



Religion and Families

Religious Studies 2151B/2266G

Lecture Times: W 11:30-1:30, F 11:30-12:30

Course Instructor: Nigel Fernando

Office Hours: F12:30, UH 214

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Course Description: This course will explore the Judeo-Christian understanding of the family and how it changes in modernity. We will look at the concept of the family as presented in the scriptural sources of the Hebrew Bible, and then explore how this template was further developed in the medieval Christian world. Our historical survey should reveal how the Judeo-Christian concept of the family began to change in the early modern period with innovations that broaden the idea of the family. These innovations support a more diverse concept of the family, but they also move us away from the basic values of the Judeo-Christian model. Our course will evaluate these changes to the family and assess their merits and failings.

This course will examine the concept of the family in three stages: courtship, marriage, and parenting. Courtship constitutes the first stage of a relationship prior to forming a long-term bond. The seeds of successful relationships can be found in the methods of discernment used to enter into relationships. The second stage, usually under the institution of marriage, consists of the period where a couple decides to move past the courtship phase and acknowledge a more permanent bond. We will look at marriage and long term relationships through the lens of unmarried couples, marriage alternatives, and sacramental marriage. Finally, we will examine parenting. Some individuals take up the responsibility of raising children and we will look at questions around parenting and child-rearing.

Readings:

Primary

1) All the primary readings can be found on OWL. All the material for the participation quizzes will be drawn from here, as well as from our in-class discussion.

RECOMMENDED COURSE BOOK:

Snyder, John J. *Marrying for Life: The Challenge of Creating a Lasting Friendship*. R & E Publishers, 1993. (See Excerpts from OWL)

Secondary

2) All supplementary readings can be found on the course website.

Evaluation

| Assignment | Total Value |
|-----------------------|-------------|
| First Essay | 25 % |
| Final Essay | 30 % |
| Participation Quizzes | 35 % |
| Seminar Presentation | 10 % |

The evaluations and their total worth are listed in the table above. The essay and tests dates are listed in the weekly readings. You will notice that there is a significant grade assigned for the participation quizzes. I measure both passive and active participation through participation quizzes. These are quick unannounced assessments of your preparation for the class. The unannounced aspect measures your passive participation which is accounted for by your presence in class, whereas the content of the assessment measures your active engagement with the course material. There are no accommodations made for missed participation quizzes as you cannot participate properly if you are not in class, regardless of the reason. If you happen to miss a participation quiz, then you will have to make up your grade through the remaining quizzes. Those who decide to take this course must be aware of the participation necessary to be successful in the course. All participation quizzes will be conducted online using OWL - please bring your devices to class. Essay topics will be circulated during the second week of classes; however, you are encouraged to come up with your own paper topics.

Email Policy: Please only email the course instructor concerning matters of course administration. Any questions about course content should be reserved for lectures, tutorials, and office hours. Emails regarding course administration can expect a reply within 48 hours, Monday – Friday.

Academic Integrity: Academic integrity is fundamental to learning and scholarship at Brescia. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the Brescia degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Late Policy: All late assignments will be given a 5% penalty for each day that the assignment is late including weekends and holidays. Electronic submission makes it possible to submit assignments on weekends and holidays. In fairness to all students, extensions will not be granted for individual cases.

Religion and Families Weekly Readings

- Week 1: Course Introduction/ Ancient and Biblical Antecedents for Marriage and the Family - January 9/11**
 Course Introduction: Religion and the Family, Policies and Procedures
Primary Readings:
 C.S. Lewis - *The Four Loves* pp. 11-52. (1960)
 Bible: *Genesis*, 1-11.
 Aristotle - *On the Generation of Animals*, Book 1
- Week 2: The Purpose Behind Love in Antiquity - January 16/18 (Sign-up for seminars)**
Primary Readings:
 Plato's *Symposium* - 189c-193e and 201d – 212c
 Plato's *Phaedrus* - 246a-254e
 Snyder: Intro and Chapter 1
- Week 3: Marriage, Family, and Sexual Ethics in the New Testament - January 23/25 (Seminars Begin)**
Primary Readings:
Paul's First Letter to Corinth (Chapter 7)
The Acts of Paul and Thecla
 Snyder: Chapter 2 and 3
Secondary Readings:
 Selections from Deutero-Pauline letters, the Pastoral Epistles, First Timothy and selections from the New Testament on marriage and family life.
- Week 4: The Christian Marriage - January 30/ Feb 1**
Primary Readings:
Catechism of the Catholic Church - Part Two, Section Two, Chapter 3, Article 7: The Sacrament of Marriage
 Canon 1055-1065, On Marriage
 Augustine - *Of the Good Marriage*
 Snyder: Chapter 4 and 5
Secondary Readings:
 Federico Suarez - *Mary of Nazareth*(2003)/*Joseph of Nazareth* (1984) (excerpts)
- Week 5: Marriage in Early Modern Era - Feb 6/8**
Primary Readings:
 Christine de Pizan - *City of Ladies* (1405) Part 2

Kant, Immanuel. *Metaphysics of Morals*, 6:277 – 6:282

Snyder: Chapter 6 and 7

Secondary Readings: John Gottman - *Seven Principles for Making Marriage Work* (1973)

Week 6: The End of the Classical Age: Jane Austen and Puritan Whig Ideas about Courtship - Feb 13/15 (First Essay Due)

Primary Readings: Jane Austen, *Mansfield Park*, Chapters 1-18.

Snyder: Chapter 8 and 9

Secondary Texts:

Whit Stillman - *Metropolitan/Last Days of Disco/Damsels in Distress* (Excerpt)

Patricia Rozema - *Mansfield Park* (Clips)

Mary Wollstonecraft - *Thoughts on the Education of Daughters, The Nursery, Moral Discipline, Love, Matrimony, The Observance of Sundays* (1878)

February 20/22 - No Class - Reading Week

Week 7: The Rise of Romanticism and Victorian Values - February 27/March 1

Primary Readings:

Michel Foucault, *HofS*, Periodization, pp 115-132, Random House, 1978.

Snyder: Chapter 10

Week 8: 20th Century Challenges to Traditional Marriage - March 6/ March 8

Primary Reading: Freud - *Three Essays on Sexuality*, The Sexual Aberrations, pp. 45-87, Penguin, 1953.

Chapter 4 in *Civilizations and its Discontents*

Snyder: Chapter 11

Secondary Readings:

Movie: Kinsey (clips)

Week 9: Gender and the Family - March 13/15

Primary Reading: Judith Butler - *Gender Trouble*, 3.4 Bodily Inscriptions, Performative Subversion

Snyder: Chapter 12

Secondary Readings: Rauch, Jonathan. *Gay Marriage: Why it is Good for Gays, Good for Straights, and Good for America*. New York: Times Books, 2004.

Johnson, Olive Skene. *The Sexual Spectrum: Exploring Human Diversity*. Raincoast Books, 2004.

Week 10: The Changing Dynamic of the Family in the 20th Century - March 20/22

Suffrage, Temperance and Women Entering the Workforce

Primary Readings:

Arcanum (1880)

Casti Connubii (1930)

Betty Friedan - *The Feminine Mystique*, Ch. 1,2,7,8 and 13 (1963)

Snyder: Chapter 13

Secondary Readings:

Simone de Beauvoir - *The Second Sex*, The Psychoanalytic Point of View, pp. 65-78, tr. Parshley, (1953)

Week 11: Contraception and Human Relationships - March 27/29**Primary Reading:**

Humanae Vitae (1968)

Margaret Anscombe/Bernard Williams debate on Contraception/NFP

Snyder: Chapter 14

Secondary Texts:

Mad Men, S01 E01: *Smoke Gets in Your Eyes*

Billy Wilder - *The Apartment* excerpt (1960)

Week 12: John Paul II and Non-Traditional Relationships - April 3/5 (Last Class) Final Essay Due**Primary Readings:**

Love and Responsibility, The Person and the Sexual Urge, pp 21-72 and Justice Towards the Creator, pp. 211-244. (1960)

Christopher West - *The Good News about Sex and Marriage*,

Snyder: Chapter 15

Secondary Readings:

Solot, Dorian and Marshall Miller. *Unmarried to Each Other: The Essential Guide to Living Together as an Unmarried Couple*, Marlowe & Company, 2002.

Hetherington, E. Mavis and John Kelly. *For Better or for Worse: Divorce Reconsidered*. Norton, 2002.

Sarah Polley - *Take this Waltz* excerpt (2011)

Week 13: Raising Children in the 21st Century

Course Review

Primary Readings:

Gabor Mate - *Hold On to Your Kids* (2004)

Alice Rossi - *A Biosocial Perspective on Parenting* (1977)

Secondary Readings:

Emery, Robert E. *The Truth About Children and Divorce: Dealing with the Emotions so You and Your Children Can Thrive*, Plume Book, 2006.

Dunnewold, Ann and Sandi Kahn Shelton. *Even June Cleaver Would Forget the Juice Box: Cut Yourself Some Slack (and Still Raise Great Kids) in the Age of Extreme Parenting*. HCI, 2007.

Possible Seminar Topics:

The seminars are intended to give you an opportunity to explore areas of interest that we are unable to cover due to time constraints. You should pick something you are interested in researching that has the potential to develop into a research essay. The seminar is an opportunity to bring your interests to the rest of the class for feedback. Your seminar should be focused on promoting discussion amongst your peers and should be situated within the context of the lecture for that week. Seminar topic sign-up will occur during week 2. Here is a list of possible seminar topics from the secondary reading list; however, it is in your interest to come up with your own material to present.

- John Gottman - *Seven Principles for Making Marriage Work* (1973)
- Mary Wollstonecraft - *Thoughts on the Education of Daughters* (1878)
- Robert Emery - *The Truth About Children and Divorce: Dealing with the Emotions so You and Your Children Can Thrive*. Plume Book, 2006.
- Ann Dunnewold and Sandi Kahn Shelton. *Even June Cleaver Would Forget the Juice Box: Cut Yourself Some Slack (and Still Raise Great Kids) in the Age of Extreme Parenting*. HCI, 2007.
- Dorian Solot and Marshall Miller - *Unmarried to Each Other: The Essential Guide to Living Together as an Unmarried Couple*. Marlowe & Company, 2002.
- Mavis Hetherington and John Kelly. *For Better or for Worse: Divorce Reconsidered*. Norton, 2002.
- Jonathan Rauch - *Gay Marriage: Why it is Good for Gays, Good for Straights, and Good for America*. New York: Times Books, 2004.
- Olive Skene Johnson - *The Sexual Spectrum: Exploring Human Diversity*. Raincoast Books, 2004.
- Sue Gerhardt - *Why Love Matters*, Routledge, 2004.
- Kathleen Bogle - *Hooking Up*, New York University Press, 2008.
- Louann Brizendine - *The Female Brain*, Broadway Book, 2006.
- Other Religious Traditions and the Family

Course Objectives and the Seven Competencies

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| Students will gain a historical understanding of the Judeo-Christian model of the family in Western society | Critical Thinking, Problem Solving |
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| Students will explore religious values in relation to the concept of the family | Communication |
| Students will explore the formative stage of courtship and how discerning relationships properly impacts future family life | Valuing, Problem-Solving |
| Students will explore the idea of family within the context of marriage and marriage alternatives | Inquiry and Analysis, Social Awareness and Engagement, Self-Awareness and Development |
| Students will explore the role of child rearing within families | Critical Thinking, Valuing |
| Students will engage with primary sources to further their understanding of the family in relation to religion | Communication |
| Students will critically examine depictions of families within popular culture | Critical Thinking, Valuing |
| Students will be asked to critically assess different iterations of the family | Social Awareness and Engagement, Valuing, Problem-Solving, Self-Awareness and Development |

2018-19 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation must be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations,

etc. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation. A UWO Student Medical Certificate (SMC) is required if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf. The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is not adequate to support a request for academic accommodation. The full policy on requesting accommodation due to illness can be viewed at: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered. If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar, see the Sessional Dates tab at <http://www.westerncalendar.uwo.ca/index.cfm?SelectedCalendar=Live&ArchiveID=>). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.

3. ABSENCES **Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions. **Extended Absences:** If you have an extended

absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted. It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20. Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar. If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse. The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University. Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>). Computer-marked Tests/exams: Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score

computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14. Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT Support Services The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/>. Mental Health and Wellness Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Health and Wellness at Western, http://uwo.ca/health/mental_wellbeing/index.html, for information about how to obtain help for yourself or others. Sexual Violence All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the

university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence. If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.