

TESP 4 – The Christian Tradition
Fulfills **RTC 1** core curriculum requirement

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Course Description

This course, which fulfills the Religion, Theology, and Culture (RTC) 1 core curriculum requirement, introduces students to Christian theology, ethics, and spirituality, focusing on the role that Christian perspectives play in controversial issues throughout history and particularly in the world today. Students explore Christian theology through reading scripture and contemporary works to understand who Jesus was and what Jesus means to a variety of Christian communities. Students explore Christian ethics through examining Christian ethical perspectives from a variety of denominations on a variety of current issues. Students also apply ethical positions to evaluate current public figures and policies on a particular issue of the students' choosing.

Course Objectives

After taking this course, students will be able to:

1. Identify the most important contours of the history of the Christian tradition
2. Describe and give examples of religious practices and beliefs from several different Christian denominations in globally distinct regions.
3. Compare, contrast, and analyze primary sources such as New Testament passages that offer differing perspectives.
4. Analyze Christian theological and ethical perspectives from a variety of denominations on current issues, including arguing in support of a given work's strengths and critiquing its weaknesses.

Core Curriculum Learning Objectives – Religion, Theology, and Culture (RTC) 1

1. 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 of Content as well as Method; Ambiguity)
2. Students will be able to use critical approaches to reflect on their own beliefs and the religious dimensions of human existence. (Critical Thinking; Complexity of Method; Religious Reflection)

Religion Department Objectives

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 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.

Required Readings

There are no textbooks for this course. All readings available on the course Camino

website.

Each student must have an i>Clicker, available at the SCU Bookstore. If you have an i>Clicker from another course it can be used for this course as well.

Assignments

Participation/Attendance – 15%

Grade is based on attendance, bringing a working i>Clicker to each class meeting, student self-evaluation of participation, and professor assessment of participation. Absence will result in a 0 participation grade for the day. The three lowest participation scores are dropped (the equivalent of three excused absences during the quarter).

Response Assignments – 15%

Response assignments include opportunities for students to ask informational questions, pose discussion questions for consideration, and provide short answers on key concepts from the readings. Response assignments include five reflection papers of 250 or more words each, completed on five readings of the student's choosing throughout the quarter. Response and Reflection assignments are due by the beginning of the class for which the pertinent reading is assigned. (*Core curriculum objective #1 & #2*)

Quizzes on Readings – 15%

In-class i>Clicker quizzes on key concepts from the readings. Because these are in-class quizzes, they cannot be made up. The lowest two scores are dropped to allow for excused absences. (*Core curriculum objective #1*)

Group Presentation – 15%

Student groups present on a controversial issue in Christianity, including preparing readings and/or videos and dynamic activities to engage the class in analysis and discussion of varying sides of the issue. (*Core curriculum objectives #1 & #2*)

Term Paper – 20%

Students analyze a current public figure, law, or policy based on the perspectives of two contrasting Christian ethicists and the student's own perspective. The term paper is a five-part assignment that includes an outline, a complete draft, peer feedback, HUB feedback, and a final draft. 5 pages. (*Core curriculum objectives #1 & #2*)

Final Paper – 20%

Students write a two-part essay based on their experiences in the entire course. The first part answers the question "what is the most important thing that I learned and this class," and analyzes academically a theme the student identified in readings and class discussion, using examples from at least three diverse sources. The second part answers the question "how did I grow as a result of this class," and presents the students' reflections on how they grew as a person or as a student. This section is based on excerpts from reflection assignments that illustrate an area of student growth. 5 pages. (*Core curriculum objective #1 & #2*)

Late Assignments

No late response or reflection assignments will be accepted. Other assignments will receive a full-grade deduction for each day late. Thus an assignment turned in up to 24 hours late reduces an A assignment to a B, 24-48 hours late reduces an A assignment to a C, etc.

Full Participation

Full participation is required to receive full credit. Please be in class and ready to go when class is scheduled to start. To facilitate attentive participation, please turn off and put away all

electronic devices unless otherwise instructed.

Grading 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	=	59 or lower

Feedback

I provide individual feedback to students on reflection and essay assignments, pointing out successes and offering constructive feedback on ways to improve weaker areas. Because I post all grades on Camino, students will have ongoing access to information regarding their progress in the class. I encourage and welcome all students to contact me via e-mail or phone, stop by during office hours, and/or set up appointments with me to discuss their experience in the course and address any questions or struggles they might have.

Course Evaluation

I offer students three anonymous narrative evaluation opportunities: early in the course, halfway through the course, and at the end of the course. I use the first two evaluations to make immediate adjustments in response to student concerns wherever possible and reasonable.

Academic Integrity Pledge

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, 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

Students are expected to uphold the principles of this pledge for all work in this class. Any incident of plagiarism or other breaches of academic integrity will result in a 0 on the assignment and a report sent to the Office of Student Life.

Disability Resources

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, (408) 554-4109, 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.

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 medically related needs. 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/>

Reporting Practices

I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having. At the same time, please be aware that there are some reporting requirements that are part of my job at Santa Clara University. For example, if you inform me of an issue of harassment, sexual violence, or discrimination, I will keep the information as private as I can, but I am required to bring it to the attention of the institution's EEO and Title IX Coordinator. If you inform me that you are struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, I will likely inform the campus Student Care Team (SCU CARE). If you would like to reach out directly to the Student Care Team for assistance, you can contact them at www.scu.edu/osl/report. Additionally, you can report incidents or complaints to the Office of Student Life (OSL), Campus Safety Services, and local law enforcement. For confidential support, contact the Counseling and Psychological Services office (CAPS), the YWCA, or a member of the clergy (for example, a priest or minister). Finally, please be aware that if, for some reason, our interaction involves a disruptive behavior, a concern about your safety or the safety of others, or potential violation of University policy, I will inform the Office of Student Life. The purpose of this is to keep OSL apprised of incidents of concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.

Day	Date	Reading Due	Assignment
1	Mon., April 3	None (Course introduction)	
2	Weds., April 5	<i>Camino</i> : Jacobsen, “The Ancient Tradition”	Quiz
3	Fri., April 7	<i>Camino</i> : Jesus’s Birth Narratives	Response
4	Mon. Apr. 10	<i>Camino</i> : Narratives of Jesus’s resurrection	Response
5	Weds., Apr. 12	<i>Camino</i> : Christian Perspectives on Pres. Trump	Response
April 14 – Good Friday			
6	Mon., Apr. 17	<i>Camino</i> : Jacobsen “The Great Division: 500-1000”	Quiz
7	Weds., Apr. 19	<i>Camino</i> : The Jesus Sutras	Response
8	Fri., Apr. 21	<i>Camino</i> : Materials on Controversial Topic #1	Response
9	Mon., Apr. 24	<i>Camino</i> : Jacobsen “Rise of the West”	Quiz
10	Weds., Apr. 26	<i>Camino</i> : Jacobsen “Christianity - Global Era”	Quiz
11	Fri., Apr. 28	<i>Camino</i> : Materials on Controversial Topic #2	Response
12	Mon., May 1	<i>Camino</i> : Abortion in the Bible and Church History	Response
13	Weds., May 3	<i>Camino</i> : Abortion in the Catholic Church	Response
14	Fri., May 5	<i>Camino</i> : Materials on Controversial Topic #3	Response
15	Mon., May 8	<i>Camino</i> : Global Christians on Abortion	Response
16	Weds., May 10	<i>Camino</i> : Christian Abortion Perspectives	Response
17	Fri., May 12 – Term Paper Writing Day: No Class		
18	Mon., May 15	None (Midterm Peer Reviews in class)	None
19	Weds., May 17	<i>Camino</i> : Readings on the Amish	Response
20	Fri., May 19	<i>Camino</i> : Materials on Controversial Topic #4	Response
21	Mon., May 22	<i>Camino</i> : Jacobsen, “The Middle East”	Quiz
22	Weds., May 24	Bigger Questions	Revisions
23	Fri., May 26	<i>Camino</i> : Materials on Controversial Topic #5	Response
Mon., May 29 – Memorial Day			
24	Weds., May 31	Bigger Questions	None
25	Fri., June 2	<i>Camino</i> : Materials on Controversial Topic #6	Response
26	Mon., June 5	Bigger Questions	None
27	Weds., June 7	Bigger Questions	None
28	Fri., June 9	Bringing the course to a close	Final Paper