



**TESP 4:04; 58761 (Theology, Ethics & Spirituality (Area 2))**

**Mon-Wed-Fri @ 8:00 to 9:05 a.m.  
FALL 2017**

**Prerequisites:** None

This course fulfills Santa Clara's Core Requirement for RTC 1

**Instructor:** Janet Giddings

**Office:** Kenna Hall 305

**Office Hours:** 10:30-11:30 a.m. and by appointment also

**Phone:** 551-3000 x 3183      **Email:** jgiddings@scu.edu

**Classroom:** Kenna Hall 304

### **Course Description (SCU)**

A theological examination of the Christian tradition covering such topics as religious experience and the meaning of God; Jesus experience and the meaning of God; Jesus in the Gospels; the development and history of the Christian churches; the relevance of Christianity in the 21<sup>st</sup> century global world.

### **Welcome from Professor Giddings,**

*I welcome students interested in exploring Christian tradition from its Jewish roots to its various cultural contexts of today. This course introduces students to the tradition and practice of Christian theology, ethics, and spirituality. We explore global examples of intellectual development, practice, and spiritual expression. Theology and the socio-cultural context of Jesus are considered in the Gospel of Mark. We then 'journey' through the ages studying theological development. An ethics unit considers selections from Ladauto Si and how the environment has been cared for (or not) throughout and within Christian tradition; we consider Women Deacons in the Catholic tradition; and end with enjoying Christian poets.*

### **Purpose of the Core Course in Religious Studies**

At Santa Clara University, the study of religious belief and practice in various cultural contexts (including your own) is one of the central features of the Core Curriculum. This is an essential part of Jesuit education. The study of religion at Santa Clara is not about making the student believe certain teachings or limiting their inquiry to one tradition. We want you to think critically about religious experiences, practices, and beliefs, including your own religious identity (or other ways you identify your beliefs) and those of others.

Courses in Area 2 deal with three dimensions of "faith seeking understanding," a phrase that has classically described theology as a discipline. Theology seeks to articulate the truth of faith; ethics, the implications of faith in human life and activity; and spirituality, the practice and understanding of the experience of faith. All three dimensions are pursued in dialogue with culture in its various forms of discourse, and all three aim specifically to situate the Jewish or Christian faith tradition within contemporary approaches to the study of religion.

### **Course Goals**

1. Students will be able to express a critical understanding of the theological foundations of Christian tradition.
2. Students will be able to compare and contrast at least two different cultural and/or theological expressions of Christian tradition.
3. Students will be able to describe and evaluate the positioning of Christianity, Catholicism in particular, within the pluralism of the United States.

### **Religious Studies Department Goals (RSDG's)**

1. Students question and probe religion for what it reveals about human beings, their diverse societies, traditions, convictions and aspirations.
2. Students use diverse materials and demonstrate formal postures of inquiry into religion and in order to go beyond a simple description of religion to a reflective engagement with it.
3. Students propose and investigate the "big questions" --that is, the meta-reflective questions that ask how and why we ask the questions that we do about religion.

### **Core Curriculum Learning Goals and Objectives (LO's)**

- 1a. Students will be able to describe and compare the central religious ideas and practices from several traditions or within one, and from at least two globally distinct regions. (Knowledge of Global Cultures; Complexity; Ambiguity)
- 1b. Students will be able to use critical approaches to reflect on their own beliefs and the religious dimensions of human existence. (Critical thinking; Complexity; Reflection)

**Required Books (Note: You must bring books to class as indicated on the Schedule)**

Anderson, William P. Ed. *A Journey Through Christian Theology*. 2<sup>nd</sup> ed. Minneapolis, MN: Augsburg Fortress, 2010.

“*Gospel of Mark*.” *The New Oxford Annotated Bible*. NRSV. Or, your own Bible or see Bible Gateway online. You must print out the gospel and have it in class.

Macy, Gary, William T. Ditewig and Phyllis Zagano. *Women Deacons: Past, Present, Future*. New York: Paulist Press, 2011.

**Camino required materials:**

There are supportive handouts, links, and films posted in Camino.

**Assessment and Grading: 100 points possible**

**20:** Informed participation: means in-class participation based on the readings or films.

Students are required to participate regularly in class discussions. Full credit will be given for active, *informed* participation directly concerning the text, film, or website under consideration. This grade includes active listening, group work, and homework. In class, the professor will occasionally solicit and/or accept personal points of view to begin or encourage discussion, however, off-topic comments will not count in this grade as it is essential to the course of study to discuss ideas in readings and/or questions raised on the assignment topics.

Only students who consistently demonstrate a close reading of the homework will receive an ‘A’ in this area. Three or more *unexcused* absences will reduce this grade to 0.

(LO 1a; 1b) (all RSDG’s)

**10:** Jesus the Jew: 3-page analysis and response to one scholarly article on Jesus and his Jewish tradition, or, the Jewish tradition at the time of Jesus (1<sup>st</sup> century Palestine) (LO 1a)

**20:** 2 Tests: theological ideas/arguments from *Journey Through Christian Theology*. (LO1a; 1b)).

**20:** Christian Encounters Paper: One Christian denomination is researched and compared as it functions in two different regions of the world. This paper will require a larger amount of research, analytical skill and keen writing, which demonstrates proper format and serious scholarship. Paper = 4-5 pages of writing, 1 page MLA Works Cited/Consulted. (LO 1a)

**10:** Paper: Women in Christian tradition.

**20:** Final Group Power Point and Presentation; 1-page list of each student’s responsibilities

*In fulfillment of Core learning goal 1a, papers and quizzes will ask you to demonstrate a grasp of central religious ideas and practices of Christianity commensurate with the material covered in the course including a social-scientific assessment of Christianity in America. In addition, one work will demonstrate an understanding of at least one expression of Christian tradition from distinct regions of the globe. (These also fulfill all course learning objectives).*

1. Jesus the Jew: One 3-page analysis on the ideas from a scholarly source who has written on Jesus as a Jew; or, Judaism at the time of Jesus.
2. Tests (2): On the development of theological ideas of Jesus; and early Christian views of Messianic/Christological beliefs, from the Anderson textbook.
3. Christian Encounter: One Christian denomination compared in two different regions beginning with the initial encounter of indigenous and political powers; the role of women; and ritual and practices. A presentation of research may be required. This is a research, analysis, and writing endeavor.

*In fulfillment of Core learning goal 1b, these will ask you to reflect critically on your own beliefs or thoughts about the religious dimensions of human existence that are raised by a study of the Christian tradition. (These also fulfill all Religious Studies department learning goals).*

3. Papers: (1) Response to and argument for/against women reinstated into the Catholic Diaconate. This paper demonstrates a close reading of all 3 sections of the book, *Women Deacons: Past, Present, Future*. (2) Argue on Ratramnus v. Radbertus.
5. Reflection: in-class: Discuss religious ideas and practices in Christianity and reflect and compare these to your own religious or philosophical identity.
6. Reflection on theological concepts, ideas, beliefs in poetry by either Edwin Markham or, Gerald Hopkins.

Papers: You may or may not be asked to write in one of these writing styles. Follow Directives.

- A. In writing the response paper you will demonstrate a grasp of the central ideas and/or problems in the assigned text. You will be graded on a proper introduction of the author and title of work, a concise summary, thesis statement, use of at least one quotation to provide context and that supports your thesis.
- B. Reflection is personal. You will reflect on your own religious tradition or philosophy if you have not been raised within a religious tradition. You will make analogies to things you have learned, to experiences; you should explore your own methodology in assessing religious traditions; demonstrate you have considered what you have read. This essay allows you to offer insights into your own tradition, values, and ethics.
- C. The analytic essay will be graded on your keen analysis of an essay/text. An analysis of The author's intent/argument, how the author defends her/his argument or thesis, what sources they use and how their use supports the argument or thesis, and what conclusion if any, does the author make.
- D. Research paper: Research sources are scholarly, E.g. Journal essays; most books. The Paper must follow MLA format and cite all borrowed and paraphrased ideas.
- E. Compare and Contrast paper: this paper will approach the assigned readings and critically compare essential points in each demonstrating a keen grasp of the text.

- Note: If the professor agrees to accept a late paper, the paper will lose one letter grade for each day it is late. Meeting deadlines is essential to success in this course.

#### **Assessment criteria:**

- “A” work is excellent. An “A” paper is focused with an explicit thesis statement. It exhibits a clear, effective and organized line of thought as well as thorough understanding of the material. It has no English usage problems, anticipates possible objections to its point of view and/or supporting arguments, and frequently provides pertinent citations to make its case. The writer’s voice is firm, confident, and clear. The paper follows the directive.
- All papers will follow MLA Writing Style Guidelines and Formatting; 8<sup>TH</sup> Edition. You may find MLA format at the [Purdue Online Writing Lab](#).
- Papers are deducted points when there is a digression in any of the above areas and including errors in syntax, grammar and spelling, punctuation, awkward or nebulous writing; poor organization; carelessness.
- A finished paper is a final draft. This means you have edited the paper and **stapled** it. If required to turn in a hard copy paper, unstapled papers will be rejected. If the paper is to be uploaded into Camino, disregard this.

#### **ASSESSMENT/GRADING**

A (95-100)	B (80-84)	C (68-71)	D 57-59
A- (90-94)	B- (76-79)	C- (64-67)	D- 54-56
B+ (85-89)	C+ (72-75)	D+ (60-63)	F 53 and below

Assignment grades are posted in Camino as we move through the quarter. Please consult often so you know your standing in the course. Final grades are posted in the University grading system.

#### **Attendance Policy**

Consistent attendance is essential to the course dynamic and to a learning environment. A note from the Cowell Student Health Center does not automatically excuse your absence. As a courtesy, please inform the professor when you know you will not be in class. One missed class is excusable; more than one brings a challenge to your studies.

If you registered into the course on the second day of class, you must meet with the professor in her office to go over what you missed and you enter the course with 1 absence. If you register into the course after 2 days (thereby making the 3<sup>rd</sup> class), two of those days counts as an unexcused absence. It is the student responsibility to ensure meeting the professor once you are enrolled in the course. A 2<sup>nd</sup> and subsequent unexcused absences will reduce your final grade by 5 points for each day. Four unexcused absences (5 total absences) require consultation with the professor to discuss grade reduction and the possibility to drop the class. Make certain you communicate with your professor as soon as you register in the course.

Emergency and/or necessary absences will result in the student making up missed in-class work to be determined by the professor. Therefore, even though there are classes missed for good reason, the student must demonstrate an understanding of, or produce paperwork that fulfills the

missed in-class or out of class assignment(s). The participation grade may or may not be able to be fulfilled. This will require discussion with your professor.

**Unexcused Absences and tardiness also reduces your participation grade.**

### **Disruptive Behavior**

Tardiness is disruptive. Tardiness is disruptive to the professor and students. It can distract some students from concentration and can challenge them to regain a focus. It is a major distraction for the professor. Do your best to be on time. Consistent tardiness will result in a reduced grade. Three times late to class results in a loss of 5 points from the participation grade. Four times late = 10 point loss. Five or more times late = loss of all 20 points for participation. Tardiness is disruptive.

Please use the restroom prior to class. If you have a medical challenge that makes it necessary to leave the classroom regularly, please make certain the professor is made aware and the professor will work with the student in the appropriate manner.

### **Disabilities Resources**

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, [www.scu.edu/disabilities](http://www.scu.edu/disabilities) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy or parenting may be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at [408-554-4109](tel:408-554-4109).

### **Academic Integrity Pledge**

Students should read and thoroughly understand the University's policy with regard to academic integrity:

<http://www.scu.edu/academics/bulletins/undergraduate/Academic-Integrity.cfm>

Santa Clara University has implemented an Academic Integrity pledge designed to deepen the understanding of and commitment to honesty and academic integrity.

The Academic Integrity Pledge states:

*"I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code."*

I ask that you affirm this pledge and apply these principles to your work in this class.

Suspected violations of academic integrity, plagiarism, falsification of data, misrepresentation of research, will be investigated immediately and students who have violated the University academic integrity policy will receive a failing grade on the assignment and possibly for the course.

### **Discrimination and Sexual Misconduct (Title IX)**

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at [408-554-3043](tel:408-554-3043), [bguthrie@scu.edu](mailto:bguthrie@scu.edu). Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint: <https://www.scu.edu/hr/quick-links/ethicspoint/>

### **Accommodations for Pregnancy and Parenting**

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

### **The HUB: Writing Center**

You are required to take your first paper to the Writing Center and work with one of the tutors. Also, you may want to consult with the Center on your own to update your writing skills. Benson 22: Sundays, 4-10 p.m. and, Library Annex (1<sup>st</sup> floor): Sunday-Thursday 7-10 p.m.

**NOTE:** If an extra credit opportunity is offered, the credit will be used at the professor's discretion and will not erase consequences of absences, consistent tardiness, or failure to meet assignments.

**Laptops:** No. Take notes on paper. If you purchase an 'e' book, please let the professor know so you may use it in class, but only when necessary and only with permission.

**Exam:** Preferred: no bathroom breaks. Try and handle this before you come to class.

**Cell Phones:** No. One warning. A 2<sup>nd</sup> infraction you will be asked to leave the room and you will be marked absent. It is rude. If you have a problem and need to be on alert for a family matter, please see the professor prior to class. If you use your phone more than 2x in class, you will forfeit all participation points.

No taping of any kind may occur without explicit written permission from the professor or Disability Resources.

<b>Schedule of Assignments</b>
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**Note:** This schedule may change due to topical issues in the news or other themes that come up in class. It is the student's responsibility to remain current in all assignments.

Make sure you check your email from Prof Giddings, via Camino.

What is listed each day must be completed prior to class, unless it is listed as an in-class film.

### JUDAISM, JESUS, THEOLOGY

Week One	Read before class	Assignments due
Mon Sept 18	Introduction; syllabus; Camino; class decorum; homework Gospel pericopes assigned; Jesus the Jew paper assigned	
Wed Sept 20	Theology: The Gospel of Mark	--Assigned pericope
Fri Sept 22	The Gospel of Mark	--Assigned pericope

### Creating Christianity: Competing Ideas

#### Week Two

Mon Sept 25	Discussion of research	<b>Paper 1: 'Jesus the Jew' paper due</b>
Wed Sept 27	Begin: <i>A Journey Through Christian Theology</i> : Part One: Ignatius of Antioch; Justin Martyr; Tertullian	
Fri Sept 29	Part Two: Arius/Arian; and Athanasius	

#### Week Three

Mon Oct 2	Part Three: Basil; Gregory of Nyssa Part Five: Augustine	
Wed Oct 4	Part Six: both Rattramnus and P. Radbertus	<b>Homework paper 1: Argument</b>
Fri Oct 6	Test: Chapters 1,2,3,5 (no 4, 6)	<b>Test 1: Bring Large test booklet</b>

## Week Four

Mon Oct 9 Mystics	Part Seven: Mystics: Hildegard; Julian; Catherine of Siena Encounters paper: Topic due
Wed Oct 11 Reform	Part Eight: Reform: Luther; Zwingli; Calvin Part Nine: Catholic Response: The Council of Trent
Fri Oct 13 Philosophers	Part Ten: Kant; Schleiermacher

## Week Five

Mon Oct 16 Philosophical theology	Part Eleven: Students lecture (6): Otto; de Chardin; Bultmann; Barth; Tillich; Rahner
Wed Oct 18 Liberations	Part Twelve: Students lecture (6): Kung; Gutierrez; Daly; Russell; Ruether; Tribble
Fri Oct 20	Part Twelve: Students lecture (5) Cone; Ecological theology; McFague; Second Vatican Council; The Confession of 1967

## Week Six

Mon Oct 23	Test: Parts 7,8,9,10,11,12 Test 2: Bring Large booklet
Wed Oct 25	In-class writing: Reflection on respective religious tradition/view Final group assignment is discussed
Fri Oct 27	In-class Film: "Gospel" Take notes

**Ethics: THE EARTH & ENVIRONMENT IN CHRISTIAN TRADITION**

## Week Seven

Mon Oct 30	Discussion of student research Paper 2: Encounters
Wed Nov 1 Environment	Camino: Lynn White's, "The Historical Roots of Our Economic Crisis"
Fri Nov 3	Camino: <i>Laudato Si</i> , Selections from Pope Francis

## Week Eight

Mon Nov 6	Camino: Hannah Ka “Environment”
Wed Nov 8	Discussion of papers <b>Paper 3: “My Consumption Pattern”</b>
Fri Nov 10 Women Deacons	Begin: <i>Women Deacons</i> Read: <i>Introduction</i> ; and <i>Women Deacons: History</i> by Gary Macy

## Week Nine

Mon Nov 13	<i>Women Deacons: Present Possibilities</i> by William T. Ditewig
Wed Nov 15	<i>Women Deacons: Future</i> by Phyllis Zagano <b>Homework 2: Argument on <i>Women Deacons</i>, the book</b>
Fri Nov 17	In-class group meeting to prepare for final assignment

## Week Ten

<b>Mon Nov 20-24</b>	<b>Academic Holiday and Thanksgiving</b>
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**PRESENTATIONS: Christian Theology in Poetry**

## Week Eleven

Mon Nov 27	Group 1: TBA
Wed Nov 29	Group 2: TBA
Fri Dec 1 Last class	Group 3: TBA

**NOTE:**

Students must be present for all presentations. Students will lose 5 points off final grade for absence during each and every presentation.

Assignments: 100 points possible

20: *Participation*

10: *Paper 1: Jesus, the Jew*

20: *2 Tests: A Journey Through Christian Theology*

20: *Paper 2: ‘Encounters’ paper*

10: *Paper 3: Environment/Consumption Pattern paper*

20: *Final Presentation, Power Point, and list of group participants and respective work*

Homework papers:

1 = *Argue for/against either Ratramnus or Radbertus*

1 = *Argue for/against women reinstated to the diaconate*