



THE HEART'S DESIRE AND SOCIAL CHANGE

THEO 40632-01

Spring 2022

Tuesday 3:30 – 6:15 PM

Jenkins and Nanovic Hall B044



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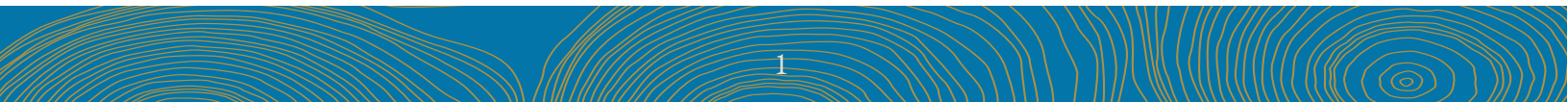
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COURSE DESCRIPTION & GOALS

Since the beginning of humankind, people have asked, why am I here? Where am I going? And how am I called to live my life? What is God calling me to do? In more recent times these enduring questions have been rearticulated around issues of meaning, purpose, human flourishing, and the search to know God's will. Although the culture holds out images of success, fulfillment, and happiness, the quest to discover our heart's desire and make a lasting impact on the world is often elusive. Not infrequently we can make professional, material and financial progress, but at the same time regress in spiritual, ethical and human development. How can we tap into the deeper rivers and sometimes muddy waters within us and wade into the current that leads us to find our most authentic selves and discover the flow of our life's calling?

This course is about the inner and outer development that leads into these waters. It will involve both personal reflection and communal connection. When we experience a deep connection to our work and a consistent flow between our life's energies and our daily tasks, we are the most alive, at peace, and whole. "The place God calls you," Frederick Buechner once wrote, "is the place where your deep gladness and the world's deep hunger meet."¹ But how do we discover our own unique gifts and respond to the hungers of our world? What decisions must we make, and what discernment must we undertake, to find our way? How do we encounter the path that will lead us to integrate both our heart's desire and our desire for social change? This course is designed to help you with these questions.

Drawing on Theology, Spirituality, Psychology, Sociology, Anthropology, and Design Thinking, we will explore how others have asked these questions before us and how we can explore these questions today. We will use readings, lectures, class discussions, films, learning exercises, papers, and guest speakers to help you discover your talents, values, and vocation, and dream about how you can make a difference in the world.

Although we will look to others for insight, *the primary text of this course is your own life*, and you will be expected to thoroughly and regularly examine who you are, what you believe, and what you feel called to live out as a human being. In addition to human experience and the expertise of the social sciences, we will look to the wisdom of the great religious traditions to aid you in the process of self-discovery. Our goal is not just to give you more information but to assist you in the process of formation that is directed towards personal and social transformation. As you work at integrating the heart, the mind, the will, and the spirit, we wish to foster a vision of justice, which—from a theological point of view—is about seeking right relationship with God, others, ourselves, and the world around us.

LEARNING OBJECTIVES

By the end of this course, students will be able to:

- 1) **Self-Awareness:** Identify and accept the personal values, desires, spiritualities, metaphors, and other elements that give meaning and direction to our life's experience and help me become a more authentic person.
- 2) **Self-Development:** Choose and cultivate multiple areas in my life in ways that foster greater integration, balance, and human wholeness.
- 3) **Self-Gift:** Apply and offer the gifts of my life in ways that lead to generativity, love, and freedom, and help make the world a better place.²

1 Frederick Buechner, *Wishful Thinking: A Seeker's ABC* (San Francisco: Harper San Francisco, 1993), 119.

2 While you do not have to have your entire life figured out, you will be able to express a growing sense of self-gift, purpose, and direction towards your heart's desire and social change.



COURSE DESIGN

The course sequence is organized around a cyclical three-step process of human development:

Cycle I: Self-Awareness & Authenticity <ul style="list-style-type: none">• Identifying our gifts. (Weeks 1-6)
Cycle II: Self-Development & Integration <ul style="list-style-type: none">• Cultivating our gifts. (Weeks 7-11)
Cycle III: Self-Gift & Mission <ul style="list-style-type: none">• Offering our gifts in service for others. (Weeks 12-15)

Informed by the great religious traditions and social movements, the course articulates the belief that such personal transformation leads to communal action that culminates in personal and social change.

CLASS EXPECTATIONS

Our primary objective in this course is to facilitate self-understanding and promote learning that does service to justice. We will expect 1) personal reflection, 2) critical reading of assigned texts, 3) class participation, and 4) thoughtful writing. We ask you to arrive at each class on time and to contact *the instructors by e-mail at* dgroody@nd.edu and jgroden@nd.edu *when you will not be in class*. No more than two unexcused absences will be accepted. Beyond this, written permission of the dean is required.

You are expected to *reflect deeply and critically* about each reading, video, podcast, Integration, or learning exercise, and to come prepared to discuss the materials during each class session. Participation means sharing your thoughts, questions, insights, and ideas. You are not expected to have the answers, but it is important to consider in a significant way the questions that are posed and the understanding you are gaining through them. We expect everyone to participate fully both in the larger class discussions and in their small groups. In all cases, throughout this course and beyond, you will get out of this what you put into it.

COURSE WEBSITE

The class will be managed through the [course website](#) rather than Sakai. All assignments must be submitted there. Please bookmark or otherwise save the site. The website will be updated throughout the semester. (<https://sites.google.com/nd.edu/hearts-desire-social-change>)

Following the suggestions of several students, we are experimenting with a totally optional GroupMe for the class. [You can sign up](#) to get reminders on assignments, discuss ideas, and share examples.



HONOR CODE

This class follows Notre Dame's binding [Honor Code](#). All submitted work must be your own and have any and all sources properly cited. In general, you can just reference course readings by their author and/or title. Outside readings (if you choose to employ them) should be cited in either MLA Style or Chicago Manual of Style. Direct quotations from others must be in quotation marks and accurately attributed. If you have questions about how to attribute your sources, talk to one of your instructors.

ASSIGNMENTS & GRADES

We will rely on five primary methods to evaluate your learning: 1) Class Participation (10%), 2) QQC Reading Discussions (10%), 3) Journal Reflections (20%), 4) Major Papers (50%), and 5) Oral Final Exam (10%). **Late papers and assignments and minimal class participation will result in a lower grade.**

Course Grade Scale:

A: 93-100, A-: 90-92

B+: 87-89, B: 83-86, B-: 80-82

C+: 77-79, C: 73-76, C-: 70-72

D+: 67-69, D: 63-66, D-: 60-62, F: Below 60

QQC READING DISCUSSIONS

Each week you will be asked to thoughtfully and critically reflect on the readings (and/or podcasts, videos, and articles). **Before each class (due at 11:55 PM the night before), you will contribute a short reflection to the class "QQC reading discussion"**. These reflections are comprised of one **question**, one **quote**, and one **comment**³ on the readings, as well as at least two responses to the reflections of your classmates. You will post your contributions to a shared Google Doc with the rest of the class.

This structure has several goals. First, we want to stimulate a Socratic, student-centered discussion⁴ in class, and segmenting the reflections with the QQC format does this more effectively than a traditional reflection paper that grades you on your analysis of the readings before we even discuss the content in class. Second, the format allows you to see and interact with the insights of your classmates before class, some of whom may not feel as comfortable volunteering their ideas verbally to the whole class. This allows you to experience a wider range of perspectives than you normally would, and can foster a stronger in-class discussion where more people are comfortable vocalizing their opinions. Finally, the shared documents serve as excellent references for when you write your major papers, and for your personal use after the class ends. Moreover, if any student has to quarantine, they will still be able to actively contribute to the class discussions.

3 **Questions** are open-ended queries of what you want to discuss or don't understand.

Quotes are meaningful citations of the text (or audio) and a brief explanation of why you chose that example.

Comments are your analyses or opinions, including reflections on or connections to the source.

4 The primary goal of the class discussions is for the students to achieve a deeper understanding of the content through shared inquiry and a free exchange of perspectives. Q&A with the instructors can be a part of, but should not dominate, these discussions.



INTEGRATIONS

Each week you will be asked to complete an Integration exercise, which is an actionable challenge to incorporate the coursework into your everyday life. While the process of self-discovery is a complex and life-long experience, it can slip into self-indulgence if it is not coupled with a bias to action. The Integrations are an attempt to counter this trend by embodying Richard Rohr's idea that "We do not think ourselves into a new way of living; but we live ourselves into a new way of thinking."⁵ Often it is our behaviors that shape our thoughts, not the other way around;⁶ it is orthopraxy (correct actions) that leads to orthodoxy (correct thinking).⁷

The Integrations are based on time-tested spiritual and psychological practices that correspond to the topic of each class. Moreover, each Integration is an opportunity to celebrate something that is important, but not urgent.⁸ While many people understand that practices such as solitude, gratitude, and accompaniment are components of the good life, they often do not have the chance to exercise them in today's 24/7, always "on" world. Our hope is that these activities can become regular habits for a good and fruitful life.

Since we will discuss the purpose and structure of each Integration during the corresponding class, **do not complete your Integrations until after the class session. Please see the individual assignments for more information.** Your Integrations will not be directly graded; your discussion of them will be factored into your weekly journal reflections and major papers. Ultimately, you will get out of this class what you put into it, and we invite you to participate as fully as you can.

WEEKLY JOURNAL REFLECTIONS

Each week you will be asked, after the class has ended, to thoughtfully and critically reflect on the readings, class discussions and activities, and the Integration exercise by writing a brief, journal-style reflection. You will write these in a [running Google Doc](#) that will be viewable by only Fr. Dan, John, and yourself. You will summarize the most important takeaways you have from the readings, class discussions/activities, and Integrations, and explain how you can apply these understandings to your own life. These are due by Thursday (i.e., 11:55 PM) the week of class (e.g., if the class was on Tuesday 2/1, the corresponding reflection is due on Thursday 2/3).

The purpose of these reflections is to provide you an opportunity to process and integrate the course content into your life. In addition, it will give you a running dialogue between yourself, Fr. Dan, and John that will serve as a resource for your major papers and as a reference for the future. These journal entries should be personal, reflective, and colloquial; do not stress about formal writing or drawing academic conclusions. **Just be honest – what did you learn, and how can you apply it to your life?** Frankly, you should spend no more than 10-20 minutes writing each entry.

5 ["Transformative Education"](#), *Center for Action and Contemplation*, 24 Aug. 2015. A slightly different version of this quote has been attributed to Henri Nouwen, but there is no verifiable origination of him saying it.

6 The Integrations are inspired by the similar "Rewirement" activities in the popular Science of Well-Being course at Yale and backed up by the science of behavior change (see pg. 247 of Adam Grant's Give and Take).

7 For more on the theological basis of orthopraxis preceding orthodoxy, see page 20 of Fr. Michael Himes' [Doing the Truth in Love: Conversations about God, Relationships, and Service](#).

8 Some of this language is drawn from Rabbi Jonathan Sacks' [summation of the Sabbath](#) as such an opportunity, which he in turn drew from Stephen Covey's repackaging of the [Eisenhower Matrix](#).



MAJOR PAPERS

You will be asked to write two longer papers throughout the semester directed towards helping you with your personal reflection. Your papers will be graded by their content, their creativity, their correlation with the course material, their connection to the prompts given, and their style, structure, and grammar. *You will not be graded on the content of your life but the **clarity and creativity** with which you are able to express it.* You will be given more details on these papers in class, but below are some initial descriptions.

REFLECTED TRUE SELF PAPER (Midterm paper, ~2000 words, ~7-8 pages)

For this paper, we want you to think about the difference between who you think you “should” be and who you truly are. This is not an easy process, and it will involve some honest self-examination and some critical reflection about the light and the dark within you. Ultimately, we are looking for you to answer the following questions: Who are you? What do you want in life?

More specifically, this is a cumulative midterm paper on the first half of the course. Please synthesize insights from your Clearness Committee, course readings, class discussions, and other Integrations. For more details, read the prompt at this [link](#). Be sure to consult your previous reflections as well. **Due on 2/22 by 11:55 PM EST.**

HEART’S DESIRE AND SOCIAL CHANGE PAPER (FINAL PAPER, ~3000 WORDS, ~10-12 PAGES)

In this paper, we want you to write about your Heart’s Desire and desire for social change. There will be two parts to this assignment: the first draft (40% of grade) and the second draft (60%). In between the first (**due by 3/29, 11:55 PM EST**) and second draft (**due by 4/23, 11:55 PM EST**), you will meet individually with Professor Groody and John Groden to go over your essay. For more details, the prompt at this [link](#). Be sure to consult your previous reflections as well.

READING & RESOURCES

The readings and resources are listed below by category. While this syllabus will be updated throughout the semester, please refer to the course website for updated information and links as it will be revised more frequently. Email John with any questions.

Readings to Purchase, Borrow, or Rent

1. Brooks, David, [*The Second Mountain: The Quest for a Moral Life*](#)
2. Dalai Lama (Tenzin Gyatso) and Tutu, Desmond, [*The Book of Joy: Lasting Happiness in a Changing World*](#)
3. [Chosen spiritual biography](#) (TBD in class)
4. Frankl, Viktor, [*Man’s Search for Meaning*](#)
5. Martin, James, SJ, [*The Jesuit Guide to \(Almost\) Everything: A Spirituality for Real Life*](#)
6. Palmer, Parker, [*Let Your Life Speak: Listening for the Voice of Vocation*](#)



READINGS, VIDEOS, AND PODCASTS AVAILABLE ONLINE (LOCATION NOTED)⁹

1. [“Anxiety”](#), *The Mind, Explained*, episode 3, *Vox*, Netflix (available online)
2. Benedict of Nursia, [Rule of St. Benedict](#) (Sakai)
3. Boyle, Greg, [Barking to the Choir: The Power of Radical Kinship](#), (Library Reserves)
4. Boyle, Greg, [Tattoos on the Heart: The Power of Boundless Compassion](#), (Library Reserves)
5. Brooks, David, [“The Moral Bucket List”](#), *New York Times* (available online)
6. Deresiewicz, William, “Solitude and Leadership” (Sakai, and [available online](#))
7. Duckworth, Angela, [Grit: The Power of Passion and Perseverance](#), (Library Reserves)
8. Gawande, Atul, and Tippet, Krista, [“Atul Gawande: What Matters in the End”](#), *On Being* (available online)
9. Groody, Daniel G., “Crossing the Divide” (Sakai)
10. Groody, Daniel G., [Globalization, Spirituality, and Justice: Navigating the Path to Peace](#) (Library Reserves)
11. Guinan, Michael, [To Be Human Before God: Insights from Biblical Spirituality](#), (Library Reserves)
12. Hari, Johann, [“This could be why you’re depressed or anxious”](#), *TED* (available online)
13. Heschel, Abraham Joshua, [The Sabbath](#), (Library Reserves)
14. Isay, David, [“Everyone around you has a story the world needs to hear”](#), *TED* (available online)
15. Isay, David, and Tippet, Krista, [“David Isay: Listening as an Act of Love”](#), *On Being* (available online)
16. Keegan, Marina, [“The Opposite of Loneliness”](#), *Yale Daily News* (available online)
17. Lewis, C.S., [The Screwtape Letters](#), (Library Reserves)
18. May, Gerald, [Addiction and Grace: Love and Spirituality in the Healing of Addictions](#), (Library Reserves)
19. Martin, James, SJ, [Becoming Who You Are: Insights on the True Self from Thomas Merton and Other Saints](#), (Library Reserves)
20. Merton, Thomas, [New Seeds of Contemplation](#) (Library Reserves)
21. Moss III, Otis, and Tippet, Krista, [“The Sound of the Genuine: Traversing 2020 with ‘the Mystic of the Movement’ Howard Thurman”](#), *On Being* (available online)
22. Murthy, Vivek, and Brown, Brené, [“Dr. Vivek Murthy and Brené on Loneliness and Connection”](#), *Unlocking Us with Brené Brown*
23. Pohl, Christine, [Living into Community: Cultivating Practices That Sustain Us](#), (Library Reserves)
24. Pope Francis, [“Gaudete et Exsultate”](#) (available online)
25. Reifenberg, Steve, [Teaching Accompaniment: A Learning Journey Together](#), manuscript in preparation (available online)
26. Rohr, Richard, [“Being One with the Other”](#), [“Discernment versus Decision Making”](#), and [“Lesson Five: You Are Going To Die”](#), *Center for Action and Contemplation* (available online)
27. Rohr, Richard, [The Immortal Diamond: The Search for Our True Self](#) (Library Reserves)
28. Stevenson, Bryan, and Tippet, Krista, [“Bryan Stevenson: Love is the Motive”](#), *On Being* (available online)
29. Teresa of Avila, [The Interior Castle](#), (Library Reserves)
30. Thurman, Howard, [Jesus and the Disinherited](#) (available online)
31. [VIA Character Survey](#) (available online)

⁹ The links in this section are provided for direct access to whatever resource is noted. The links will also be on the course website and on Sakai. PDF copies of this syllabus may not retain active links.



COURSE SCHEDULE

Week	Theme	Readings ¹⁰	Integrations & Class Details
CYCLE I: SELF-AWARENESS & AUTHENTICITY			
Week 1 (1/11)	Introduction & Welcome	<ol style="list-style-type: none"> 1. Syllabus 2. Make your own copy of the Weekly Journal and follow the instructions for this week 	Time and Phone Use Log
Week 2 (1/18)	Silence & Solitude	<ol style="list-style-type: none"> 1. Deresiewicz, “Solitude and Leadership”, (Sakai) 2. Focusing Steps C (Sakai) 3. Heschel, <i>The Sabbath</i>, vii-32 (Introduction, Prologue, Ch. 1-2, Library Reserves) 4. Martin, <i>The Jesuit Guide to (Almost) Everything: A Spirituality for Real Life</i>, pg. 139-141, 355-359; hereafter, “<i>Jesuit Guide</i>”) 	Solitude Practice
Week 3 (1/25)	Values & Spirituality	<ol style="list-style-type: none"> 1. Benedict of Nursia, <i>Rule of St. Benedict</i>, v-7 (Introduction and Prologue, Sakai) 2. Pick one: <ol style="list-style-type: none"> 3. Brooks, <i>The Second Mountain: The Quest for a Moral Life</i>, pg. 199-230, 253-262 OR 4. <i>Jesuit Guide</i>, pg. 1-11, 29-56 5. Guinan, <i>To Be Human Before God: Insights from Biblical Spirituality</i>, pg. 1-26 (Library Reserves, Ch. 1-2) 6. Complete the VIA Character Survey. Have a digital or hard copy of your results ready in class. 	Signature Strengths
Week 4 (2/1)	True Self & False Self	<ol style="list-style-type: none"> 1. Martin, <i>Becoming Who You Are</i>, Ch. 1-4, 7 (Library Reserves) 2. Merton, <i>New Seeds of Contemplation</i>, Ch. 4-7, 11, 39 (Library Reserves) 3. Palmer, <i>Let Your Life Speak</i> (entire book) 4. Rohr, <i>Immortal Diamond: The Search for Our True Self</i>, Appendix A (Library Reserves) 	Clearness Committee

¹⁰ N.B.: The course website has lists of suggested additional readings and resources for each class. For the sake of brevity, we have removed them from this schedule.



Week 5 (2/8)	Heart's Desire & heart's desire	<ol style="list-style-type: none"> 1. Dalai Lama (Tenzin Gyatso) and Tutu, Desmond, <i>The Book of Joy: Lasting Happiness in a Changing World</i>, pg. 229-239 (Forgiveness); hereafter, <i>The Book of Joy</i> 2. <i>Jesuit Guide</i>, pg. 57-85 (Ch. 3) 3. May, <i>Addiction and Grace</i>, Ch. 1, 5 (Library Reserves) 	Forgiveness Exercise
Week 6 (2/15)	Gratitude & Grace	<ol style="list-style-type: none"> 1. Boyle, <i>Tattoos on the Heart: The Power of Boundless Compassion</i>, Ch. 7 (Library Reserves) 2. <i>Jesuit Guide</i>, pg. 86-102 (Ch. 4), 262-265 3. Pohl, <i>Living into Community</i>, Ch. 2 (Library Reserves) 4. <i>The Book of Joy</i>, Gratitude (pg. 241-249) 	Gratitude Letter
CYCLE II: SELF-DEVELOPMENT & INTEGRATION			
Week 7 (2/22)	Freedom & Conversion	<ol style="list-style-type: none"> 1. Duckworth, <i>Grit: The Power of Passion and Perseverance</i>, Ch. 9 (Library Reserves) 2. Frankl, <i>Man's Search for Meaning</i> (entire book) 3. <i>The Book of Joy</i>, pg. 223-228 (Acceptance) 	Examen & Gratitude Journaling Movie night! Reflected True Self Paper due
Week 8 (3/1)	Discernment & Decision Making	<ol style="list-style-type: none"> 1. Duckworth, Ch. 6 (Library Reserves) 2. <i>Jesuit Guide</i>, pg. 305-338 (Ch. 12) 3. Rohr, "Discernment versus Decision Making", <i>Center for Action and Contemplation</i> 	Life Path Conversations
SPRING BREAK - RELAX AND ENJOY!			



<p>Week 9 (3/15)</p>	<p>Biography & Autobiography</p>	<ol style="list-style-type: none"> 1. Pick one: 2. Isay, David, “Everyone around you has a story the world needs to hear”, TED OR 3. Isay, David, and Tippet, Krista, “David Isay: Listening as an Act of Love”, <i>On Being</i>¹¹ (podcast) 4. Teresa of Avila, <i>The Interior Castle</i>, Introduction, Mansions 1-2 (Library Reserves) 5. Spiritual biography of your own choosing (will be explained in class) 6. Options include Dorothy Day, Thomas Merton, MLK, Gandhi, Greg Boyle, James Martin, etc. 	<p>StoryCorps Interview</p>
<p>Week 10 (3/22)</p>	<p>Fear & Flow</p>	<ol style="list-style-type: none"> 1. “Anxiety”, <i>The Mind, Explained</i> (direct link to the Netflix episode - let us know if you need help accessing) 2. Duckworth, Ch. 7 (Library Reserves) 3. “Johann Hari: This could be why you’re depressed or anxious”, TED 4. Lewis, <i>The Screwtape Letters</i>, Letters 1-6, 15 (Library Reserves) 5. <i>The Book of Joy</i>, pg. 93-100, 135-144 (Fear, Stress, and Anxiety, Envy) 	<p>Agere Contra</p>
<p>Week 11 (3/29)</p>	<p>Loneliness & Community</p>	<ol style="list-style-type: none"> 1. Brooks, <i>The Second Mountain</i>, Ch. 23-24 2. Keegan, “The Opposite of Loneliness”, <i>Yale Daily News</i> 3. Pick one: <ol style="list-style-type: none"> 4. Murthy, Vivek, and Brown, Brené, “Dr. Vivek Murthy and Brené on Loneliness and Connection”, <i>Unlocking Us with Brené Brown</i> (podcast) OR 5. <i>The Book of Joy</i>, pg. 125-133 (Loneliness) 6. Pope Francis, “Gaudete et Exsultate”, nos. 112-177 	<p>Social Connection</p> <p>First draft of final paper due</p>

11 N.B.: In the case of podcasts, the links will direct you to the transcript. We recommend finding and listening to the podcast on your preferred app (Overcast, Spotify, Apple Podcasts, etc.), but you can just read the transcript if you prefer. Let us know if you need help finding the correct episode.



CYCLE III: SELF-GIFT & MISSION

<p>Week 12 (4/5)</p>	<p><u>Cry of the Poor & Dignity</u></p>	<ol style="list-style-type: none"> 1. Pick one: 2. Moss III and Tippet, "<u>The Sound of the Genuine: Traversing 2020 with 'the Mystic of the Movement' Howard Thurman</u>", <i>On Being</i> (podcast) OR 3. Thuman, <u>Jesus and the Disinherited, Ch. 1</u> (book) 4. Groody, "Crossing the Divide" (Sakai) 5. Groody, <i>Globalization, Spirituality and Justice</i>, Ch. 1, 2, 4 (Library Reserves) 6. <i>The Book of Joy</i>, pg. 251-262 (Compassion) 	<p><u>Acts of Service or Kindness</u></p>
<p>Week 13 (4/12)</p>	<p><u>Kinship & Accompaniment</u></p>	<ol style="list-style-type: none"> 1. Pick one: 2. Boyle, <i>Barking to the Choir: The Power of Radical Kinship</i>, Ch. 9 (Library Reserves) OR 3. <i>The Book of Joy</i>, pg. 263-275 (Generosity) 4. Pick one: 5. Stevenson, and Tippet, "<u>Bryan Stevenson: Love is the Motive</u>", <i>On Being</i> (podcast) OR 6. Stevenson, "<u>Commencement Address</u>", College of the Holy Cross Commencement, 2015, Worcester, MA (video) 7. Reifenberg, <u>Teaching Accompaniment: A Learning Journey Together</u> 8. Rohr, "<u>Being One with the Other</u>", <i>Center for Action and Contemplation</i> 	<p><u>Accompaniment</u></p> <p>Class (normally) at Center for the Homeless</p>
<p>Week 14 (4/19)</p>	<p><u>Death & Redemption</u></p>	<ol style="list-style-type: none"> 1. Brooks, "<u>The Moral Bucket List</u>", <i>New York Times</i> 2. Gawande, Atul, and Tippet, Krista, "<u>Atul Gawande: What Matters in the End</u>", <i>On Being</i> 3. Rohr, "<u>Lesson Five: You Are Going To Die</u>", <i>Center for Action and Contemplation</i> 4. <i>The Book of Joy</i>, pg. 159-168 (Illness and Fear of Death) 	<p><u>Writing Your Own Eulogy</u></p> <p>Final draft of HDSC paper due by Friday (12/3)</p>
<p>Week 15 (4/26)</p>	<p><u>Meaning & Mission</u></p>	<ol style="list-style-type: none"> 1. Duckworth, Ch. 8 (Library Reserves) 2. <i>Jesuit Guide</i>, pg. 339-388 (Ch. 13) 3. <i>The Book of Joy</i>, pg. 291-305 (Departure: A Final Goodbye) 	<p><u>Writing a Creed</u></p> <p>Final Oral Exam & Journal Reflection</p>