



TESP 4 (Theology, Ethics & Spirituality (Area 2)

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

Spring 2016

Prerequisites: None

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

Instructor: Janet Giddings

Office: Kenna Hall 305

Office Hours: 10:30-11:45 a.m. and by appointment also

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Classroom: Kenna Hall 308

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*, *Jesus the Misunderstood Jew*, and *assessing ideas and arguments from early Christian theologians*. An ethics unit will include *Slavery* in first-century Jewish-Christian context, women as deacons in the tradition; and we will consider selections from Ladauto Si and how the environment has been cared for (or not) throughout and within Christian 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. Your own Bible or see Bible Gateway online. You must print out the gospel and have it in class.

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

Macy, Gary, William Ditewig, Phyllis Zagano. *Women Deacons*. Mahwah, New Jersey, Paulist Press, 2011.

Camino required materials:

“Laudato Si” Pope Francis. Selections. See pdf.

Jenkins, Willis. “After Lynn White: Religious Ethics and Environmental Problems.” (2008)

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. **Included in participation this quarter:** April 20th, 5-6 p.m. Human Trafficking panel event, Bannan Parlors. Four 1-2 page Homework response papers.

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 (1st century Palestine) (LO 1a)

20: Quiz: Levine; early groups; Gospel of Mark. Quiz may consist of short answers, and essay. In-class. (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, *Laudato 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 making an **argument**. (LO 1a, 1b)

20: Oral and written argument on women deacons in Christian tradition. The argument follows philosophical form, is logical and clear, considers the opposing view.

*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 a source who has written on the Jesus as a Jew; or, Judaism at the time he lived.
2. Quiz: On the development of theological ideas of Jesus from Levine and early Christian views of Messianic/Christological in Levine in comparison with Mark's Jesus.
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. After presenting research on the initial encounter the study will conclude with how the denomination responds to modern-day slavery or human trafficking today.

*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. Presentation: one (1) theologian within Christian tradition. To understand the complexity of the tradition students will help inform the class on various ideas presented by various theologians in the early development of the Christian religion as it broke away from Judaism.
5. Reflection: Homework: 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" 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 discussing your own family response to the environment.

7. Women Deacons: Oral argument and paper. This assignment helps the student clarify their own response to the role of women in Christian tradition. The oral presentation gives the student the opportunity to hear their own argument and its logic (or not) and the writing confirms the stance. This assignment fulfills the ethics unit for the course.

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.
- 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; 7TH 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.

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. If you register into the course after 2 days (thereby making the 3rd class), one 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 2nd or 3rd unexcused absence will reduce your final grade by 5% for every day. 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 could reduce or erase your entire 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!

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.

Writing Center

You may want to take a 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.

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.

Exam: Preferred: no bathroom breaks

Cell Phones: No. You will be asked to leave the room if you use your cell. 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.

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

SCHEDULE OF ASSIGNMENTS

TESP 4: Spring 2016/Prof Giddings

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, SPIRITUALITY

Week One

Wed Mar 30	Introduction; syllabus; Camino; class decorum; homework
Fri Apr 1	Jesus, the Jew Jewish groups at the time of Jesus

Week Two

Mon Apr 4	The Gospel of Mark: Chapters 1-4 Paper 1 due: Jesus, the Jew
Wed Apr 6	The Gospel of Mark: Chapters 5-10
Fri Apr 8	Finish: The Gospel of Mark: 11-16

Week Three

Mon Apr 11	Levine: Introduction; Chapter One Homework 1 : Response
Wed Apr 13	Levine: Chapters Two, Three
Fri Apr 15	Levine: Chapters Four, Five

Week Four

Mon Apr 18	Finish Levine: Chapters Six, Seven, Quo Vadis?
Wed Apr 20 Mandatory event: 5-6 p.m. Benson Parlors B/C	Lecture: Slavery in early Christian tradition and slavery today
Fri Apr 22	Students review for quiz

COMPETING CHRISTIAN UNDERSTANDINGS IN EARLY TRADITION

Week Five

Mon Apr 25	Exam: Early Jewish Groups; Gospel; Levine Bring Large test booklet
Wed Apr 27	Team presentations: Theologians
Fri Apr 29	Team presentations: Theologians

COMPETING CHRISTIAN UNDERSTANDINGS TODAY

Week Six

Mon May 2	Library: Finish Research
Wed May 4	Film: Gospel According to Papuans
Fri May 6	Paper 2 due: Encounters Lecture: Gospel of Prosperity; Rap

THE EARTH & ENVIRONMENT IN CHRISTIAN TRADITION

Week Seven

Mon May 9	White and Lynn: see readings in Camino <i>Ladauto Si</i> Selections: Camino
Wed May 11	<i>Ladauto Si</i> , finish
Fri May 13	“The Environment” by Hannah Ka

Week Eight

Mon May 16	Paper 3: Reflection on family tradition and response to the environment Class discussion of papers
Wed May 18	Film: The Tapestries of John Nava: art and architectural environments
Fri May 20	Women Deacons: Chapter One, Gary Macy Homework 2

THE PLACE OF WOMEN in the TRADITION

Week Nine

Mon May 23	Women Deacons Chapter Two, William Ditewig Homework 3: response
Wed May 25	Women Deacons Chapter Three, Zagano Homework 4: response
Fri May 27	Consultations with Prof Giddings in office: Schedule meeting time

FINI: ARGUMENTS on WOMEN as DEACONS

Week Ten

Mon May 30	NO SCHOOL: MEMORIAL DAY
Wed Jun 1	Arguments: Women Deacons
Fri Jun 3	Arguments: Women Deacons Paper 4 due last day of class

NOTE:

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

Assignments:

20 Participation

10 Paper 1: Jesus, the Jew

20 Exam

20 Paper 2: Encounters

10 Paper 3: Environment

20 Oral argument and Paper 4

Homework papers: 4

No Final in this course.