

**TESP 190 – Celtic Christianity**  
Fulfills **RTC 3** core curriculum requirement

**Instructor:** Dr. Lynn Jencks

**E-mail:** [ljencks@scu.edu](mailto:ljencks@scu.edu) *Please allow 24 hours for response on weekdays, 48 hours on weekends*

**Phone:** (408) 551-3190

**Office Hours:** Kenna 303, Friday 9:15-11:15, also by appointment

**Course Meetings:** Spring 2017, MW 4:45-6:30 p.m.

**Course Description**

This course, which fulfills the Religion, Theology, and Culture (RTC) 3 core curriculum requirement, introduces students to Celtic Christianity and its interpretations through the centuries. Unit 1 explores the archaeological and written records regarding pre-Christian religions in the Celtic lands and Christianity in the “Golden Age” of Celtic saints in the 7<sup>th</sup> to 9<sup>th</sup> centuries CE. Unit 2 examines interpretations of this “Golden Age” of Celtic Christianity from the early middle ages through the late 20<sup>th</sup> century CE, with particular focus on how political and spiritual movements shaped each era’s interpretation of Celtic Christianity. Unit three examines current literature on Celtic Christianity, examining how present-day authors interpret Celtic Christianity to serve the spiritual needs of their audiences.

**Course Objectives**

After taking this course, students will be able to:

1. Describe and give examples of religious practices and beliefs from the “Golden Age” of Celtic Christian saints
2. Evaluate works on Celtic Christianity, from the 7<sup>th</sup>-20<sup>th</sup> centuries CE, including analyzing how political and spiritual trends of each era influence interpretations of Celtic Christianity.
3. Apply this historical analysis of Celtic Christianity’s interpreters to current-day conceptions of Celtic spirituality, including analyzing authors’ perspectives on the spiritual needs of present-day Christians and how these understandings influence the authors’ interpretations of Celtic Christianity.

**Core Curriculum Learning Goals – Religion, Theology, and Culture (RTC) 3**

1. **Critical Thinking:** The ability to identify, reflect upon, evaluate, integrate, and apply different types of information and knowledge to form independent judgments.
2. **Ethical Reasoning:** Drawing on ethical traditions to assess the consequences of individual and institutional decisions.
3. **Religious Reflection:** Questioning and clarifying beliefs through critical inquiry into faith and the religious dimensions of human existence.
4. **Perspective:** Seeking out the experience of different cultures and people, striving to view the world through their eyes.

**Core Curriculum Learning Objectives – Religion, Theology, and Culture (RTC) 3**

- 1 Identify diverse perspectives on and evaluate ethical implications of past or present issues of enduring relevance. (Critical Thinking; Ethical Reasoning; Perspective)
- 2 Evaluate and apply insights from the study of religion to open-ended issues facing societies, past or present. (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 Reading**

All readings available on the Camino course website.

## **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, put away all electronic devices except when specifically directed otherwise.

## **Late Assignments**

No late response 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.

## **Grading**

### *Participation/Attendance – 25%*

Grade is based on attendance, 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 – 25%*

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. The response assignment grade includes five reflection papers of one page 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*)

### *Term Paper – 20%*

Students analyze historical and current interpretations of a Celtic Christian figure in a three-part paper. Part I describes the historical evidence on this figure. Part II analyzes the interpretations of this figure during one era prior to 1960. Part III analyzes a current work on this figure. Both Parts II and III include the student's perspectives on what the author's interpretation of the figure indicates regarding the spiritual needs of the author's audience. This paper is a five-part assignment: optional outline, paper draft, HUB feedback, peer feedback, and a final draft. 8 pages. (*Core objective #1*).

### *Group Presentation – 10%*

Student groups present on the material from their term papers.

### *Final Paper – 20%*

Students write a two-part essay based on their response assignments from the entire course. The first part analyzes a theme the student identified in readings and class

discussion, using examples, comparisons, and contrasts from at least three diverse sources. The second part is the students' reflections on how they grew in their journeys as seekers of ultimate meaning and as religious or non-religious people. This section is based on excerpts from reflection assignments that illustrate an area of student growth. 5 pages. (*Core objective #1; Core objective #2*).

### **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 will provide individual feedback to students on reflection papers and essays, 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.

### **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](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.

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

In alignment with Title IX of the Education Amendments of 1972 and with the California Education Code, SCU 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 or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 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/>

### **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](http://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, 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	Readings	Assignments Due
1	Mon., Apr. 3	- None -	
2	Weds., Apr. 5	<i>Camino: Celtic Pre-Christian Religions</i>	Response
3	Mon., Apr. 10	<i>Camino: Patrick's Confessio</i>	Response
4	Weds., Apr. 12	<i>Camino: 7c.-9c. Hagiography</i>	Response
5	Mon., Apr. 17	<i>Camino: Medieval Vitae</i>	Response
6	Weds., Apr. 19	<i>Camino: St. Patrick's Purgatory</i>	Response
7	Mon., Apr. 24	<i>Camino: Patrick and Oisín</i>	Response
8	Weds., Apr. 26	<i>Camino: St. Patrick for Ireland</i>	Response
9	Mon., May 1	<i>Camino: The Celtic Twilight</i>	Response
10	Weds., May 3	<i>Camino: Critical Scholarship</i>	Response
11	Mon., May 8	- None -	Term Paper
12	Weds., May 10	<i>Camino: Brigid's Mantle</i>	Response
13	Mon., May 15	<i>Camino: Brigid of Kildare</i>	Response
14	Weds., May 17	- None -	Paper Revisions
15	Mon., May 22	<i>Camino: Globalization of God</i>	Response
16	Weds., May 24	<i>Camino: Secret Gospel of Ireland</i>	Response
<b>Mon., May 29 – Memorial Day Holiday</b>			
17	Weds., May 31	<i>Camino: I Am Of Irlaunde</i>	Response
18	Mon., June 5	<i>Camino: Celtic Christianity in Popular Culture</i>	None
19	Weds., June 7	- None -	Final Paper