“To participate in the life of Holy Cross is to accept an invitation to join in dialogue about basic human questions: What is the moral character of learning and teaching? How do we find meaning in life and history? What are our obligations to one another? What is our special responsibility to the world’s poor and powerless?”

(College Mission Statement)

Fall Seminar Description:
One of the most important tasks for the human person as a moral being is to come to “know thyself,” as the ancient philosophers recommend. But how do we do this? The African ethic of Ubuntu suggests that persons come to know themselves through other persons, that is, through relationship within diverse communities. Our willingness to place ourselves “outside our comfort zone” and compassionately encounter difference, disability, and “otherness” may paradoxically lead us to a more honest and merciful knowledge of self. Through film, readings in theology and literature, and Community Based Learning (CBL) we will consider diversity and disability and how such encounters with others in their “otherness” bring us to a more challenging and deeper knowledge of ourselves. Methods of assessing the progress of students will include papers and a final presentation as well as weekly integrative journals that reflect on the student’s CBL experience and its relationship to overall class themes.

Seminar Objective:
This course seeks to foster a critical relation between reflection and action and to introduce theological and ethical insights that have arisen from the experiences of others, past and present. You will learn about theology and ethics but you will also do theology and ethics. The College of the Holy Cross is a Roman Catholic, Jesuit institution and the readings will draw primarily on Christian theology, and particularly Catholic social ethics. There is no expectation or presupposition that students share a set of religious beliefs or practices. The only presumption and expectation is that you are committed to engaging in a deeper understanding (and the multiple ways in which understanding is enabled) of the “big questions” and of the relationships between reflection and action, and beliefs and social practices, and the impact of these on your own life and larger society.

Class Format:
Much of what we learn and how we understand particular issues and questions will come about through thoughtful and careful discussion in class. To that end, class size is limited and you must come to class, having read the texts closely, having attended your CBL site, and prepared to engage in critical reflection and conversation.
**Class Dynamics:**
Through respectful, attentive, mature, and intentional engagement with each other, a learning environment that is welcoming of all members of our classroom community can be achieved, inclusive of diversities of sex, gender, gender identity, sexual orientation, race, economic status, ability, religious background and identification, and other defined ways that we humans create and then often use to separate ourselves from and devalue each other. To advance learning, we have the responsibility to listen to each other. We also have the responsibility to take risks. With each person and what s/he says, we must treat each other as a human being. Not only because s/he is human and worthy of dignity and respect, but also because of who we are and want to be, both as individuals and as communities.

**Classroom Rules:**
- Come prepared to learn, listen, discuss and think. This is possible only when you have thoughtfully read the assigned readings.
- Give your full attention to the professor and your peers. Put away (out of sight) cell phones or any other texting devices.
- Use the restroom before class when at all possible – leaving in the middle of class is disruptive. If there is a reason to leave the class, be as discrete as possible.
- Laptops and tablets are not allowed in class unless you receive permission ahead of time.
- If a problem arises during class and it goes beyond what can be addressed in the classroom setting, see me after class so that we can set up a time to talk.

**Attendance:**
Attendance and participation are significant components of the final grade. I regularly keep attendance, and missed sessions will result in final classroom grade penalization. Each student may miss, without penalty (but your contribution will be missed), three regular class sessions during the semester. However, after these absences are used, the following penalties occur: For *every* additional class session you miss, your final classroom grade will drop one point. Additionally, lateness to or early departure from either a regular class or discussion session will be treated as half of an absence.

**Syllabus Changes:**
At certain points in the semester I may need to alter the class calendar in order to better facilitate your learning. If such alterations happen, I will email you about the changes. It is your responsibility to take note of the changes and prepare readings and assignments accordingly.

**Special Needs:**
If you have a registered disability that requires accommodation, it is your responsibility to meet with me at the beginning of the semester in order to give to me the appropriate documentation from the college.

**Academic Services and Learning Resources**
The office of Academic Services helps Holy Cross students make the most of the academic opportunities at the College. There are many resources such as workshops, peer tutoring, and individual learning assistance for reading, studying, research and writing. Any student who wishes to make an individual appointment is welcome to call 508-793-2713.

**Academic Honesty and College Policy:** see: [http://www.holycross.edu/catalog/academic-honestypolicy](http://www.holycross.edu/catalog/academic-honestypolicy).

- Students are expected to act with academic integrity in every course at Holy Cross. Here are some guidelines on what constitutes academic honesty.
- “As an institution devoted to teaching, learning, and intellectual inquiry, Holy Cross expects all members of the College community to abide by the highest standards of academic integrity. Any violation of academic honesty undermines the student-teacher relationship, thereby wounding the whole community. The principal violations of academic honesty are plagiarism, cheating, and collusion.
- **Plagiarism** is the act of taking the words, ideas, data, illustrative material, or statements of someone else, without full and proper acknowledgment, and presenting them as one’s own. Consult link to Houghton Mifflin booklet, "Understanding Plagiarism: A Student Guide to Writing Your Own Work": [http://college.cengage.com/english/plagiarism_prevention.html](http://college.cengage.com/english/plagiarism_prevention.html)
• **Cheating** is the use of improper means or subterfuge to gain credit or advantage. Forms of cheating include the use, attempted use, or improper possession of unauthorized aids in any examination or other academic exercise submitted for evaluation; the fabrication or falsification of data; misrepresentation of academic or extracurricular credentials; and deceitful performance on placement examinations. It is also cheating to submit the same work for credit in more than one course, except as authorized in advance by the course instructors.

• **Collusion** is assisting or attempting to assist another student in an act of academic dishonesty.

Other helpful definitions/guidelines can be found at the History department website: [http://www.holycross.edu/departments/history/website/academichonesty.htm](http://www.holycross.edu/departments/history/website/academichonesty.htm)

**Required Materials:**

- Selected readings on Moodle

**Writing Websites:**

- Writer's Workshop recommended online writing resources: [http://college.holycross.edu/academics/writers_workshop/student_resources.htm](http://college.holycross.edu/academics/writers_workshop/student_resources.htm)
- Additional online writing resources:
  - Princeton: [http://web.princeton.edu/sites/writing/Writing_Center/WCWritingResources.htm](http://web.princeton.edu/sites/writing/Writing_Center/WCWritingResources.htm)
  - Harvard: [http://www.fas.harvard.edu/~Ewricntr/resources.html](http://www.fas.harvard.edu/~Ewricntr/resources.html)
  - Colorado State University: [http://writing.colostate.edu/index.cfm](http://writing.colostate.edu/index.cfm)
  - Purdue University (OWL): [http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/)

**Course Requirements and Evaluation:**

**Attendance and Participation:** Attendance at all class sessions is a *minimum* requirement. Frequent unexcused absences will have a negative impact on the final grade. Students will also be evaluated based on their *active participation* in the seminar. Active participation involves frequent contributions to class discussions that demonstrate familiarity and critical engagement with assigned readings and a willingness to discuss your CBL experience. Respectful attention and responsiveness to the contributions of other class members is also expected. Active participation in the seminar will account for 30% of the final seminar grade. *See the Class Participation Rubric on the last page of the syllabus to review expectations.*

Additional requirements:
Several times during the semester students will be required to post a response to the readings. The response should be at least 150 words and posted on the Moodle Discussion Board at least 24 hours before class starts the day they are due. For instance, postings due on Tuesday should be entered to Moodle by Monday at 11:00 am (Section 01). (These reactions may be posted anytime during the week, however, they must be posted 24 hours in advance in preparation for our class—I use them to plan class.)

Taking advantage of office hours is an essential element of achieving success in college. Three things happen when you make it a priority to visit your professor on a regular basis: 1) you gain an important insight into an assignment or something related to class 2) you demonstrate to your professor that you take the class seriously 3) you and your professor get to know each other better, creating the opportunity to develop a beneficial mentor-mentee relationship. So I urge you
to take advantage of office hours in this and all your classes at Holy Cross. To encourage this practice, I require all students to stop in during office hours (or at an appointment you have arranged with me) at least once during the semester.

Written and Oral Formal Assignments:
- Several short papers
- Occasional reading quizzes and pre-class discussion questions
- A final presentation and paper

*Late paper policy: Grades on late paper will be lowered by one full grade level for each day (including weekends and holidays) past the due date. No exceptions.

CBL Attendance and Participation:
“CBL” stands for “Community-Based Learning.” The College’s Donelan Office for Community Based Learning [http://academics.holycross.edu/cbl] describes its mission this way: “Community-based learning (CBL) is a teaching approach that connects classroom learning objectives with civic engagement. Civic engagement occurs through service that meets community-identified needs or through research and experience that holds promise of social or scientific value to the community. In this mutually beneficial process, students are able to gain a deeper understanding of course content by integrating theory with practice, while communities gain access to volunteers, resources, and the wide-ranging research and scholarly expertise housed in the College's many disciplinary departments. Consistent with the Holy Cross tradition of preparing students for a lifetime of learning and moral citizenship, CBL students at Holy Cross are invited to reflect upon moral and ethical questions of social responsibility while considering how to live purposefully in a manner that enables one’s unique gifts to positively contribute to society.”

Engaged and intentional participation in the CBL site is a very important aspect of the seminar and will be evaluated with the help of your own self-reporting and journaling, and input requested from on-site coordinators. This on-site participation is understood in community-based learning as another kind of “reading” – the “text” in this case is the community and its activities, which we can learn to “read” by using the various analytical tools examined in the course. Because of the time dedicated to community engagement with this goal of deeper understanding, traditional reading assignments are fewer. Readings still play a crucial role in the course, however, in several ways: they prepare students for the on-site experiences, they help to shed light on them once they have occurred, and they provide important background concepts that form the intellectual context of the course and the basis for our seminar discussions. The classroom discussions and the CBL placements are intended to complement each other in leading students to reflect upon the meaning of difference and diversity for themselves and the society in which they live. In your CBL placement, you will undoubtedly encounter people, places and situations that will cause you to wonder about much that you had previously taken for granted about yourself and your social world. In the class readings, we will engage the writings of people who have also wondered about their social world and its problems. The goal of the CBL placement for this seminar is to help you reflect on the readings and your experiences in your CBL placements and to raise further questions about what constitutes human fulfillment and happiness within the human community, and authentic ways to learn from one another and contribute to social justice.

The CBL Fair on Wednesday, September 10th is a required event. It will take place in the Hogan Ballroom from 4:30-5:45. You will be able to sign up for your CBL placement site at that time. Bring your ID and schedule.

Active, engaged and demonstrable involvement in the CBL placement and class discussions every Thursday regarding one’s CBL experience will account for 20% of the final seminar grade. Students are required to attend their CBL site for approximately two hours per week throughout the semester. Each site has its own requirements for attendance and the expectation is that students fulfill their commitment to the site.

CBL Scholars are student leaders in the Donelan Office who are available throughout the semester to meet individually with any students who would like to discuss their CBL experience. Students might want to unpack what they’ve observed at their CBL site, connect their observations to what they’re learning in class, or explore next steps. Students can schedule a meeting with a CBL Scholar by e-mailing CBL@holycross.edu.

Out-of-class reflection sessions offered by the CBL Interns and Donelan Office staff. The fall reflection session topics include: a) Embarking on a Journey: Preparing to Serve which will be held from 6:30-7:30 on Thursday, September 25th in Hogan 409 and b) Where Can we Go From Here? Living a Life of Service & Justice which will be held on Thursday, November 13th from 6:30-7:30pm in Hogan 409. Note that attendance at one of these reflection sessions may be considered an extra credit event (BLUE) (with the submission of a 150 word response within one week of attendance).

CBL Integrative Journal Directions:
Your journal for this seminar is an important tool for the integration of your thoughts, feelings and responses to the course
materials, discussions and your CBL placement. While journals can be used in multiple ways in college, for this class, I am looking for you to identify the issues you observe and reflect upon in the readings and your CBL placement and then comment on those issues in some way that is integrative. You may focus on a particular reading, class discussion or CBL placement site experience in one journal entry one week and then focus on another area the next week. However, the goal is to bring together all the academic and experiential learning in this journal. Notice the word integration in the first sentence. That’s the key to this assignment. At the end of this semester, you should have a record of what’s happened to you over the semester. It should be an artifact that reveals a wholehearted, mindful response to your Montserrat experience.

Your journal grade will be based on writing quality, writing mechanics and integration and application of readings and seminar themes and discussions to your CBL experience.

Do:

- Write regularly
- Make connections with your own experience, particularly your CBL site as well as assigned texts and class discussions.
- Try to make concrete connections among journal entries, looking for themes that have emerged.
- Link personal reactions to the class material.
- Approach the exercise with the intention of being challenged.
- Present your ideas in a coherent and thought-provoking manner.

Do not:

- Ignore basic rules of grammar and punctuation.
- Write to fill pages; the quality of the process is more important than the quantity of the product.
- Wait until the last minute to make your entries.
- Confuse your journal with a personal diary. Although this is your journal, the main focus should be on class assignments and their connections to your CBL site and your development theology and philosophy of diversity in community. Try not to focus too much on your initial responses, or a kind of Facebook “like” or dislike. Your personal feelings and thoughts are a crucial part of this assignment but ought to be challenged, filtered, and at times suspended for the sake of deeper understanding.
- Simply summarize or describe a reading or experience without trying to understand, analyze and integrate the experiences and readings.

McFarland Center for Religion, Ethics and Culture Events:

- During the semester, you are required to attend at least two co-curricular events sponsored by the McFarland Center for Religion, Ethics and Culture and write a response for each that provides a sufficient overview of the event and discusses the intersections between the event and your seminar and placement learning. I will particularly recommend some programs and you may suggest a program to attend that is not part of the McFarland Center but you must get pre-approval from your professor. You are obviously encouraged to attend as many co-curricular events as you can during the semester!

Summary:

- Seminar Preparation, attendance and participation (35%)
  - Attendance at Divine Cluster and Exploring Difference required events (ORANGE), including written responses (150 words) to all required and two co-curricular events. The event response paper should be turned in no later than one week after the event.
  - Informal class writing and Moodle posts will be included in this grade
- Written and Oral Formal Assignments (40%)
- CBL Attendance and Participation (CBL response journals will be included in this grade) (25%)
- Extra Credit (BLUE) events including written event responses (150 words).

CLASS PARTICPATION RUBRIC

FAILURE – 0

- Absent
- Did not participate in discussion
- Participation off task
- Rude or disrespectful to others or their ideas
BELOW STANDARD – 1

- Appears not to be prepared for discussion
- Responds to other’s ideas only when asked
- Contributes ideas only when prompted
- Inattentive listener

MEETS STANDARDS – 3

- Prepares for discussion with notes, questions, and ideas
- Presents own ideas
- Supports point made with explanations, examples, and/or textual references
- Builds discussion on ideas of others by raising questions and making clarifications
- Does not dominate discussion
- Listens actively

EXCEEDS STANDARDS

- Prepares for discussion with notes, ideas, questions, and supportive passages
- Contributes thoughtfully to discussion by building on own ideas and ideas of others with questions and clarifications
- Initiates discussion topics
- Invites quiet students into discussion with softball questions
- Makes significant connections beyond text
COURSE CALENDAR for MONT 105D Fall 2014 (Revised 10/24/14)
Subject to adjustments throughout the semester!

CODE:
ORANGE = DIVINE CLUSTER OR SEMINAR REQUIRED EVENT (150 word response required within one week of attendance.)
BLUE = event may be used as one of the two additional required events (150 word response required within one week of attendance.)

This course calendar includes many of the events and experiences across the college community this semester that will add to our seminar discussions. It is not a comprehensive list by any means! Be on the lookout for other events that will enhance your first semester at Holy Cross. The Escape Retreats sponsored by the Chaplain’s office open to first year students, the and many of the Wheeler events (see last page of this course calendar) are just a few examples of what you can do to become a part of the Holy Cross community. Put yourself out there! You won’t regret it.

WEEK 1
Thurs., Sept. 4  Introduction to the seminar and one another; The Donelan Office on Community Based Learning; *Unbowed* discussion

WEEK 2
Tues., Sept. 9  Brené Brown’s “The Power of Vulnerability” (online video)  “The Voice of Those Who Sing”  Bring hard copy of *Unbowed* paragraph to class
In class: Chaplain Martin Kelly on the Worcester Immersion Fall Break Trip
Thurs., Sept. 11  *See, Judge, Act*, Introduction and “Overview of the Catholic Social Tradition” ch. 1  In class: Discussion “Why Community-Based Learning?”

Co-curricular Events:
SEMINAR REQUIRED EVENT: CBL FAIR, Wednesday, September 10th, Hogan 401, 4:30-5:45 pm. This is the CBL Fair is an opportunity to meet with prospective community partners and fill out any paperwork that must be completed before you can begin your service. Bring your ID and schedule with you so you can complete CORI forms and schedule availability forms with community partners.

DIVINE CLUSTER REQUIRED EVENT: “PLANT A SEED, CHANGE THE WORLD: HC ALUMNI CONTRIBUTIONS TO THE ENVIRONMENT” (DIVINE CLUSTER REQUIRED), Thursday, September 11, 6:30-8 pm, Hogan Ballroom. This panel will feature the important environmental work of five HC alum (Vivian Daly ’13, Mary Knittle ’86, Tim Mooney ’92, Helen Holden Slottje ’89, and Emily Sullivan ’14.

DIVINE CLUSTER REQUIRED EVENT: CHATEAU DE WHEELER, Sunday, September 14, 5-7 pm, Wheeler Beach

WEEK 3
Due today: expanded and edited version of *Unbowed* paragraph

DIVINE CLUSTER REQUIRED EVENT: VISIT TO THE WORCESTER ART MUSEUM (“GUNS WITHOUT BORDERS” EXHIBITION), Thursday, Sept. 18, 6-8 p.m.
Monday, September 22, 2014; 7 p.m., Seelos Theater  Genocide Awareness Lecture  - James Waller, Cohen Endowed Chair of Holocaust and Genocide Studies at Keene State College and author of “Becoming Evil: How Ordinary People Commit Genocide and Mass Killing” (Oxford University Press, 2002), is an effective public policy advocate for genocide and mass killing prevention.  *Jointly sponsored by the W. Arthur Garrity Sr. Professorship; the McFarland Center; the Center for Interdisciplinary Studies; and the Economics Department.*

**WEEK 4**

**Tues., Sept. 23**
*Far from the Tree,* “Autism” ch. V, pp. 260-294

**Thurs., Sept. 25**
*See, Judge, Act,* “Economic Justice and the Preferential Option for the Poor” ch. 5

“Embarking on a Journey: Preparing to Serve” sponsored by the Donelan Office, 6:30-7:30 pm, Thursday, September 25th in Hogan 409

**Thursday, September 25, 2014; 7:30 p.m., Rehm Library  50 Years of the War on Poverty: What it meant for the elderly -** Kathleen McGarry is professor and chair or economics at UCLA and a research associate at the National Bureau of Economic Research. She will discuss the role of various social insurance programs in the dramatic decline of poverty among the elderly over the last 50 years and the extent to which poverty reporting accurately depicts the situation for the elderly.  *Co-sponsored with Phi Beta Kappa, the Department of Economics and the Dean’s Office.*

**WEEK 5**

**Tues., Sept. 30**
*Far from the Tree, “Disability” ch. VII, pp. 355-381*

In class: View “My Flesh and Blood” in *Wheeler Social Space* (at the other end of the corridor to the seminar room).

**Thurs., Oct. 2**
The Paradox of Disability, “Learning from People with Disabilities: How to Ask the Right Questions” – Gaventa

**DIVINE CLUSTER REQUIRED EVENT: VISIT TO ST. JOSEPH'S ABBEY IN SPENCER, MA, Saturday, October 4, 9:00 am-12:00 pm**

**Thursday, October 2, 2014; 7:30 p.m., Rehm Library  Millennials, Parents, and Grandparents: Are families still passing on their faith? -** Vern Bengtson, faculty research associate with the Edward R. Roybal Institute on Aging at the University of Southern California, will talk about his 2013 book, “Families and Faith: Generations and the Transmissions of Religion.” In the largest-ever study of religion and family across generations, Bengtson and his colleagues followed more than 350 families for nearly four decades to find out how religion is, or is not, passed down from one generation to the next.
WEEK 6

Tues., Oct. 7
Far from the Tree, “Disability” ch. VII, pp. 381-404

Thurs., Oct. 9
“Why Theology Needs Disability”
Written Assignment handed out: Critical response paper to “Parenting, Mutual Love, and Sacrifice” by Christine E. Gudorf (Moodle)

FALL BREAK (OCT. 11-19)

WORCESTER IMMERSION PROGRAM (details to follow)

WEEK 7

Tuesday, Tues., Oct. 21
Far from the Tree, “Prodigies” ch. VIII
The Paradox of Disability, “Effects of Social Exclusion and Interpersonal Rejection: An Overview with Implications for Human Disability” – Baumeister

Thurs., Oct. 23
Due today: draft of critical response paper to “Parenting, Mutual Love, and Sacrifice” (hard copy for class and posted on Moodle

WEEK 8

Tues., Oct. 28
“Ferguson, Missouri, needs more than personal responsibility”
Far from the Tree, “Crime” ch. X, 537-563

Thurs., Oct. 30
Selections from If These Walls Could Talk: Community Muralism and the Beauty of Justice (Moodle)
Visit the following site: http://www.muralarts.org/collections/featured-murals?page=13. Find one mural that you think speaks to one or more of the themes of our seminar “Exploring Difference.” Even better, find a mural that speaks to your CBL site experience! Bring in a one-page response paper (typed or handwritten) to the reading and mural.

DIVINE CLUSTER REQUIRED EVENT: MURALISM AND THEOLOGY, Thursday, October 30, 2014; 7 p.m. Seelos Theater
–Maureen O’Connell, chair and associate professor of religion at LaSalle University, is the author of If These Walls Could Talk: Community Muralism and the Beauty of Justice (Liturgical Press, 2012). She will speak about the community muralism movement in Philadelphia and its theological aspects. This talk is also co-sponsored with Montserrat’s Divine Cluster.

Tuesday, October 28, 2014; 4:30 p.m., Rehm Library
Unconscious Racial Bias and the Challenge of Solidarity: Catholic Social Teaching Post Trayvon Martin (and Michael Brown and ....) - Rev. Bryan Massingale, professor of theological ethics at Marquette University, is author of "Racial Justice and the Catholic Church" (Orbis, 2010). He will explore Catholic Social Thought in light of the recent shootings of unarmed Black men.

WEEK 9

Tues., Nov. 4
(In class: Sean MacKenzie on the L’Arche experience)
Far from the Tree, “Crime” ch. X, 563-597
The Paradox of Disability, “Seeing Peace: L’Arche as a Peace Movement” – Hauerwas
Due today: Final version of critical response paper to “Thinking about Disabilities with Justice, Mercy and Liberation”

Thurs., Nov. 6
See, Act, Judge, “Promoting Solidarity in Peacemaking” ch. 6

Monday, November 3, 2014; 7:30 p.m., Rehm Library  To Capture the Fire: The Life and Works of Elie Wiesel - Alan Rosen, a renowned scholar of Holocaust literature, will return to Holy Cross for a lecture on Holocaust survivor and Nobel Peace Prize winner Elie Wiesel, under whom Rosen studied. His lecture is supported by the Kraft-Hiatt Fund for Jewish-Christian Understanding.

WEEK 10

Tues., Nov. 11
See, Judge, Act, “Defending Human Dignity against Discrimination” ch. 2
Discovering Trinity in Disability, Introduction and “Disabling/Disabled Communities” ch. 1
In class: Ashley (Pillow Angel) Debate

Thurs., Nov. 13
The Paradox of Disability, “Disability Attitudes, Cultural Conditions, and the Moral Imagination”
“The Social Construction of Difference”

NEW! "Eloquence for Everyone" will take place Thursday, 11/13, at 4:30 p.m. Location TBA.

“Where Can we Go From Here? Living a Life of Service & Justice” sponsored by the Donelan Office, Thursday, November 13th from 6:30-7:30 pm in Hogan 409

NEW! Thursday, November 13, 8:00 PM. The Hanify-Howland lecture by Neil deGrasse, the Frederick P. Rose Director of the Hayden Planetarium at the Rose Center for Earth and Space and a research associate in the department of astrophysics at the American Museum of Natural History.

WEEK 11

Tues., Nov. 18
Far from the Tree, “Rape” ch. IX, 477-503

Thurs., Nov. 20
“Nine Themes of Catholic Social Teaching” pp. 79-119

WEEK 12

Tues., Nov. 25
Far from the Tree, “Rape” ch. IX, 503-536

Thanksgiving Break begins after classes on Tuesday, Nov. 25
(This is an excellent time to begin reading the Divine Cluster common book, The Confessions by Saint Augustine)

WEEK 13

Tues., Dec. 2
In class: Student presentations (Attendance at all four classes for student presentations is mandatory—no excuses)

Thurs., Dec. 4
In class: Student presentations (Attendance at all four classes for student presentations is mandatory—no excuses)
Tues., Dec. 9
*The Confessions* Books I-IV (This is the assigned reading for all Divine Cluster students and you should be at least through the first four books!

In class: Student presentations (Attendance at all four classes for student presentations is mandatory—no excuses)

Thurs., Dec. 11
In class: Student presentations (Attendance at all four classes for student presentations is mandatory—no excuses)

For the winter break: finish reading *The Confessions*! We'll be jumping back into the semester with seminar and cluster discussions and events!
INTERNATIONAL VISITING JESUITS
This fall, we are fortunate to have two Jesuit scholars joining our faculty to teach, conduct research and share with the campus community. Please help us welcome:

Thursday, September 11, 2014
**Embodied vs. bodily existence? Arguments in favor of a dualistic understanding of human persons** — Heinrich Watzka, S.J. is professor of philosophy at Sankt Georgen Graduate School of Philosophy and Theology in Frankfurt am Main, Germany and an International Visiting Jesuit Fellow at Holy Cross. His talk is co-sponsored with the Department of Philosophy. 4 p.m., Rehm Library

FISHBOWL DISCUSSIONS
The McFarland Center plans to feature faculty, staff and students in two topical fishbowl-style discussions this semester. Please let us know if you would be interested in serving as a “fish” or would like to recommend someone else for either of these discussions:

Tuesday, September 16, 2014; 4 p.m., Rehm Library  **Trigger Warnings in the Classroom** - Moderated by Matthew Koss, professor of physics and director of the Center for Teaching, this fishbowl-style discussion will explore the ethics of trigger warnings in college syllabi and classrooms. Featured participants will include: Lisa Fluet, assistant professor of English, and Matthew Elliot, senior psychologist in the Counseling Center and a lecturer in psychology. Co-sponsored with the Center for Teaching.

Monday, November 10, 2014; 4 p.m., Rehm Library  **Adjudicating Sexual Assault on Campus** - This discussion will focus on the national debate over the pros and cons of whether college campuses, as opposed to law enforcement authorities, are the best venue for adjudicating sexual assault cases. Participants will include: Paul Irish, associate dean of students; Stephanie Chaudoir, assistant professor of psychology; Elizabeth Inman '15; and a representative from the District Attorney's office.

TIME, MEMORY AND IDENTITY
In conjunction with Arts Transcending Borders at Holy Cross, the McFarland Center will sponsor programs to explore the multi-disciplinary theme of "Time, Memory and Identity." Additional events tied to this theme are being planned for the spring semester.

Monday, September 15, 2014
**Building After Auschwitz: Jewish Architecture and the Memory of the Holocaust** — Gavriel D. Rosenfeld, professor of history and director of the Judaic Studies Program at Fairfield University, will discuss his book “Building After Auschwitz” (Yale University Press, 2011). The talk will explore how Jewish architects have risen to unprecedented prominence since World War II and the ways in which their work reflects their Jewish identities and memories of the Holocaust. Part of a series on "Time, Memory and Identity" co-sponsored with Arts Transcending Borders at Holy Cross, and supported by the Kraft-Hiatt Fund for Jewish-Christian Understanding. 4:30 p.m., Rehm Library

Tuesday, September 16, 2014

Thursday, October 30, 2014; 7 p.m., Seelos Theater  **Muralism and Theology** - Maureen O'Connell, chair and associate professor of religion at LaSalle University, is the author of “If These Walls Could Talk: Community Muralism and the Beauty of Justice” (Liturgical
Press, 2012). She will speak about the community muralism movement in Philadelphia and its theological aspects. This talk is also co-sponsored with Montserrat’s Divine Cluster.

**KEEPING, CHANGING AND CHOOSING RELIGIOUS FAITH**

Two lectures in October will explore Americans' ties to religion across generations and the often overlooked group of Americans who are converting to Catholicism. Both talks are supported by the Deitchman Family Lectures on Religion and Modernity.

**Thursday, October 2, 2014; 7:30 p.m., Rehm Library**  
**Millennials, Parents, and Grandparents: Are families still passing on their faith?** - Vern Bengtson, faculty research associate with the Edward R. Roybal Institute on Aging at the University of Southern California, will talk about his 2013 book, “Families and Faith: Generations and the Transmissions of Religion.” In the largest-ever study of religion and family across generations, Bengtson and his colleagues followed more than 350 families for nearly four decades to find out how religion is, or is not, passed down from one generation to the next.

**Thursday, October 23, 2014; 7:30 p.m., Rehm Library**  
**Why Do People Become Catholic?: Motivation, Formation, and the Rite of Christian Initiation of Adults** - David Yarmane, associate professor of sociology at Wake Forest University, is author of “Becoming Catholic: Finding Rome in the American Religious Landscape.” He will talk about the significance of Americans who convert to Catholicism and why, when the focus is more typically on those leaving the faith.

**PUBLIC LECTURES**

**Thursday, September 18, 2014; 4:30 p.m., Rehm Library**  
**Hallowed Pain: Representing the Slave Blandina and Jesus’s Brother James as Martyrs** - Karen L. King, the Hollis Professor of Divinity at Harvard Divinity School, will use stories of two martyrs to explore questions about justice and the nature of God, the self and norms, and how to deal with the isolation that pain and suffering bring. Co-sponsored with the Class of 1956 Chair in New Testament Studies.

**Monday, September 22, 2014; 7 p.m., Seelos Theater**  
**Genocide Awareness Lecture** - James Waller, Cohen Endowed Chair of Holocaust and Genocide Studies at Keene State College and author of “Becoming Evil: How Ordinary People Commit Genocide and Mass Killing” (Oxford University Press, 2002), is an effective public policy advocate for genocide and mass killing prevention. Jointly sponsored by the W. Arthur Garrity Sr. Professorship; the McFarland Center; the Center for Interdisciplinary Studies; and the Economics Department.

**Thursday, September 25, 2014; 4:30 p.m., Rehm Library**  
**“Most Wonderfully Deceitful to the Eye”: The Art and History of Neapolitan Presepe** - Rachel Delphia, the Alan G. and Jane A. Lehman Curator of Decorative Arts and Design at the Carnegie Museum of Art, will speak in conjunction with the Cantor Art Gallery exhibit, “The Italian Nativity - II. PRESEPE: Cultural Landscapes of the Soul.” Her talk is co-sponsored with the McFarland Center and its initiative on Catholics & Culture.
Thursday, September 25, 2014; 7:30 p.m., Rehm Library  **50 Years of the War on Poverty: What it meant for the elderly** - Kathleen McGarry is professor and chair of economics at UCLA and a research associate at the National Bureau of Economic Research. She will discuss the role of various social insurance programs in the dramatic decline of poverty among the elderly over the last 50 years and the extent to which poverty reporting accurately depicts the situation for the elderly. *Co-sponsored with Phi Beta Kappa, the Department of Economics and the Dean's Office.*

Monday, October 6, 2014; 7:30 p.m., Rehm Library  **Understanding American Jews: demographically complicated, religiously diverse, stronger than ever, and still at risk** - Rabbi Eric Yoffie is a writer, lecturer, and internationally known religious leader. A Worcester native, he is president emeritus of the Union for Reform Judaism, representing 1.5 million Reform Jews in the United States and Canada. *Supported by the Kraft-Hiatt Fund for Jewish-Christian Understanding and co-sponsored with the Worcester ICC, the Jewish Federation of Central Massachusetts and Temple Emanuel Sinai.*

Tuesday, October 28, 2014; 4:30 p.m., Rehm Library  **Unconscious Racial Bias and the Challenge of Solidarity: Catholic Social Teaching Post Trayvon Martin (and Michael Brown and ....)** - Rev. Bryan Massingale, professor of theological ethics at Marquette University, is author of "Racial Justice and the Catholic Church" (Orbis, 2010). He will explore Catholic Social Thought in light of the recent shootings of unarmed Black men.

Monday, November 3, 2014; 7:30 p.m., Rehm Library  **To Capture the Fire: The Life and Works of Elie Wiesel** - Alan Rosen, a renowned scholar of Holocaust literature, will return to Holy Cross for a lecture on Holocaust survivor and Nobel Peace Prize winner Elie Wiesel, under whom Rosen studied. *His lecture is supported by the Kraft-Hiatt Fund for Jewish-Christian Understanding.*

Thursday, November 13, 2014; 4:30 p.m., Rehm Library  **Eloquence for Everyone: The Past, Present and Future of Eloquencia Perfecta in Jesuit Higher Education** - Cinthia Gannett, associate professor of English at Fairfield University, will provide an overview of the multi-century aim of Jesuit humanistic education, *eloquencia perfecta*, consider the present status of educating for eloquence, and prompt a discussion on ways that faculty, curricula, programs, and the broader educational culture at Holy Cross can engage the aim of eloquence in the 21st century. Respondents will be Holy Cross professors Patricia Bizzell, English, and Rev. Thomas Worcester, S.J., history.
Fall 2014 Wheeler Major Dates

Monday, September 1st – Cluster Meetings

Wednesday, September 3rd: Classes begin

Thursday, September 11th: First year class reading event

Friday, September 12th– Saturday, September 13th: Escape Retreat for first year students

Sunday, September 14th: Chateau De Wheeler

Wednesday, September 17th @7pm-9pm: Co-Curricular Extravaganza

Thursday, September 18th: Divine Cluster event – Trip to the Worcester Art Museum

Wednesday, September 24th – Good Neighbor Presentations (required for all first year students)

Friday, September 26th–Saturday, September 27th: Homecoming

Saturday, October 4th – Divine Cluster Trip to Spencer Abbey

Tuesday, October 7th: Chris Herron Talk sponsored by Campus Advisory Board on Alcohol

Friday, October 10th – Sunday, October 19th: Fall Break/ Worcester Immersion Program – Residence Halls Open

Thursday, October 23rd – Self Cluster Coffee House

Friday, October 24th – Sunday, October 26th: Family Weekend

Thursday, October 20th – Divine Cluster Event – Maureen O’Connell Lecture on Muralism in Seelos

Friday, November 14th – Saturday, November 15th: Escape Retreat for first year students

Friday, November 21st –Sunday, November 23rd: Manresa Retreat

Wednesday, November 26th – Sunday, November 30th: Thanksgiving Break – Residence Halls Open

Saturday, December 20th – Residence Halls close for semester

Sunday, December 21st – RAs leave campus