

**SCRIPTURE AND TRADITION 175:
REDEEMING ECONOMICS
SPRING 2015**

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Required Books

New/New Rental/ Used Rental

Daniel K. Finn. <i>Christian Economic Ethics: History and Implications</i> . Minneapolis: Fortress, 2013. [ISBN 978-0-8006-9961-1]	[\$49 / \$44.10 / \$22.05]
Samuel L. Adams. <i>Social and Economic Life in Second Temple Judea</i> . Louisville: Westminster John Knox, 2014. [ISBN 978-0-664-23703-5]	[\$35 / \$26.25]
Richard A. Horsley. <i>Covenant Economics: A Biblical Vision of Justice for All</i> . Louisville: Westminster John Knox, 2009. [ISBN 978-0-664-23395-2]	[\$25 / \$20 / \$11.25]
Articles on Camino	[no cost, unless you print them]

Recommended Book

<i>The Poverty and Justice Bible Catholic Edition (NRSV)</i> . Swindon, UK: Bible Society Resources, 2013. [ISBN 978-0-564-09774-6]. <i>You need a Bible for this class, but if you have one already, don't buy this version. You can also read the Bible online at biblia.com, but you will need to have the texts in class.</i>	[\$20 / \$18 / \$9]
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Course Description & Goals

What do you desire? Why do you want “goods,” and are these goods and desires actually good for you? What responsibility do you have to yourself and to others in your labor, your consumption, your property, your investments, your debts? What social, economic and political forces shape your sense of your needs and desires, and are you able to step outside the world that shapes you to recognize its advantages and limitations? In this course, you will explore these questions in your own life and in our own postmodern moment in dialogue with the beliefs and practices of Jews and Christians and the insights of contemporary theorists. Think of the authors of scripture, its interpreters, and our contemporary theorists as conversation partners. As they analyze capitalism or articulate different economies of desire entirely, they will help us to see ourselves more clearly—to see what we might otherwise take for granted.

We will begin with the contemporary authors, because they speak directly to the economic moment that is most familiar to us. We will start with a Cambridge economist, Ha-Joon Chang, and a Christian economic ethicist, Daniel Finn. Both are trained economists who raise questions about our current practices, models and ideologies. We will use their ideas to provoke critical reflection on our own beliefs, assumptions and practices. Having posed an account of our own economic context, we will then focus on biblical texts and later interpretations of them to explore Jewish and Christian economic “disciplines” (the Sinai covenant, the prophetic and wisdom traditions, the apocalyptic Dead Sea Scrolls community and early Jesus movement, patristic, medieval and Protestant re-workings). We will treat the biblical texts and interpretations as secondary to the material economic realities of the authors, so that the religious beliefs will be understood (in a Marxist sense) as ideological mappings of economic experiences and aspirations—as “case studies” revealing the material circumstances of Jews and Christians. We will then turn to contemporary capitalism and some of its proponents (Adam Smith, Ayn Rand) and critics (Karl Marx), before closing with reflections on Catholic social teaching to examine how it apprehends the biblical tradition of social justice in light of our economic system. We will close with Pope Francis’ critique of capitalism from his first apostolic exhortation, “The Joy of the Gospel.” He has captured the imagination of many people with this critique, and has troubled others, as we will now be poised to appreciate.

Purpose of the Core Course in Religious Studies (for non-RS majors/minors)

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 has always been important in Jesuit Catholic education, which is why you're now taking your third Religious Studies course. But the purpose of these Core courses isn't to make you believe certain teachings or to limit your inquiry to one tradition. Religious Studies at Santa Clara is broader, deeper, and more analytical than that. In this third course, we want you to develop your skills at analyzing religious traditions that impinge on contemporary issues facing society. We hope that this approach will help you to negotiate a world in which religious beliefs are one of many factors in the diverse ways that people frame their lives.

RTC 3 Prerequisites (for non-RS majors/minors)

This course satisfies the RTC 3 Core requirement. If you are seeking RTC 3 credit for this course, you must have completed your RTC 1 and 2 courses before this quarter. The only exception is transfer students who entered SCU with 44 or more units completed; they may take any two RTC classes (1, 2 or 3) in any order at any point in their career.

Economics Elective (for econ majors and minors)

This quarter *only*, this course counts as an economics elective for Econ majors and minors.

Core & Course Learning Objectives

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

- a. Identify diverse perspectives and evaluate ethical positions on contemporary questions (namely, Jewish, Christian, Marxist, and objectivist perspectives on economic ethics). (*RTC 3 Core 3.1*)
- b. Evaluate and apply insights from the study of biblical texts and their interpretation to contemporary questions (for example, to the question of what constitutes a just and ethical economic practice). (*RTC 3 Core 3.2*)
- c. Identify and reflect on your own experience with greater clarity and confidence. (*Course*)
- d. Develop your ability orally to present a thesis and an argument. (*Course*)

How to Prepare for Class

Reading and Study Prior to Class

The readings listed under each day's topics should be read before that class. They will provide the basis for our class discussion. Readings listed as "primary" are those from Bible or the time period we are analyzing, while those listed as "secondary" are by modern scholars *about* those primary texts. On three class days, you will type a two-page paper to engage the readings more deeply and to help stimulate your informed participation in the discussion (see class engagement, below).

Where to Find the Readings

Many of our primary readings are in the Bible, and many of the secondary readings are in our other three course textbooks. Frequently, though, postbiblical primary readings and additional secondary readings will be on our course Camino page (links are on the Camino syllabus, and the files themselves are in the "Required Readings" and "Optional Readings" folders at the Camino Files tab).

Assessment and Grading

Grade Components & Scale

Class Engagement (oral remarks 20%, attendance 5%)	25%
Paper #1: An Initial Reflection on Your Economic Perspective	15%
Short Papers (3 @ % each)	30%
Research Paper (submitted in stages)	30%

Grade Scale

93.5–100	A	86.7–89.9	B+	76.7–79.9	C+	66.7–69.9	D+
90.0–93.4	A-	83.3–86.6	B	73.3–76.6	C	63.3–66.6	D
		80.0–83.2	B-	70.0–73.2	C-	60.0–63.2	D-

Class Engagement

General Engagement

Classes will typically begin with either a written reflection on a question related to the day's readings or a brief discussion based on your impressions and questions (*learning objective d*). The professor will provide background information to orient the discussion, particularly during the first four weeks of the course. But increasingly you will be expected to participate in the discussion by articulating perspectives, raising questions, analyzing the readings, and imagining the ethical implications of our reading (*learning objectives a, b, c, d*). 20% for oral remarks, 5% for attendance (see attendance policy below); 25% of grade total.

Critical Inquiry

Paper #1: An Initial Reflection on Your Economic Perspective

In this 6-page paper, you will use the readings from the first week of class to reflect on your own economic perspective. This paper should have three parts. (1) First, describe your view of our economic system and how you are or hope to be engaged in it in the years ahead. Reflect on both the benefits and the disadvantages of the system that you have witnessed firsthand. (2) Next, discuss the differences between the two competing Christian ethical critiques of capitalism that Daniel Finn introduces in chapter 1—the Christian socialist and the Christian libertarian; introduce each, and then evaluate which one is more persuasive to you and why. Don't simply state your opinion in response, but defend it, explaining why your position is persuasive to you (2 pages). (3) Finally, discuss what traditions "live" for you that affect your economic decisions; these need not be religious traditions, as Finn presumes, but may be entirely secular. As you try to imagine this section, think about what accounts of our economy, of prosperity or success, of appropriate allocation of resources are most persuasive to you—stories that are inculcated in our national mythology, in your family, in your major, in your work experience, or in the media (2 pages). Submit the paper to the assignment drop box on Camino before class on **Thursday, April 9**). For further directions and the grading rubric, see the "Assignments" tab on the course web site. 15% of grade. (*learning objectives a, c, d*)

Short Papers

Three short papers will be spread out during the quarter that ask you to engage an ethical question raised by the previous readings. These papers are the only typed work that will be turned in in hard copy in class (the only other hard copy due is the *optional* draft of your research paper). 10% each, 30% of grade total. (*learning objectives a, b, d*) The topics are:

- | | |
|------------------------------------|--------------------|
| • Which version of wisdom is wise? | Thursday, April 23 |
| • Was Jesus lazy? | Thursday May 7 |
| • Was Marx right? | Thursday, May 21 |

Research Paper

You will prepare a 10-12 page research paper examining a single biblical passage or teaching and how it might be or is being applied to a situation today. You'll start with a close study of a single biblical passage or teaching—something in the neighborhood of 5-20 verses. You will read a professional commentary about your passage and five professional sources that explore the economic background and significance of the teaching. You will write a paper in which you summarize briefly the passage, discuss the economic circumstances within which it might be understood, and then adapt the message to a contemporary economic situation that you think is relevant. In this last adaptation section, you can be creative in your choice of modern analogies or you can follow the lead of a Jewish or Christian ethicist; you'll be evaluated in this section on how well you explain the similarities between the biblical and contemporary examples, and how well you comprehend the point of the biblical teaching as you explain what it might say to the modern case.

Some of the various types of papers you might write are offered at the "Assignments" tab online, and some ideas for specific topics are listed at the "Research" tab online. The paper will be due in the stages listed below; all *but* the optional draft should be turned in to the relevant assignment drop box on Camino. 30% of grade. (*learning objectives a, b, d*)

Research Paper Schedule

Topic statement and sources (Camino before class)	3rd week	Thursday, April 16
Outline (Camino before class)	9th week	Tuesday, May 26
Optional draft of paper (hard copy in class)	10th week	Thursday, June 2
Final Research Paper submitted to assignment drop box on Camino by 9:30 p.m.	Exam week	Thursday, June 11

Examinations

There are no examinations in this course. The final research paper replaces a final exam and is due by the end of our final exam period, **Thursday, June 11, 9:30 p.m.**

Extra Credit

Extra credit opportunities will be posted online at the “Extra Credit” tab on the course Web site throughout the quarter. To receive extra credit, attend the event, write a 2-3 page summary and evaluation, and turn it in within one week of the event (the required parts of your paper are listed at the Extra Credit tab). If an event falls in the final week of classes, the paper must be submitted by Friday of that week. Extra credit can only be counted if all regular assignments have been submitted. Each assignment is worth at most 2 points, so students usually do 2 to get the maximum grade. 3% of grade max. (*learning objectives a, d*)

Assessment of Course

The course will be assessed at mid-quarter with a short evaluation and at the end of the quarter with an online numerical evaluation and, in class, with an SALG and a narrative evaluation.

Policies

Attendance

If you're sick or something comes up, please notify the professor in advance or within a week of the missed class. *Remember: You're not doing yourself or anyone else any favors if you come to class sick—you can always make up the work.* Notifying the prof means that the absence is excused; it's unexcused and counts more against your grade if you don't let the prof know. After the first excused absence, and for all unexcused absences, your attendance and class participation grades will be affected. At two or more unexcused absences (10+% of the course) your entire grade for the course begins to drop. Five unexcused absences (25% of course) will result in a failing grade. Daily roll will be taken. 5% of grade +.

Academic Integrity

You are expected to collaborate to share ideas, resources, and questions, particularly in small-group discussions and seminar leadership. This sharing becomes cheating or plagiarism when you present as original the insights or work of another. It thus includes copying someone else's work without attribution, whether the source is a friend, a book, or the web. Work on extra credit and your three papers is expected to be original to you. That does not mean that every idea and insight you write about will be your own. What it does mean is that your assignments should be guided by your insights and, when you do rely on an authority other than yourself, you note that reliance through standard footnotes and bibliography (see the online “Research Tips” and “Style Sheet” at the course Web site). If you are caught cheating or plagiarizing on a required assignment, you will receive an “F” on the assignment and in the course, and the matter will be forwarded for further action to the Office of Student Leadership.

Disability Accommodation Policy

If you have a documented 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 initiate a conversation with the professor about your accommodations during her office hours within the first two weeks of class. Students who are pregnant and parenting may also be eligible for accommodations. Accommodations will only be provided after the professor has verification of your accommodations as approved by Disabilities Resources, and with sufficient lead-time for the professor to arrange testing or other accommodations. For more information you may contact Disabilities Resources at 408-554-4109.

Wk	Date	Pages of Reading	Topic of Lecture & Discussion
UNIT 1. OUR ECONOMIC CONTEXT			
1	3/31		COURSE OVERVIEW
	4/2	[35]	ECONOMICS: PRELIMINARY ISSUES <u>Secondary Material:</u> Ha-Joon Chang, Chapters 1-2 in <i>Economics: The User's Guide</i> (New York: Bloomsbury, 2014) 15-34 (notes 335-6; Camino); Finn, <i>Christian Economic Ethics</i> , 199-215 <i>Sketch your ideas for Paper #1 on your economic perspective in light of today's readings, and bring them to class for our conversation; the actual paper is due in a week</i>
2	4/7	[46]	HOW CHRISTIAN ETHICS ENGAGES ECONOMIC QUESTIONS <u>Secondary:</u> Finn, <i>Christian Economic Ethics</i> , 3-30, 217-34 <i>Sketch your ideas for Paper #1 on your economic perspective in light of today's readings, and bring them to class for our conversation; the actual paper is due on Thursday</i>
UNIT 2. BIBLICAL TEXTS & CONTEXTS			
2	4/9	[35]	THE SINAI COVENANT & CARE FOR THE VULNERABLE <u>Primary:</u> Psalm 68; Exodus 1–21; Deuteronomy 15:1-18 (all three in Bible); Murabba'at 24 (Camino) <u>Secondary:</u> Horsley, <i>Covenant Economics</i> 1-32 <u>Optional:</u> Jacob Rosenberg and Avi Weiss, "Land Concentration, Efficiency, Slavery, and the Jubilee," in <i>The Oxford Handbook of Judaism and Economics</i> (ed. Aaron Levine; New York: Oxford University Press, 2010) 74-87 (Camino) <i>Paper #1 due: Your Economic Perspective — submit your paper before class to the assignment drop box on Camino</i>
3	4/14	[42]	WOMEN, CHILDREN, SLAVES <u>Primary:</u> Ruth, excerpts from the Babatha archive (online from Camino syllabus) <u>Secondary:</u> Adams, <i>Social & Economic Life in Second Temple Judea</i> 8-40 <u>Optional:</u> Adams, <i>Social & Economic Life in Second Temple Judea</i> 41-81
	4/16	[28]	IMPERIAL PRESSURES & PROPHETIC PROTESTS <u>Primary:</u> Amos <u>Secondary:</u> Horsley, <i>Covenant Economics</i> 65-79 <i>Topic Statement and sources for Research Paper due (Camino before class)</i>
4	4/21	[22]	DEBATES AMONG THE SAGES: WEALTH & POVERTY IN THE WISDOM TRADITION <u>Primary:</u> Select two contradicting wisdom passages in the Bible that Adams discusses, and read them and their surrounding material in the Bible <u>Secondary:</u> Adams, <i>Social & Economic Life in Second Temple Judea</i> 183-205
	4/23	[54]	TAXATION UNDER EMPIRE: THE IMPACT OF THE STATE ON BIBLICAL TEACHING <u>Secondary:</u> Adams, <i>Social & Economic Life in Second Temple Judea</i> 128-82 <i>Short Paper due: Which version of wisdom is wise? (hard copy in class)</i>
5	4/28	[65]	RENDERED UNTO CAESAR: THE HISTORICAL JESUS <u>Primary:</u> Gospel of Mark (Bible); Q passages (Camino) <u>Secondary:</u> Horsley, <i>Covenant Economics</i> 81-97, 115-33

Wk	Date	Pages of Reading	Topic of Lecture & Discussion
5	4/30	[48]	<p>CONFLICTS OVER THE POOR IN JERUSALEM: PAUL & JAMES <u>Primary:</u> Galatians 2; Acts 2:42-47; 4:32-5:11; 6:1-7; 15; James <u>Secondary:</u> Horsley, <i>Covenant Economics</i> 135-48; Bruce W. Longenecker, "Remember the Poor': Interpretive Paradigms in Conflict," in <i>Remember the Poor: Paul, Poverty, and the Greco-Roman World</i> (Grand Rapids, Michigan: William B. Eerdmans, 2010) 157-82 (Camino)</p>
6	5/5	[33]	<p>CONCERN FOR THE POOR IN A RICH PERSON'S GOSPEL: LUKE-ACTS <u>Primary:</u> Synopsis of John the Baptist's preaching (Camino); Gospel of Luke 10:25-42; 16:19-31; review Acts passages from last class <u>Secondary:</u> Robert Karris, "Poor and Rich: The Lukan <i>Sitz im Leben</i>," in <i>Perspectives on Luke-Acts</i> (ed. Charles H. Talbert; Special Studies Series 5; Danville, Virginia/Edinburgh: Association of Baptist Professors of Religion/T & T Clark, 1977/1978) 112-25; James A. Metzger, "Jesus on Economic Justice in Luke: Accommodationist or Subversive?" <i>Prism</i> 23:1 (2009) 45-58 (Camino)</p>
	5/7	[39]	<p>CRITIQUING ROME IN TEXT & PRACTICE <u>Primary:</u> Revelation 18 <u>Secondary:</u> Richard Bauckham, "The Economic Critique of Rome in Revelation 18," in <i>The Climax of Prophecy: Studies in the Book of Revelation</i> (Edinburgh: T & T Clark, 1993) 338-83 (Camino) Short Paper due: Was Jesus Lazy? Begging the Question (hard copy in class)</p>
7	5/12	[33]	<p>CONCERN FOR THE POOR AMIDST INCREASING RICHES: THE EARLY CHURCH <u>Secondary:</u> Finn, <i>Christian Economic Ethics</i> 71-85, 87-105</p>
	5/14	[33]	<p>MONASTIC, FRANCISCAN & PROTESTANT REFORMATIONS <u>Secondary:</u> Finn, <i>Christian Economic Ethics</i> 107-122, 159-77 Choose your critique of Marxism in class for class discussion on March 4; relevant chapters from Eagleton's book, <i>Why Marx was Right</i>, will be posted thereafter on Camino</p>
<p>UNIT 3. CONTEMPORARY CAPITALISM & ETHICS</p>			
8	5/19	[41]	<p>CAPITALISM: ITS RISE, ITS ASSUMPTIONS <u>Secondary:</u> Ha-Joon Chang, "How Have We Got Here? A Brief History of Capitalism," in <i>Economics: The User's Guide</i> (New York: Bloomsbury, 2014) 37-78 (Camino)</p>
	5/21	[58]	<p>KARL MARX: THE SOCIO-ECONOMIC CONTEXT & CONSEQUENCES OF HIS WORK <u>Primary:</u> Karl Marx and Friedrich Engels, "<i>The Communist Manifesto</i>," 1872 ed., trans. Samuel Moore, in Karl Marx and Friedrich Engels, <i>The Communist Manifesto</i> (ed. Jeffrey C. Isaac; Rethinking the Western Tradition; New Haven, Connecticut: Yale University Press, 2012) 73-102 (Camino) <u>Secondary:</u> You will choose one of eight critiques of Marxism that Terry Eagleton raises and rebuts, depending on your interest; you'll read his chapter on that critique, write a 2-page single-spaced paper on the critique and Eagleton's rebuttal, and present your summary to the class; chapters are from <i>Why Marx Was Right</i> (New Haven, Connecticut: Yale University Press, 2011; all on Camino) Short Paper due: Was Marx Right? (hard copy in class)</p>

Wk	Date	Pages of Reading	Topic of Lecture & Discussion
9	5/26	[26]	<p>THE OBJECTIVIST/LIBERTARIAN CRITIQUE OF MARX: AYN RAND & OTHERS</p> <p><u>Primary:</u> Ayn Rand, "Collectivized Ethics," and Nathaniel Branden, "Isn't Everyone Selfish?" in Ayn Rand, <i>The Virtue of Selfishness</i> (New York: Signet, 1964) 93-9; 66-70 (Camino)</p> <p><u>Secondary:</u> Daniel Finn, "Nine Libertarian Heresies Tempting Neoconservative Catholics to Stray from Catholic Social Thought," <i>Journal of Markets & Morality</i> 14:2 (2011) 487-503 (Camino)</p> <p><i>Outline for Research Paper due (Camino before class)</i></p>
	5/28	[35]	<p>PRINCIPLES FOR AN ECONOMIC ETHIC TODAY</p> <p><u>Secondary:</u> Finn, <i>Christian Economic Ethics</i> 329-67</p> <p><u>Optional:</u> Finn, <i>Christian Economic Ethics</i> 199-233; Albino Barrera, "What Does Catholic Social Thought Recommend for the Economy? The Economic Common Good as a Path to True Prosperity," in <i>The True Wealth of Nations: Catholic Social Thought and Economic Life</i> (ed. Daniel Rush Finn; New York: Oxford University Press, 2010) 13-36 (Camino); U.S. Conference of Catholic Bishops, "Economic Justice for All" (Washington, D.C.: United States Conference of Catholic Bishops, 1986) (Camino and online)</p>
10	6/2	[20]	<p>REDEEMING ECONOMICS</p> <p><u>Primary Material:</u> Pope Francis, <i>Evangelii Gaudium</i> ['The Joy of the Gospel,' Apostolic Exhortation] §§50-75 (chapter 2, Introduction and section I) (Rome: Vatican Press, 2013) 43-62, online, http://www.vatican.va/holy_father/francesco/apost_exhortations/documents/papa-francesco_esortazione-ap_20131124_evangelii-gaudium_en.pdf (Camino and online)</p> <p><i>Optional Draft of Research Paper due in class in hard copy</i></p>
	6/4	[0]	<p>RESEARCH COLLOQUIUM</p> <p>Our class today will allow you to showcase your research by offering a 5-minute summary of your findings</p>
11	6/11 Th		<p>► By 9:30 p.m. tonight, submit your Research Paper to the assignment drop box on Camino</p>