

TESP 50: Catholic Theology: Foundations Winter 2016

TR 8:30 a.m. – 10:10 a.m.
Kenna 214

Instructor

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Office hours TR 10:15 a.m. – 11:15 a.m. in Kenna 311

Course Description

This Religion 2 course focuses on central dimensions of Catholic theology, both in its official forms, and also in the way it is experienced and expressed by members of the Catholic community. One need not have previous exposure to the Catholic faith in order to excel in this course. Students will read classical and contemporary writings on matters germane to Catholic – and broader Christian – thought, visit a parish to witness the Catholic community gathered for liturgy, and document their learning by means of in-class examinations and take-home journal assignments. (Prerequisite: Any RTC 1 course (numbered 1-19)).

Pathway Information

This course is associated with the **Paradigm Shifts and the Nature of Human Knowing Pathway**.

Everything you need to know about Pathways

You can find information about Pathways on the Core Curriculum website <http://scu.edu/core> including specific Pathways, all courses associated with them, and the Reflection Essay prompt and rubric used to evaluate the final essay you will submit.

<http://www.scu.edu/provost/ugst/core/pathways/managing-your-pathway-work/>

Save your work from this class

If you declare this Pathway, you may use a representative piece of work from this course as one of the Pathway materials you will upload via eCampus during your junior or senior year. Therefore, we recommend that you keep electronic copies of your work using Dropbox or Google Docs, in addition to saving copies on your own computer or flash drives. This may ensure you will have a range of choices for retrieving your saved files when you analyze and assemble your Pathway materials in preparation to write the Pathway reflection essay.

Objectives

Students will:

- 1 analyze complex and diverse religious phenomena (such as architecture and art, music, ritual, scriptures, theological systems, and other cultural expressions of religious belief)
- 2 integrate and compare several different disciplinary approaches to a coherent set of religious phenomena
- 3 clarify and express beliefs in light of their critical inquiry into the religious dimension of human existence

Texts

The following texts are required, and are available at the SCU Bookstore.

Benedict, and Timothy Fry. *Rb 1980: The Rule of St. Benedict in English*. Collegeville, Minn.: Liturgical Press, 1982.

Borg, Marcus J. *The Heart of Christianity: Rediscovering a Life of Faith*. San Francisco: HarperSanFrancisco, 2003.

Gaillardetz, Richard R. *By What Authority? A Primer On Scripture, the Magisterium, and the Sense of the Faithful*. Collegeville, Minn.: Liturgical Press, 2003.

Additional course readings, recommended and required, will be available on Camino. Individuals making single copies for their private use are not required to pay copyright fees.

Structure

This survey course contains three exams, which include both short-answer and essay questions, and which enable students a chance to demonstrate mastery of objectives 2.1 and 2.3. Reading assignments prepare students for deeper engagement of the course material during class, and in this vein, students will be responsible for four (out of a possible six) journal assignments. These brief reflections will provide students an opportunity to satisfy objectives 2.1 and 2.3. During class, we will draw upon documentaries and films to incorporate historical and cultural lenses into our examination of foundational elements of the Catholic faith. Alongside these media, readings have been selected to cover systematic, literary, moral, and experiential approaches to various aspects of Catholicism. These interdisciplinary and intradisciplinary approaches serve to meet objective 2.2. In addition to class participation, journals, and exams, students will make a site visit to a local Catholic community to attend Mass and report on their findings. This site visit report will draw upon observation notes, personal reflection, and course readings in order to satisfy objectives 2.1, 2.2, and 2.3.

Requirements and Grading

Participation (2.1, 2.2, 2.3), including four journals (2.1, 2.3):	20%
Five-page report on church visit* February 12 (2.1, 2.2, 2.3):	20%
Exam I January 28 (2.1, 2.3):	15%
Exam II February 18 (2.1, 2.3):	15%
Cumulative final exam TBA (2.1, 2.3):	30%

*Further information will be provided during week 2 of class. This assignment requires attendance at a Catholic mass. Students will observe how other attendees are participating, and make note from the perspective of the **study of religion** of the ritual taking place, including the structure of the ritual and its various elements (music, processions, the liturgy of the Word, homily, attire, the liturgy of the Eucharist). These observations will be recorded upon leaving the Mass so as to not disturb other attendees. Alongside these observations, students will use source material from the course, as well as their own previous exposure to Catholic liturgies (where applicable) to interpret the **theological** significance of the Mass, and also reflect on their own religious beliefs in response to participation in the Mass, whether Catholic or otherwise. Students who are not Catholic are welcome to compare their experience of the Mass with their own beliefs and practices as part of the assignment. Satisfies objectives 2.1, 2.2, and 2.3.

Grading Scale

A: 94-100
A-: 90-93
B+: 87-89
B: 83-86
B-: 80-82
C+: 77-79
C: 74-76
C-: 70-73
D: 66-69
F: 65 and below

Calendar

Unit 1: Foundations and Sources for Theological Reflection

Faith and Reason

For January 7, read: Preface, Ch. 1-2 of *The Heart of Christianity*

Revelation

For January 12, read Walker Percy's "The Message in the Bottle" (on Camino)

Scripture and Tradition

For January 14, read Ch. 3 of *The Heart of Christianity*

First journal entry due at 11:59 p.m. on January 13 (Meets Objectives 2.1, 2.3)

Note that the first journal is required

For January 19, read the Introduction and Ch. 3 of *By What Authority?*

God

For January 21, read Ch. 4 of *The Heart of Christianity*

For January 26, read Augustine's *De Trinitate* (on Camino)

Second journal entry due at 11:59 p.m. on January 25 (Meets Objectives 2.1, 2.3)

Exam I on January 28 (Meets Objectives 2.1, 2.3)

Unit 2: Christ, Creation, Call

Christ

For January 28, read Ch. 5 of *The Heart of Christianity*

For February 2, read Ch. 4 of *Spirituality Seeking Theology* (on Camino)

Third journal entry due at 11:59 p.m. on February 1 (Meets Objectives 2.1, 2.3)

Anthropology

For February 4, read the introduction and Ch. 1-4 of John R. Sachs' *The Christian Vision of Humanity* (on Camino)

For February 9, read the introduction and Ch. 1 of Kristin Heyer's *Kinship Across Borders* (on Camino)

Fourth journal entry due at 11:59 p.m. on February 8 (Meets Objectives 2.1, 2.3)

Discipleship and the Moral Life

For February 11, read *The Rule of Benedict*

Your parish visit paper is due by 11:59 p.m. on Friday, February 12 (Meets Objectives 2.1, 2.2, 2.3)

For February 16, read Ch. 2-3 of *Go and Do Likewise: Jesus and Ethics* (on Camino)

Exam II on February 18 (Meets Objectives 2.1, 2.3)

Unit 3: Struggles and Structures

Sin

For February 18, read Ch. 3 of James Keenan's *Moral Wisdom* (on Camino)

No class on February 23 – the church visit makes up for this time

For February 25, read Flannery O'Connor's "Revelation" (on Camino)

Fifth journal entry due at 11:59 p.m. on February 24 (Meets Objectives 2.1, 2.3)

Theodicy

For March 1, read the preface and Ch. 1 of Stanley Hauerwas' *God, Medicine, and Suffering* (on Camino)

Church and Doctrine

For March 3, read Ch. 4 and 6 of *By What Authority?*

Sixth journal entry due at 11:59 p.m. on March 2 (Meets Objectives 2.1, 2.3)

For March 8, read Ch. 7-8 of *By What Authority?*

Review on March 10

Final Exam – TBA (Meets Objectives 2.1, 2.3)

Policies

Attendance:

Participation constitutes a significant portion of the grade, and it is therefore critical that you miss as little classroom time as possible. That being said, I do understand that extenuating circumstances can interfere with class attendance. If you are sick, please stay home and get better, but notify me via email no later than 8:15 a.m. on the day you will be missing class. If your absence is due to a medical emergency or a funeral, please be prepared to offer evidence to excuse the absence. Students missing 4 or more classes will automatically face a letter-grade reduction (at a minimum), and only two unexcused absences are allowed. Two tardies constitute one unexcused absence, so please be sure to get to class on time. That way, we will be able to focus on the work we will do together instead of facing distractions.

Food:

Yes. You may eat, but please be considerate of others. Please be mindful of both the sound and fragrance associated with the food and drink you bring to class, and do pick up after yourself if you make a mess.

Breaks:

We will take a ten-minute break during class, but if the break is abused (i.e., if students regularly return late), it will be shortened or taken away. If you need to use the restroom outside of break time, please quietly excuse yourself and return in a timely fashion.

Late Work:

Any assignment turned in past the deadline will result in a drop of half a letter grade for every day (or portion thereof) that it is late. For instance, a paper turned in at 1 a.m. with a 11:59 p.m. deadline (i.e., roughly an hour late) will earn no

better than an A- if the work is otherwise perfect. Please plan accordingly, though if you have a legitimate emergency, please be in communication.

A word on academic integrity:

The university has published materials related to academic integrity, including the following resource: <http://scu.edu/studentlife/resources/upload/Academic-Integrity-brochure-2014.pdf>

As a student at Santa Clara University, you are likely familiar with the three Cs: conscience, competence, and compassion. These values are a helpful way to think about academic integrity. By going against one's conscience, one fails to demonstrate how much has been learned in a class (competence) by taking the easy way out. With the opportunity to attain a world-class education that is centered on educating the whole person, maintaining integrity in all spheres of life will help to foster compassion for a world that so desperately needs it. Cutting corners now serves no one, and violations of the university's academic integrity policy may result in a failing grade in this course. To the three Cs, let's add a fourth: citation. Any work that is used to bolster your argument but which did not originate from your own brilliant mind must be cited. If you have questions about this, please do not hesitate to ask.

Disabilities Syllabus Statement:

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.

Title IX Syllabus Statement:

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 and dating violence or stalking, we encourage you to tell someone promptly. For more information, please go to www.scu.edu/studentlife and click on the link for 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 or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com

Statement for Syllabi on Reporting Practices (adapted, with permission, from Scott Lewis's SCU presentation on Title IX)

While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, 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. If you would like to talk to the Office of EEO and Title IX directly, they can be reached at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com. 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.