The structure, content, learning experiences, and pedagogical philosophy of this course are informed by:

1. The Marianist Educational Philosophy: *Five Characteristics of a Marianist Education* (CME)
 1. Educate for formation in faith
 2. Provide an integral, quality education
 3. Educate in family spirit
 4. Educate for service, justice, peace, and the integrity of creation
 5. Educate for adaptation and change
2. The Catholic Intellectual Tradition: *General Education Core Outcome* (GECO)

The student will explain faith and reason as integral to developing a Catholic sacramental perspective of the cosmos that leads to responsible action supporting social justice.
3. The Religious Studies Program: *Program Learning Outcomes* (PLO)

Upon completion of the undergraduate B.A. program in Religious Studies, students will be able to:

 1. Utilize the key concepts of Catholic theology in a critical reflection on integral human experience.
 2. Engage in respectful dialogue on religious meaning in our globalized, multicultural society.
 3. Employ Christian moral imagination in moral reasoning and decision making that affirms and/or challenges secular and cultural values.
 4. Generate a substantive project that is animated by the Marianist Charism.
4. RE 205: The Christian God and Human Experience: *Student Learning Outcomes* (SLO)

Upon successful completion of this course, students will be characterized by the ability to:

 1. Correlate how the sacramental understanding of God is evident in human experience. (GECO, PLO 1, and CME 1)
 2. Describe the meaning of Jesus as foundational for the Christian response to human existence, human choices, and social justice. (GECO, PLO 3 and 4, CME 4 and 5)
 3. Explain the main themes of the relationship between humanity and God as expressed in the Judeo-Christian understanding of God. (GECO, PLO 1, CME 3)
 4. Define significant terms used to describe God not only in Christianity but also other religious traditions, particularly Judaism and Islam. (GECO, PLO 2, CME 2)

Required Materials

Ready access to required materials is necessary for continued success in our course. The course textbook is available for rent or purchase at the CUH Bookstore or from your choice of retailers. Other required articles are available for immediate download in .pdf format on Canvas. Hardcopies of all materials are also available on Library Reserve for in-library use, accessible at the Sullivan Family Library front desk; valid Chaminade student ID is required to peruse them. Please promptly inform the instructor if you encounter any difficulty accessing any of these materials.

1. Access to internet-capable technology
 - a. Important information and course materials have been posted onto our Canvas site and will be updated regularly as needed
2. Assigned texts
 - a. Textbook (available at CUH Bookstore, Library Reserve, etc.)
 - i. Mueller, J.J., ed. *Theological Foundations*, Alternate Edition. Winona: Anselm Academic, 2011. (ISBN-13: 978-1599821344)
 - b. Class Articles (available on Canvas and on Library Reserve)
 - i. Week 5:
 1. C.S. Lewis, "*Making and Begetting.*"
 2. C.S. Lewis, "*The Three-Personal God.*"
 - ii. Week 8:
 1. Vatican II, *Lumen Gentium*, chapter VIII (paragraphs 52-69).
 2. Letter from the Church of Smyrna to the Church at Philomelion in Phrygia, "*The Martyrdom of Polycarp.*"
 - iii. Week 11:
 1. Francis, *Fratelli Tutti*, chapters 1, 2, and 8.
 - c. Exam Articles (available on Canvas and on Library Reserve)
 - i. Packet A for Examination I
 1. Harry L. Poe and Jimmy H. Davis, "*The Religious Way of Knowing.*"
 2. Đuro Šušnjić, "*The Dialogue Between Religion and Science: Truths, Ideas and Beliefs.*"
 - ii. Packet B for Examination II
 1. Leonardo Boff, "*The Communion of the Trinity as Basis for Social and Integral Liberation.*"
 - iii. Packet C for Examination III
 1. Richard Gula, "*Law and Obedience.*"
 2. Martin Luther King, Jr., "*Letter from a Birmingham Jail.*"
3. Three Bluebooks for Examinations (available at the CUH Bookstore)
 - a. Students must provide their own Bluebooks complete to their three in-class written examinations. Examinations will not be accepted in any other media except by prior arrangement with instructor. Each examination will require its own Bluebook; nothing is to be written in or on Bluebooks prior to the examination. Please note that Bluebooks are not readily available in off-campus stores and are most easily purchased from the counter at the CUH Bookstore at nominal cost (≈ \$1.00).

Student Requirements

1. Completion of Assigned Texts

A careful reading of assigned materials in a timely and conscientious manner is absolutely essential. Assigned readings are to be completed and ready to be discussed on the first session of the week, ordinarily Monday. Please see page 10 of this syllabus for a complete schedule of reading and discussion. Students are also strongly encouraged to independently perform additional research complementary to the course material to enhance their understanding of the texts.

2. Regular Attendance

This course emphasizes the skill of collaborative learning through sustained contribution to group discussion. Regular “attendance” is therefore a fundamental requirement. Six or more absences implies that the highest grade achievable is a “B.” Ten or more absences constitutes grounds for a recommendation to withdraw from the course. Students must register their absence with the instructor in writing via email to be excused from that day’s session prior to the beginning of class. It is the responsibility of the student to obtain pertinent materials from others in the event of an absence.

3. Active Participation

We will all strive to contribute to each other’s learning experience through the sharing of our understanding of course material and our own thoughts and ideas. Students best prepared to participate in sessions often:

- a. Create conditions conducive to classroom focus and attentiveness
- b. Thoughtfully and respectfully dialogue with others
- c. Pose insightful questions for the benefit of all
- d. Draw upon their own experiences to help illustrate and inform course concepts

4. Three Examinations

Students must prepare for and undertake the fifth, tenth, and fourteenth week short-essay examinations. These examinations will assess learning of course materials. All work is to be submitted in Bluebooks, legibly written in blue or black ink, employing university-level grammar and syntax. Oral recitation of illegible examinations may be scheduled during office hours. Make-up examinations for justified and excused absences communicated in advance may be administered orally during a scheduled meeting.

5. Final Collaborative Project and Presentations

The course culminates with an experiential learning assignment that entails a real-world application of our course themes and material on issues of justice through collaborative, project-based learning that encourages students to meaningfully engage our local community. Students will self-divide into small groups (3-6 students) for this project as the semester progresses. The full prompt for this collaborative project can be found on page 8 of this syllabus. A grading rubric used to score final projects will be distributed near the middle of the term.

Assessment

I do not ask that you *believe* the subject matter covered in our course; I ask that you *know* it. Final grades are calculated from the student’s regular attendance and active participation (40%), the three examinations (40%), and the final collaborative project (20%). Students are highly encouraged to regularly submit reflection papers on the week’s material. These reflection papers – *not required and not graded* – will be returned with instructor comments for further student engagement and improvement. These comments may be a valuable source of insight on the level of the student’s grasp of course material and will serve as an aid in preparation for the examinations and final project.

Grading Scale

Grades earned are to be interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F Failed to grasp the minimum subject matter; no credit given

Credit Hour Policy

As established by the Chaminade University of Honolulu Credit Hour Policy, this three-credit hour course represents completion of a minimum of 135 hours of student engagement over one 15-week semester.

1. 40.66 hours of regularly scheduled in-person classroom instruction (e.g., lectures on course themes, weekly seminars on assigned readings, collaborative group discussions, and three midterm examinations)
2. 24.00 hours of Final Collaborative Project preparation (i.e., collaborative ideation, data collection, *in situ* immersive experiences, project refinement, and presentation development and revision)
3. 70.34 hours of ancillary work averaging 4.68 hours per week (e.g., course readings, midterm preparation, supplementary research and study, office hour one-on-one support, optional reflection and clarification papers, completion of additional assignments as needed, etc.)

Course Policies

The Free Exchange of Thought

The university has long been a privileged place for the open and vigorous exchange of ideas. This implies both the freedom to express one's thoughts *and* the responsibility to hear and respect the thoughts of others. Religious freedom and freedom of the conscience are central tenets of the Catholic Intellectual Tradition. While students are strongly encouraged to think about – and evaluate – the concepts covered in our course, academic achievement will be assessed solely by the ability to adequately demonstrate satisfactory competence in understanding, appropriation, and synthesis of course content and materials.

Academic Honesty and Plagiarism

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University. For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Style, Language, and Grammar

All work must be submitted in legible and intelligible Standard American English (AmE) or 'Ōlelo Hawai'i (by prior arrangement with instructor), according to the generally accepted standards of those languages. The Turabian style of citation and paper formatting has been traditionally preferred in the Humanities. However, students may choose to use a different citation method of their choice (APA, Chicago, MLA, etc.) so long as it is utilized accurately and consistently. Exceptions to the above guidelines may be made in consultation with the instructor for scholarly, academic expression in other formats (e.g., spoken word, song, dance, or visual art) as appropriate. In all cases, the judicious use of equitable, gender-inclusive language must always be observed.

Office Hours

Students are encouraged to establish a line of one-to-one communication with the instructor by selecting office hour formats according to their needs and preferences. In-person office hours are to be held regularly in the instructor's office (Henry Hall 206 F) during hours as posted and are subject to change. It is strongly requested that all visitors request an outdoor meeting or wear a face covering during in-office office hours if they are feeling unwell. Office hours at non-regular times, in different places, via Zoom, or by telephone are also available by appointment as scheduled through email. Students may send the instructor an email including a list of possible dates and times during which they are available to meet.

Instructor and Student Communication

All written communication between the instructor and student must take place through official Chaminade University email addresses or through our Canvas course site. Assignments must likewise be submitted through their designated channel, ordinarily through our course Canvas site. Please do not contact the instructor through other electronic media including personal email addresses. It is imperative that you check your email on a regular basis; rapidly developing important information (such as class cancellations, academic progress reports, or requests to meet during office hours) may and will be conveyed there.

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Classroom Decorum and the Use of Electronic Devices

Please remain seated for the duration of the course and refrain from offensive or distracting behavior including intentionally inflammatory discourse and extraneous speaking. The instructor will regularly pause to invite your questions; please reserve them until asked. Student-parents unable to secure childcare are welcome to bring their children to class on an emergency basis. Please monitor children so that they are not disruptive to others on campus. Our class sessions will conclude on time; there is no need to pack your belongings ahead of the session end. The use of electronic devices during periods of instruction, especially photographic retention and audiovisual recording of intellectual property, is strictly prohibited unless permission is granted by instructor. Electronic devices may be periodically employed by the instructor to augment the learning experience; use them only as directed. Please help to minimize interference with our learning by silencing your cellphones and/or push notifications during instructional time. Exceptions to this rule include emergency communication.

University Policies

For complete information regarding all university policies, including academic and personal entitlements, protections, and recourse for students, please refer to the Student Handbook annually updated on the following webpage: <https://catalog.chaminade.edu>.

Attendance Policy ([as codified in the Academic Catalog](#))

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy ([as codified in the Academic Catalog](#))

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one students may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website under Student Life.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kōkua 'Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kōkua 'Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy and Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

Kōkua 'Ike: Tutoring and Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

As you will recall from our study of Catholic Social Teaching, an *encyclical* is a document written by the pope and is addressed to the whole of humanity. Fourteen social encyclicals were written between 1891 and 2020, each identifying issues of service, justice, and peace in their sociopolitical contexts. In these social encyclicals, popes have endeavored to help examine and address the most pressing social issues of their day by proposing strategies and solutions informed by the spirit of the Gospel.

Three exemplars of the Tradition demonstrate the practical significance of ongoing theological reflection. At the peak of the Industrial Revolution, Leo XIII authored an encyclical entitled *Rerum Novarum* (1891), which called upon the universal church and its members to stand against the exploitation of workers. In *Pacem in Terris* (1963), John XXIII outlines his plea for world peace during the Cold War under threat of global nuclear warfare. Most recently, Pope Francis has written *Fratelli Tutti* (2020), which urges a sense of goodwill so that the divisions caused by racism, sexism, and nationalism may be healed.

I. Project Prompt

Imagine your small group of 3-6 students as advisors to Pope Francis, the spiritual leader of over 1.34 billion Catholics across the world. You are being invited to propose a topic for a new encyclical.

1. First, identify an issue of service, justice, and peace in our present day. Examples include, but are not limited to, racial injustice, sex trafficking, speciesism, indigenous marginalization, social stratification, bullying, gender discrimination, migration, environmental degradation, economic inequalities, ideological fundamentalism, and so forth. Your group is especially encouraged to consider issues that particularly affect the people and islands of Hawai'i. Using real-world examples and data, demonstrate where it is present, whom it affects, and why it is problematic.
2. Next, draw upon key concepts of Christian theology that we have talked about in our course to help you propose a solution for the problem. Your successful encyclical proposal will provide a clear and compelling account of how and why the Gospel message is relevant for addressing the problems facing our world today.
3. Finally, carefully evaluate your project according to the criteria described on the grading rubric to ensure that all standards have been satisfactorily met. Groups will have opportunities to consult with the instructor throughout the semester and during the two designated Final Project Preparation sessions. Revise your projects if necessary.

II. Finals Week Presentations

You will present your project to our class during our Finals Week session as assigned in the table below. A grading rubric will be provided as Finals week approaches. Members may jointly share their project or choose to appoint a spokesperson for the presentation. Projects may be shared as short documentaries, a PowerPoint presentation, a collection of vlogs, or any other creative way that your group would like to present your work. At the conclusion of your presentation, you will field and answer questions about your project. Presentations should approximate, but must not exceed, 10 minutes. Documentation of your entire project, including slideshows, videos, written papers, or any other materials, must be submitted to the instructor by the end of the class period during which you had presented. No exceptions will be made except for exceptional circumstances.

Section	RE 205-03-1 (MWF 9:30am – 10:20am)	RE 205-04-1 (MWF 10:30am – 11:20am)
Final	Wednesday, December 4, 11:00am – 1:00pm	Tuesday, December 5, 11:00am – 1:00pm

RE 205

Session Schedule

Fall 2024

Date	Day	Class	Course Material
8/19	M	1.a	Course Introduction
8/21	W	1.b	Philosophical Anthropology I
8/23	F	1.c	Philosophical Anthropology II
8/26	M	2.a	The Experience of Israel I
8/28	W	2.b	The Experience of Israel II
8/30	F	2.c	The Experience of Israel III
9/2	M	x	Labor Day – Holiday
9/4	W	3.a	An Encounter with Jesus I
9/6	F	3.b	An Encounter with Jesus II
9/9	M	4.a	The Task of Theology I
9/11	W	4.b	The Task of Theology II
9/13	F	4.c	Conclusion and Exam I Review
9/16	M	5.a	Examination I
9/18	W	5.b	The Mystery of the Trinity I
9/20	F	5.c	The Mystery of the Trinity II
9/23	M	6.a	Ecclesiology I
9/25	W	6.b	Ecclesiology II
9/27	F	6.c	Ecclesiology III
9/30	M	7.a	Sacraments I
10/2	W	7.b	Sacraments II
10/4	F	7.c	Sacraments III
10/7	M	8.a	Mariology
10/9	W	8.b	Martyrology
10/11	F	8.c	Universal Call to Holiness
10/14	M	x	Discoverers' Day – Holiday
10/16	W	9.a	Ecumenism and Interreligious Dialogue
10/18	F	9.b	Conclusion and Exam II Review
10/21	M	10.a	Examination II
10/23	W	10.b	Moral Theology I
10/25	F	10.c	Moral Theology II
10/28	M	11.a	Catholic Social Teaching I
10/30	W	11.b	Catholic Social Teaching II
11/1	F	11.c	Catholic Social Teaching III
11/4	M	12.a	Contemporary Theologies I
11/6	W	12.b	Contemporary Theologies II
11/8	F	12.c	Contemporary Theologies II
11/11	M	x	Veterans' Day – Holiday
11/13	W	13.a	Film I: <i>Molokai: The Story of Father Damien</i>
11/15	F	13.b	Film II: <i>Molokai: The Story of Father Damien</i> and Exam III Review
11/18	M	14.a	Examination III
11/20	W	14.b	Course Conclusion and General Review
11/22	F	14.c	Final Project Preparation I
11/25	M	15.a	Final Project Preparation II
11/27	W	x	The People's Day – no class
11/29	F	x	Thanksgiving – Holiday

Week	Discussion Date	Reading
1	8/19	<i>No reading assigned</i>
Philosophical Anthropology		Ongoing: 1. Poe and Davis, "The Religious Way of Knowing" 2. Šušnjić, "The Dialogue Between Religion and Science: Truths, Ideas and Beliefs"
2	8/26	Ready: Mueller, chapter 2
The Experience of Israel		Ongoing: Poe and Davis, Šušnjić
3	9/4	Ready: Mueller, chapters 3 and 4
An Encounter with Jesus		Ongoing: Poe and Davis, Šušnjić
4	9/9	Ready: Mueller, chapter 1
The Task of Theology		Prepared for Exam I: Poe and Davis, Šušnjić
5	9/16	Ready: 1. Lewis, "Making and Begetting" 2. Lewis, "The Three-Personal God"
The Mystery of the Trinity		Ongoing: Boff, "Communion of the Trinity as Basis for Social and Integral Liberation"
6	9/23	Ready: Mueller, chapter 5
Ecclesiology		Ongoing: Boff
7	9/30	Ready: Mueller, chapter 7
Sacraments		Ongoing: Boff
8	10/7	Ready: 1. Vatican II, <i>Lumen Gentium</i> , chapter VIII (pars. 52-69 only) 2. Letter from the Church of Smyrna, "The Martyrdom of Polycarp"
Mariology and Martyrology		Ongoing: Boff
9	10/16	Ready: Mueller, chapters 6, 10, and 11
Ecumenism and Interreligious Dialogue		Prepared for Exam II: Boff
10	10/21	Ready: Mueller, chapter 8
Moral Theology		Ongoing: 1. Richard Gula, "Law and Obedience" 2. Martin Luther King, Jr., "Letter from a Birmingham Jail"
11	10/28	Ready: 1. Mueller, chapter 9 2. Francis, <i>Fratelli Tutti</i> , chapters 1, 2, and 8
Catholic Social Teaching		Ongoing: Gula, King
12	11/4	Ready: Mueller, chapter 12
Contemporary Theologies		Ongoing: Gula, King
13	11/13	<i>No reading assigned</i>
Film		Prepared for Exam III: Gula, King
14	11/18	<i>No reading assigned</i>
Course Conclusion		
15	11/25	<i>No reading assigned</i>
Thanksgiving Week		