It is not so very important for a person to learn facts. For that he does not really need a college. He can learn them from books. The value of an education in a liberal arts college is not the learning of many facts but the training of the mind to think something that cannot be learned from textbooks.

(Albert Einstein, 1921, in response to Thomas Edison’s opinion that a college education is useless)

Without education we are in a horrible and deadly danger of taking educated people seriously.

(G. K. Chesterton)

In much wisdom is much vexation, and those who increase knowledge increase in sorrow.

(Ecclesiastes 1.18)

Health is merely the slowest possible rate at which one can die.

(Anonymous)

Education is not the filling of a pail, but the lighting of a fire.

(William Butler Yeats)

You must unlearn what you have learned.

(Yoda [Star Wars V: Empire Strikes Back])

The unexamined life is not worth living.

(Socrates [Plato, Apology, 38a])

ΕΝ ΟΙΔΑ ΟΤΙ ΟΥΔΕΝ ΟΙΔΑ.
(“Ἐν οἴδα ὃτι οὐδὲν οἶδα.”)

(Socrates)
a chance to reflect on the significant questions that have been raised, researched, and discussed during the past seven semesters, particularly those that lie at the heart of the study of religion at Westminster. You will think critically about the experience of having taken all the religion courses thus far. You will read, think, write, and speak critically not only about religion, but about the study of religion and about how all the courses you've taken have influenced your thinking. More specifically, our aim for this semester's synthetic analysis or analytic synthesis will be:

- to articulate how the themes and issues covered in Inquiry have related to what you have learned in your subsequent coursework
- to articulate the interplay between the liberal arts curriculum and the major courses
- to articulate what have become for you the most significant questions or issues as they have been raised and informed by your courses
- to articulate how you see the integration of (or interplay between) academic learning and your beliefs and practices

Achieving these goals will require hard work on your part, which will bring many challenging, enlightening, exciting, frustrating, and rewarding experiences.

**Accessibility Statement:**
Westminster College actively strives for the full inclusion of all our students. Students with disabilities who require access solutions for environmental or curricular barriers should contact Corey Shaw, Director of Disability Support Services: 209 Thompson-Clark Hall; 724-946-7192; shawcj@westminster.edu.

**Caveat**

This course is designed so that anyone, religious or not, who does the required work can attain the goals mentioned above. This course is not designed to persuade you to a particular faith or religious point of view. Nor is it intended to build up or disparage existing faith, although your diligent efforts can lead to a deeper appreciation of it. Students who consider themselves to be followers of any religion, or no religion at all, are all welcome on this semester journey to think critically through their training in Religion and Christian Education.

**Requirements and evaluation for the course**

**Evaluation**
For my criteria for evaluation of assignments go to [Evaluation](#) and read the information carefully.

If you have any questions regarding any assignment, please ask in class or make an [appointment](#) to see me.

**Assigned readings**
Assigned readings should be completed before the class for which they are assigned. Keeping notes on the readings is highly recommended. Occasionally I may assign additional readings, but these will ordinarily be short.

You must come to class prepared to submit 2–3 pages of brief summaries of the main points or arguments of the readings and your critical reflections on them (e.g., critical insights or questions). These should demonstrate your ability (1) to grasp and organize the essential or significant ideas proposed by the readings and (2) your ability to articulate your understanding in a concise, coherent way.
What you write may be collected and will provide the questions and comments for our class discussion. The primary focus throughout the course will be on cultivating the ability to analyze questions and arguments as well as to synthesize (or relate) that analysis with other questions and issues.

The quality of these weekly papers will constitute a significant part of your participation grade.

Leading discussion Classes will be conducted as seminars. I will present some materials, but you will lead the class discussion of the assigned reading(s).

You're expected to have read the text(s) thoroughly and be able to share the penetrating questions or issues you dealt with in your reading, preparation, or even further research. NB: you don't necessarily have to understand everything before class, but you should demonstrate that you prepared (beyond just the assigned text[s]) and that you can discern, and are familiar with, the major issues in the text(s). Remember that questions are more valuable than answers. You should include or suggest challenges, discoveries, insights, questions, etc. for class discussion. See my Evaluation page under Presentations for evaluation criteria (ignore "Communication Skills" section of the evaluation sheet).

You should prepare for each class as if you will lead the discussion; everyone is expected to do the preparatory work. Each of you will lead a discussion at least once during the semester. When you will be asked to lead the discussion, only the muses know. If you are not prepared to do so for some reason, let me know before the class starts, so that I will not call on you.

Capstone portfolio You will submit a Capstone portfolio, organized ordinarily by semesters, containing papers and projects you produced at Westminster that have been most significant for your liberal arts journey and for your major. In that portfolio, the Capstone research paper (and project, if appropriate) will be included as the culmination of your academic development, reflection, and work.

1. a **table of contents** that outlines a reasonable progression or the interconnections among your various academic opera, i.e., papers, presentations, and projects that indicate what academic or intellectual challenges you faced, what insights or questions you gained, how you have matured intellectually and spiritually, etc.

2. **annotations** of your table of contents that briefly reflect on the significance of the contents

   NB: If you wish, you may submit an **annotated table of contents** that combines the first two parts.

3. a **narrative overview** (3–4 pages) for the entire portfolio which will reflect (1) on the curriculum represented by the contents and also (2) on how such a curriculum has prepared you for life after college, no matter what the immediate
future holds for you (e.g., further studies, work, travel)

4. Capstone research paper (and project, if appropriate)

An electronic portfolio would be preferred.

You will do a **PowerPoint presentation** of your portfolio in class (ca. 30 minutes) and respond to questions and critique (see schedule below).

**Christian Education majors:**

In addition to the Capstone portfolio, you will submit a Christian Education Practicum Portfolio, organized ordinarily by semesters, that can be given to potential employers to demonstrate what you have accomplished at Westminster. The sections bolded in blue are required for each practicum semester of work. Other elements are to be included as appropriate to the contract requirements.

1. The internship proposal
2. The internship contract
3. Reviews of book and journal article (NB: You should include a review of any books or articles assigned by your internship supervisor.)
4. Curriculum analysis
5. Internship journal
6. Materials produced (e.g., curriculum, lesson plans, publicity, CDs, DVDs)
7. Capstone project: research paper (see below)
8. Presentation materials
9. Evaluations

For specific instructions from the Christian Education professor, Prof. Beverly Cushman, click here (also R-drive).

If possible, please submit an electronic version of the Christian Education Practicum Portfolio, or as much of it as you can in electronic form.

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**Capstone research paper**

You will submit a Capstone research paper. You must make an appointment as early as possible to discuss your plans with me for approval so that you may begin your work, especially if you wish to submit something other than or in addition to the research paper that is significant for your training in Christian Education or Religion (or for your future plans).

Your research paper (Religion majors: 15–20 pages; Christian Education majors: 12–15 pages) will address one or several aims of the course (see above). You may focus your research on a particular theme or issue of your choice while drawing on all your college training and on your own experience of studying religion at Westminster.
To encourage and aid your self-reflection, professors in the department may visit the class to offer their own responses to some of the core questions, sharing their experiences in graduate institutions where they were trained, as well as in the professional or religious (or both) contexts in which they have taught.

• You must submit a paper proposal in one file that includes:

  a thoughtful and clear articulation of your research interest, which can be a person (e.g., John Knox)—the more detailed, narrower, and specific the research interest, the better

  a preliminary bibliography that includes at least 10 secondary sources (besides course textbooks and reference books) you found to be promising for your paper, including 5 periodical (journal) articles (newspapers and magazines are acceptable if appropriate for your paper)

    Electronic sources count only if you provide evidence that they are scholarly sources. Use the Chicago Manual of Style (or Turabian) for footnotes and the bibliography.

Submit your proposal as early as possible in the semester, so that it can be approved for you to begin work. Make an appointment as early as you can to bring a hard copy of your proposal for discussion and approval.

• You are strongly encouraged to make further appointments for feedback on your progress.

• The paper should represent original work (i.e., your own thoughts), not a mere digest of other people’s opinions. Your own reading and re-reading of the relevant texts, as well as review of other materials, are fundamental to the task. I want to know what you discover in your engagement with the text(s)—a "text" can be written works, art works, music, plays, movies, interview, research results, poll data etc.—whether or not you agree with the authors or the opinions presented in class, including mine.

Focus on honing your ability (1) to argue for your opinions and conclusions persuasively and (2) to support them with evidence from texts (especially primary sources) and other relevant sources.

• Your final bibliography (NB: not works cited) must contain at least 8 sources used in your paper, including 4 periodical (journal) articles.

    Electronic sources count only if you provide evidence that they are scholarly sources.

    Use the Chicago Manual of Style (or Turabian) for footnotes (or endnotes) and the bibliography. Learn the automatic footnote (and endnote) function of your word processor.
• Follow all the instructions given on my Evaluation page under Written assignments.

Terms
Throughout the semester, you will be responsible for learning significant terms covered in our texts or in class (see the “terms” file on the R drive). You will be responsible for the definitions. Use (1) the course texts, e.g., glossary, index, (2) the resources listed in Resources to consider below, or (3) any other appropriate sources of information. The terms may constitute a part of any quiz or exam.

Exams & Quizzes
There may be short (pop) quizzes covering the materials in the course, including the reading assignments and terms we will have covered by the time of the exam. The quiz scores will affect the evaluation of your participation. See my Evaluation page under Quizzes and examinations.

Grades
Grades will be assigned as fairly as possible. See my Evaluation page under Grades for more information. The final grade for the course will consist of the following:

- research paper 40%
- Capstone portfolio 20%

For CE:
- Capstone portfolio (10%)
- CE practicum portfolio (10%)
- leading discussion 20%
- participation 20%

Participation is a significant part of this course. See my Evaluation page under Participation for more information and instructions.

NB: If you have any questions about how you're doing in the course, please make an appointment to see me.

Required books

Recommended books (* = highly recommended)
- Berger, Peter L. *Elements of a Sociological Theory of Religion*.
- Buckley, William F. *God and Man at Yale: The Superstitions of "Academic Freedom"
- Durkheim, Emile. *The Elementary Forms of the Religious Life*.
- Geertz, Clifford. *The Interpretation of Cultures*. 
James, William. *The Varieties of Religious Experience.*

Lewis, C. S. *Surprised by Joy.*


Thielicke, Helmut. *A Little Exercise for Young Theologians.*


### Resources to consider

- Resources page for McGill, AV, & Web resources
- R-drive: course folder and the "Religion" folder

### Keeping in touch

During the semester check your e-mail regularly for messages regarding course matters (e.g., changes in the syllabus). Also visit this page for updates to the syllabus, as well as my homepage for other information and resources related to the course. Please feel free to make an appointment any time about any course matters.

### Tips from former students

For some practical advice from former students, see the tips page.

### One last word . . .

Regardless of how demanding all of this is, I promise to be as fair as possible. I recognize that you'll be very busy this semester pursuing various obligations and passions. I understand. I have my passions too, e.g., my wonderful family, music, philosophy, nature, mountain biking, fixing things, food. But I'm also very passionate about education, both yours and mine—I don't just mean the business of acquiring knowledge, but more importantly the total development of honorable human beings. I don't require you to share my excitement about all the things we'll cover, but I do expect you to complete the requirements for the course. To help you do that as well as you can, I will make myself available outside the class time and the office hours. I'll be more than glad to help you when you're struggling with an assignment. Or if you have any questions, concerns, complaints, and even compliments, I will do my best to take the time to listen and offer my response. Keep in mind that I'm here to help you learn. So, again, welcome to Religion 601:
# Religion Capstone!

## Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Assigned readings</th>
<th>Project / texts</th>
<th>Class / topics</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
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| Jan 18 W     | • Course syllabus (including Evaluation link; review requirements, expectations & criteria for grading—ask Qs, if you have any) | • Keep (& update) copies of all relevant Web pages | • Optical conditioning  
• Optical Illusions  
• General orientation  
• Inquiry redux  
• Worldview |
|              | • Fisher: Effective Learning | • Reminder: bring your Qs & Cs to each class (see Participation) |               |
|              |                   | > Perception quiz  
> Calendar | |
| **Week 2**   |                   |                 |               |
| Jan 25 W     | • Inquiry: caves, blind men, and naked emperors  
• Naugle: quotations, Foreword, Preface, Prologue  
• Reading & thinking critically (NB: helpful for reading texts & writing research paper) |                   | • Worldview  
• Context & perspective |
|              |                   | > How to Ace College  
> Tips for writing papers  
> Do you know how to think? (a self-exam) | |
<p>| <strong>Week 3</strong>   | • Naugle: ch. 1    | &gt; Interesting: | • Worldview |
|              |                   |                 |               |</p>
<table>
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<tr>
<th>Date</th>
<th>Readings and Discussions</th>
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<tr>
<td>Feb 1 W</td>
<td>Reading &amp; thinking critically (NB: helpful for reading texts &amp; writing research paper)</td>
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<td></td>
<td>&gt;Tips for writing papers</td>
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<td></td>
<td><strong>Week 4</strong></td>
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<tr>
<td>Feb 8 W</td>
<td>Naugle: ch. 2</td>
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<td>&gt;Reading &amp; thinking critically (NB: helpful for reading texts &amp; writing research paper)</td>
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<td>&gt;Tips for writing papers</td>
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<td><strong>Week 5</strong></td>
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<tr>
<td>Feb 15 W</td>
<td>Naugle: ch. 3</td>
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<td>Gadamer: Philosophical Hermeneutics: &quot;The Universality of the Hermeneutical Problem&quot; or click <a href="#">here</a> or click <a href="#">here</a></td>
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<td>&gt;Gadamer: Philosophical Hermeneutics: Editor's Introduction <a href="#">New</a></td>
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<td><strong>Week 6</strong></td>
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<td>Feb 22 W</td>
<td>Naugle: ch. 4</td>
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<td>&gt;Reading &amp; thinking critically (NB: helpful</td>
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<td>Week 7</td>
<td>Feb 29 W</td>
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<td>•Naugle: ch. 5</td>
<td>&gt;Reading &amp; thinking critically (NB: helpful for reading texts &amp; writing research paper)</td>
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<tr>
<td>Week 8</td>
<td>Mar 14 W</td>
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<tr>
<td>•Naugle: ch. 6</td>
<td>&gt;Reading &amp; thinking critically (NB: helpful for reading texts &amp; writing research paper)</td>
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<tr>
<td>Week 9</td>
<td>Mar 21 W</td>
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<td>•Naugle: ch. 7</td>
<td>&gt;Reading &amp; thinking critically (NB: helpful for reading texts &amp; writing research paper)</td>
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<tr>
<td>Week 10</td>
<td>Mar 28 W</td>
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<tr>
<td>•Naugle: ch. 8</td>
<td>&gt;Reading &amp; thinking critically (NB: helpful for reading texts &amp; writing research paper)</td>
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### Week 11
**Apr 4 W**
- **Naugle**: ch. 9

**Apr 5–9 (break)**
- **Tips for writing papers**

**Reading & thinking critically** *(NB: helpful for reading texts & writing research paper)*

**Tips for writing papers**

### Week 12
**Apr 11 W**
- **Naugle**: ch. 10

**Tips for writing papers**

**Reading & thinking critically** *(NB: helpful for reading texts & writing research paper)*

### Week 13
**Apr 18 W**
- **Naugle**: ch. 11, Epilogue, Appendix A
- **Naugle**: "Clashing Civilizations, Culture Wars, and the Academy: The Illuminating Role of ‘Worldview’"

**Tips for writing papers**

**Reading & thinking critically** *(NB: helpful for reading texts & writing research paper)*

**NB: Apr 25:**
- Undergraduate Research Symposium

**Apr 30: Last day for paper submission** *(Turnitin.com)*

**NB: Apr 25:**
- Undergraduate Research Symposium

**Meet in OM 211 from this class on** *(New!)*
- **Portfolio presentation:** **Allison**

**Portfolio presentation:** **Mack**

**Portfolio presentation:** **Myers**

**Movie night with the Nas 7:47 PM-ish**

Feel free to bring DVDs or VHSs of movies you think your classmates should see.
Week 14

May 2 W

• Naugle: "Clashing Civilizations, Culture Wars, and the Academy: The Illuminating Role of 'Worldview'" (New)
• Gabler: "On the Proper Distinction between Biblical and Dogmatic Theology and the Specific Objectives of Each" (Scottish Journal of Theology 33 [1980]: 133–58)
• Meyer: "Faith and History Revisited" (New)

> Reading & thinking critically (NB: helpful for reading texts & writing research paper)

• May 4: Last day for portfolio submission (R-drive or e-mail; if not possible, then hard copy) (New)
• May 4: Last day for CE practicum portfolio submission (R-drive or e-mail; if not possible, then hard copy) (New)

• Portfolio presentation: Smith

Final week

May 8 T
11:30–14:00

• Gadamer: Philosophical Hermeneutics: "The Universality of the Hermeneutical Problem"; "On the Scope and Function of Hermeneutics"; On the Problem of Self-Understanding; "Man and Language" (New)

> Reading & thinking critically (NB: helpful for reading texts & writing research paper)

• Portfolio presentation: Stewving
• Final thoughts

Have a great summer!
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<th>Schedule</th>
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