

TESP 190 – Celtic Christianity
Department of Religious Studies
Fulfills **RTC 3** core curriculum requirement

Instructor: Dr. Lynn Jencks

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

Phone: (408) 551-3190

Office Hours: Kenna 303, MWF 10:30-11:30 a.m., also by appointment

Course Meetings: Winter 2017, MWF 2:15-3:20 p.m., Kenna 111

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 during the first half of the first millennium CE. Unit 2 examines interpretations of this "Golden Age" of Celtic Christianity from the early middle ages through the late 20th century CE, with particular focus on how political and spiritual movements shaped each era's interpretation of Celtic spirituality. Unit three examines current literature on Celtic spirituality, 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 spirituality, from the 7th century CE to the early 20th century 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

Textbook:

Ian Bradley, *Celtic Christianity: Making Myths and Chasing Dreams*, Edinburgh: Edinburgh University Press, 1999. (Available through various online sources; also in library reserves)

Other Readings:

Available on the Camino course website

Attendance

Attendance and participation constitutes 30% of your overall course grade. Students are allowed three excused absences. If you will be unable to attend a class because of illness or an unavoidable conflict, you must notify the professor before class. You will receive an excused absence for that session. An excused absence without prior notice will only be granted if the absence was due to an urgent matter that precluded prior notice and if the professor is notified as soon as possible.

Full Participation

Full participation is required to receive full credit. Please be in class and ready to go when class is scheduled to start. If you have a schedule that makes it impossible for you to do this, let the professor know ahead of time. To facilitate attentive participation, put away all devices except when using them to consult readings and assignments during specific discussions.

Late Assignments

No late discussion questions will be accepted. Other assignments will receive a half-grade deduction for each day late. Thus one day late reduces an A assignment to an A-, two days late reduces an A assignment to a B, etc.

Grading

Participation/Attendance – 30%

Grade is based on attendance, submission of discussion questions, student self-evaluation of participation, and professor assessment of participation. Active participation includes engaged involvement in class discussions, which will constitute the majority of class time. Any unexcused absences, or any excused absences beyond the three allotted excused absences, will result in a 0 participation grade for the day.

Reflection Papers – 25%

Reflections of one page each, based on professor prompts and students' additional thoughts. In reflection papers, students demonstrate their grasp of key concepts and explore a variety of perspectives on Celtic spirituality both from a critical scholarly perspective and also from a spiritual perspective that relates facets of Celtic spirituality to students' own life journeys. Students complete seven reflection assignments throughout the quarter. (*Core objective #1; Core objective #2*).

Grading, cont.

Mid-term Essay – 25%

Students analyze historical and current interpretations of a Celtic Christian figure in a four-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 authors' interpretations of the figure indicate regarding the spiritual needs of the author's audience. In Part IV, the student offers her/his perspective on what the figure has to offer to Christianity today. This paper is a five-part assignment: optional outline, paper draft, HUB feedback, peer feedback, and a final draft. 8 pages. (*Core objective #1*).

Final Essay – 20%

Students write a two-part essay based on their reflection 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 (3 pages). 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. (3 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.

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 or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 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, 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., Jan. 9	- None -	
2	Weds., Jan. 11	<i>Camino</i> : Celtic Pre-Christian Religions	Discussion Question
3	Fri., Jan. 13	<i>Camino</i> : Documents from the "Golden Age"	Discussion Question; Reflection 1
Mon., Jan. 16 - Martin Luther King, Jr. Holiday			
4	Weds., Jan 18	<i>Camino</i> : Patrick's <i>Confessio</i>	Discussion Question
5	Fri., Jan 20	<i>Camino</i> : 8c./9c. Hagiography – Ireland <i>Bradley text</i> : Introduction and 1-17	Discussion Question; Reflection 2
6	Mon., Jan 23	<i>Camino</i> : 8c./9c. Hagiography – Britain <i>Bradley text</i> : 17-36	Discussion Question
7	Weds., Jan 25	<i>Camino</i> : Anglo-Norman Britain <i>Bradley text</i> : 39-57	Discussion Question
8	Fri., Jan 27	<i>Camino</i> : Anglo-Norman Ireland <i>Bradley text</i> : 57-76	Discussion Question; Reflection 3
9	Mon., Jan 30	<i>Camino</i> : Nationalism & Reformation – Britain <i>Bradley text</i> : 79-98	Discussion Question
10	Weds., Feb. 1	<i>Camino</i> : Nationalism & Reformation – Ireland <i>Bradley text</i> : 98-107	Discussion Question
11	Fri., Feb. 3	<i>Camino</i> : Christianity and Druids <i>Bradley text</i> : 107-115	Discussion Question; Reflection 4
12	Mon., Feb. 6	<i>Camino</i> : 19c. Ireland <i>Bradley text</i> : 119-126	Discussion Question
13	Weds., Feb. 8	<i>Camino</i> : 19c. Britain <i>Bradley text</i> : 126-133; 149-153	Discussion Question
14	Fri., Feb 10	<i>Camino</i> : Celtic Spirituality in Church Practices <i>Bradley text</i> : 133-149	Discussion Question; Reflection 5
15	Mon., Feb. 13	<i>Camino</i> : Early 20c. Ireland <i>Bradley text</i> : 157-170	Discussion Question
16	Weds., Feb. 15	<i>Camino</i> : Early 20c. Britain <i>Bradley text</i> : 170-185	Discussion Question
17	Fri., Feb. 17	- None -	Midterm Paper

Mon., Feb. 20 – President's Day Holiday			
18	Weds., Feb. 22	<i>Camino</i> : Late 20c. Ireland <i>Bradley text</i> : 189-200	Discussion Question
19	Fri., Feb. 24	<i>Camino</i> : 20c. Practices and Spirituality <i>Bradley text</i> : 200-210	Discussion Question
20	Mon., Feb. 27	<i>Camino</i> : 20c. Christianity and Druids	Discussion Question; Midterm Revisions
21	Weds., Mar. 1	<i>Camino</i> : Celtic Christianity in Popular Media <i>Bradley text</i> : 211-220	Discussion Question
Day	Date	Readings	Assignments Due
22	Fri., Mar. 3	<i>Camino</i> : Late 20c. Britain <i>Bradley text</i> : 222-232	Discussion Question; Reflection 6
23	Mon., Mar. 6	<i>Camino</i> : Hilda of Whitby	Discussion Question
24	Weds., Mar. 8	<i>Camino</i> : St. Aidan's Way of Mission	Discussion Question
25	Fri., Mar. 10	<i>Camino</i> : Journey to the Manger	Discussion Question; Reflection 7
26	Mon., Mar. 13	<i>Camino</i> : The Globalization of God	Discussion Question
27	Weds., Mar. 15	<i>Camino</i> : Brigid's Mantle	Discussion Question
28	Fri., Mar. 17	- None -	Final Paper