



TESP 4:05; 58762 (Theology, Ethics & Spirituality (Area 2))

**Mon-Wed-Fri @ 9:15-10:20 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

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Classroom: Kenna Hall 105

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 21st 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, spirituality, and the socio-cultural context of the Jesus movement is 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; and we end with appreciating some of the contributions of women to the tradition.

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)

“*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.

Levine, Amy-Jill. *The Misunderstood Jew: The Church and the Scandal of the Jewish Jesus*. New York: HarperCollins, 2006.

Camino required materials:

“Laudato Si” Pope Francis. Selections.

Ka, Hanna. “Environment.” *Asian American Christian Ethics*. (2015)

White, Lynn. “The Historical Roots of Our Economic Crisis.” (1967)

Assessment and Grading: 100 points possible

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

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)

30: 3 Test: 1 test, Levine book. 2 tests on Journey textbook. Questions on each chapter. (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 Works Cited/Consulted. (LO 1a)

10: Paper: Environmental issues in light of the Encyclical of Pope Francis, *Laudauto Si*, Lynn White’s, “The Historical Roots of our Ecological Crisis” with a response to White by Willis Jenkins, and the chapter “Environment” by Hannah Ka. This paper will demonstrate a keen, developed critical analytic to the ideas presented in these papers by synchronizing and using the ideas in reflecting upon your own consumption patterns. (LO 1a, 1b)

20: Final Presentation and Power Point: groups will create a presentation of their research on women in Christian tradition; 1-page list of student and individual contribution.

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. Homework: Assessing the theological ideas in one pericope of Mark's gospel
2. Tests (3): One on Levine's book. Two: the development of theological ideas of Jesus; based upon Anderson's book.
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)*

4. Response to Levine's book, *The Misunderstood Jesus*.
5. Reflection: in-class: Discuss religious ideas and practices in Christianity and reflect and compare these to your own religious or philosophical identity.
6. Environment paper: This is a reflection paper that addresses the issues in light of the Encyclical of Pope Francis, *Laudato Si*, Lynn White's, "The Historical Roots of our Ecological Crisis" and the chapter "Environment" by Hannah Ka. This paper will demonstrate a keen, developed critical analytic to the ideas presented in these papers by synchronizing and using the ideas in discussing your own family "consumption pattern" and religious tradition.

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.

- 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; 8TH 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. Unstapled papers may be either rejected or a 10% reduction in grade will be applied if you are to turn in a hard copy. 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

Students must have permission to add this course after the first day. Late adds will be factored into absences. Therefore, if you add and come to class the 3rd day, you begin the course with 2 absences.

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 after the start of class, you must meet with the professor in her office to go over what you missed. If you register into the course after 2 days (thereby making the 3rd class), those days counts as an unexcused absence. It is the student responsibility to ensure

meeting the professor once you are enrolled in the course. The 2nd and subsequent unexcused absences may 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.

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. At this point the professor will have made arrangements to speak with the student but it is always recommended the student meet with the professor early in the quarter to explain any issues. 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 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.

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.

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. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

The Hub Writing Center

You will take your first paper to the Writing Center and work with one of the excellent tutors there. Also, you may want to consult with the Center on your own to update your writing skill.
Benson 22: Sundays 4-10 p.m.

Library Annex (1st floor): Sundays-Thursdays 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. Extra credit points are used the same for all students.

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

Cell Phones: No. One warning. A second time you will be asked to leave the room and 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 a 3rd time 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.

Teaching/Learning

The Professor's teaching style is relaxed, Socratic, logical argumentation and critical examinations. Group discussions, students called on to answer questions about reading assignments, and critical observations are part of the student learning experience.

Schedule of Assignments

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.

What is listed each day must be completed prior to class. That means reading or viewing films.

JUDAISM, JESUS, THEOLOGY

Week One	Read before class	Assignments due
Mon Sept 18	Introduction; syllabus; Camino; class decorum; homework Assign: pericopes in the gospel of Mark	
Wed Sept 20	Theology: The Gospel of Mark Student pericopes	Homework 1: theology
Fri Sept 22	The Gospel of Mark Student pericopes.	Homework 1: theology

Week Two		
Mon Sept 25	Begin Jill-Levine: <i>The Misunderstood Jew</i> : Introduction; and Chapter One	Homework 2: Response to reading
Wed Sept 27	Jill-Levine: Chapters 2,3	
Fri Sept 29	Jill-Levine: Chapters 4,5	

Week Three		
Mon Oct 2	Jill-Levine: Chapters 6,7 and Epilogue	
Wed Oct 4	Test 1: Levine: Chapters 2-Epilogue	Test 1: Bring Large test booklet
Fri Oct 6	Begin: <i>A Journey Through Christian Theology</i> : Part One: Ignatius of Antioch; Justin Martyr; Tertullian	

Creating Christianity: Competing Ideas

Week Four		
Mon Oct 9	Part Two: Arius/Arian; and Athanasius 'Encounters' paper assignment outlined	
Wed Oct 11	Part Three: Basil; Gregory of Nyssa Part Five: Augustine	
Fri Oct 13	Part Seven: Thomas Aquinas; Hildegard; Julian; Catherine of Siena	Encounters paper topic: due.

Week Five

Mon Oct 16	Test on: Parts 1,2,3,5,7 (no Part 4, 6) Test 2: Bring test booklet
Wed Oct 18	Part Eight: Luther, Zwingli, Calvin Part Nine: Catholic Response
Fri Oct 20	Part Ten: Kant; Schleiermacher Part Eleven: Otto; Tillich

MODERNIZATION

Week Six

Mon Oct 23	Part Twelve: Liberation theology; Gutierrez; Fem Liberation Theology; Daly; Ruether; Black Liberation Theology; Cone.
Wed Oct 25	Review for test
Fri Oct 27	Test 2: Parts: ,8,9,10,11,12 Test 3: Bring test booklet

Week Seven

Mon Oct 30	Relax. Lecture on women in Christian tradition. Final assignment outlined.
Wed Nov 1	In-class film: Gospel Take notes; you may use film info in your paper.
Fri Nov 3	Discussion of student research Paper 1: Encounters

Christian Poetry

Week Eight

Mon Nov 6	Edwin Markham Student choices; bring one example (name and poem title only)
Wed Nov 8	Student choices; bring one example (name and poem title only)
Fri Nov 10	In-class group meeting on Final project.

Environment as theological

Week Nine

Mon Nov 13	Camino: Lynn White's, "The Historical Roots of Our Economic Crisis"
Wed Nov 15	Camino: <i>Laudato Si</i> , Selections, by Pope Francis Camino: Hannah Ka "Environment"
Fri Nov 17	Discussion of papers Paper 2: "My Consumption Pattern"

Week Ten

Nov 20-24	Thanksgiving Holiday week
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PRESENTATIONS: Women in Christian Tradition

Week Eleven

Mon Nov 27	Groups 1, 2.
Wed Nov 29	Groups 3, 4
Fri Dec 1	Groups 5, 6

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

30 Tests (3)

20 Paper 1: 'Encounters' paper

10 Paper 2: Environment/Consumption Pattern paper

20 Final Presentation and Power Point; on paper: a list of student responsibilities

Homework papers: 2

--Student examines 1 pericope on theology; 1 page, hard copy

--Response to the Introduce and Chapter 1 of Levine: 2 pages; hard copy

No Final in this course.