

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

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

**Winter 2016**

**Prerequisites:** None

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

**Instructor:** Janet Giddings

**Office:** Kenna Hall 305

**Office Hours:** 9:15-10:15 a.m.

**Phone:** 551-3000 x 4273      **Email:** [jgiddings@scu.edu](mailto:jgiddings@scu.edu)

**Classroom:** Kenna 109

**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 21<sup>st</sup> century global world.

**Welcome from Professor Giddings,**

I welcome students interested in exploring Christian tradition from its roots and beginnings to its various cultural contexts of today. This course introduces students to the tradition and practice of Christian theology, ethics, and spirituality. We will explore how Christian tradition was/is developed and expressed through intellectual and practical ways in different parts of the world. Theology and spirituality of the Jesus Movement (early Christians) is scrutinized through a close reading and study of *IPeter* in its social-cultural context. An ethics unit will include *Women Deacons*, a wonderful and short study of the history, present, and future of women in the diaconate.

**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**

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**

- 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)**

Elliott, John H. *Conflict, Community, and Honor: 1 Peter in Social-Scientific Perspective*. Eugene, Oregon: Cascade Books, 2007.

*The New Oxford Annotated Bible*. NRSV. Or, your own Bible.

W. Jason Wallace. *Catholics, Slaveholders, and the Dilemma of American Evangelism 1835-1860*. Notre Dame, Indiana: University of ND Press, 2010.

ONLINE: There are numerous assigned readings online. There will be a list posted on Camino.

## Assessment and Grading: 100 points

**20:** Informed participation: means in-class participation based on your reading.

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. While the instructor will occasionally solicit and/or accept personal points of view to begin or encourage discussion, it is essential to the course of study to discuss assignments and/or questions raised on the assignment topics.

No absences = 60% of the 20% grade for participation; only students who consistently demonstrate a close reading of the homework will receive an 'A' in this area.

**20:** 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.

**20:** Quiz may consist of short answers, identification, and short essays.

**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.

**20:** Paper and Presentation based upon the Wallace book; students will link the political, social, and religious zeitgeist and slavery of 1835-1860, to the religious zeitgeist of today with modern-day slavery. Paper = 3-4 pages of writing, 1 page Works Cited/Consulted.

**Homework:** 5 1-2 page papers (one response; one personal reflection paper; three critical analysis). Homework is graded as complete/incomplete and counts as 25% of participation grade. Not turning in homework will deduct points from your participation grade (5 each)

No Final in this course.

*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, to 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 of a source on the Jewish tradition of Jesus.
2. Quiz: On the development of theological ideas from the various theologians.
3. Christian Encounter: Choose a Christian denomination and compare it in two different regions with an analysis of the role of women, the rituals and practices, and what political or social challenges they faced.
4. Paper and presentation on the Wallace book in comparison with Christian Evangelicals today with modern-day slavery.

*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 and Response: to one (1) theologian within Christian tradition.
- 5) Reflection: Discuss religious ideas and practices in Christianity and reflect and compare these to your own religious or philosophical identity.

Papers: You may or may not be asked to write in one of these writing styles. Follow Directives.

1. 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.

2. 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.

3. The analytic essay will be graded on your keen analysis of an essay/text. An analysis of the author's intent, anticipated or stated audience, genre, redaction and other criticisms.

4. Research paper: Research sources are scholarly, E.g. Journal essays; most books. If you are not certain as to whether or not your source is appropriate for university level research, please see the professor. The paper should integrate research into the study/thesis of the paper.

- 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.
- All papers will follow MLA Writing Style Guidelines and Formatting; 7<sup>TH</sup> 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.

### **Grading:**

A (95-100)	B (83-86)	C (73-76)	F = below 60
A- (90-94)	B- (80-82)	C- (70-72)	
B+ (87-89)	C+ (77-79)	D (60-69)	

### **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 3<sup>rd</sup> 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.

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).

**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](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. 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 be asked 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.

Quizzes: No bathroom breaks; phones put away/off.

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

SCHEDULE OF ASSIGNMENTS

TESP 4: Winter 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, AND THEOLOGY**

Jan 4	Introduction: syllabus; class decorum; homework
Jan 6	Scripture: Gospel of Mark; Chapters 1-6 Lecture: Interpreters or heretics?
Jan 8	Gospel of Mark: Chapters 7-9 Early Christian Groups (see website)
Jan 11	Gospel of Mark: finish <b>Paper 1 due:</b> Jesus the Jew analysis and response papers
Jan 13	Peter, James, Paul
Jan 15	In-class film

**THE JESUS MOVEMENT: PETER**

Jan 18	NO SCHOOL: MLK Jr.
Jan 20	1 Peter: 1-50 <b>Homework 1:</b> Reflection 1 Peter 1-27
Jan 22	1 Peter: finish

**EARLY CHRISTIANITY DEVELOPS: THEOLOGIANS**

Jan 25	Theologians who begin the Tradition
Jan 27	<u>Students present:</u> Ignatius of Antioch, Justin Martyr, Irenaeus, Origen <b>Homework 2:</b> Student lectures on theologians
Jan 29	<u>Students present:</u> Arius, Athanasius, Cyril, Basil,

**LATER REFORM and MYSTICS**

Feb 1	<u>Students present:</u> Luther, Calvin, Zwingli, Sor Juana Inez de la Cruz
Feb 3	<u>Students present:</u> Hildegard, Theresa of Avila, Catherine of Siena, Jacob Boehme
Feb 5	<b>Quiz:</b> Jesus in the gospel of Mark; 1Peter, Theologians, Mystics



### SPIRITUALITY AND ART IN CHRISTIAN TRADITION

Feb 8	Mid-term 'sleep in' day: upload homework into Camino <b>Homework 4:</b> Self-reflection paper
Feb 10	In-class film on art & spirituality
Feb 12	Students present examples of art & spirituality

### CHRISTIANITY, POLITICS, AND ETHICS

Feb 15	NO SCHOOL: President's Day
Feb 17	Human Trafficking today: What Christians are doing, or not <b>Paper 2</b> "Encounters" due: upload into Camino
Feb 19	Human Trafficking <b>Homework 4:</b> Response to HT and Christian response
Feb 22	Wallace book: Introduction; Chapter One
Feb 24	Wallace book: Chapter Two <b>Homework 5:</b> Response to Chapter One/Two
Feb 26	Wallace book: Chapter Three
Feb 29	Wallace finish
Mar 2	Final class discussion
Mar 4	No class: Consult with professor in office

### RESEARCH PRESENTATIONS

Mar 7	2 students
Mar 9	3 students
Mar 11	3 students <b>All Wallace/ papers due</b>

**NOTE:**

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