2013

111-4S Theological Foundations

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COURSE DESCRIPTION

This course introduces students to theology as an academic discipline by exploring the intersection of faith rooted in human experience, reason, religious tradition and scripture. It is part of the Ethics/Religion and Society (E/RS) component of the core curriculum that promotes Xavier’s mission of enabling students to think critically about social issues in terms of human values and to develop a sense of compassionate solidarity. It serves as the foundation and prerequisite for further courses in theology.

LEARNING OUTCOMES

The student will:

1. begin to articulate and analyze critically the theological concepts and methods of the theological enterprise.
2. identify fundamental theological questions that touch on the meaning and challenges of being human and engage in respectful conversation regarding different perspectives.
3. apply a critical, contextual approach to segments of the Hebrew and Christian scriptures and Christian tradition.
4. relate scripture and tradition in a reflective and constructive way to his or her life experiences and the challenges confronting today’s world.
5. evaluate selected issues from a Catholic, ecumenical, intercultural, and interreligious perspective in order to be global in outlook and dialogical in method.
6. integrate knowledge from across disciplines to enlighten her or his understanding of theological and social questions.
7. critique her or his cultural contexts in light of Jesuit commitments to faith, peace, justice and interreligious dialogue.
8. employ a decision making process in order to articulate a faithful and responsive position in the promotion of social justice on a particular issue.

TEXTS

Available through the Xavier University bookstore.

Available through the Blackboard Library Links tab as an ebook.

Articles and videos on Blackboard.

Bible for Part III: a New Revised Standard Version (e.g. The New Oxford Annotated Bible) or the New American Bible (which is approved by the USCCB) in print or through Oxford Biblical Studies Online (link found on Library Links tab).
REQUIREMENTS

1. Papers and Collaborative Learning Project

There will be a Blackboard Assignment item to use for submission of each paper. The paper will be screened by Turnitin, a plagiarism prevention program.

Below is a brief introduction to the subject matter of each requirement.

Immigration Paper – The student will write an individual 2-3 page paper reflecting on Catholic social teaching, a case study article, and the student’s position on the DREAM Act. A detailed rubric will be provided.

Religious Ritual Paper – A student will make one visit to a religious ritual of a tradition other than his or her own and write a paper reflecting on his or her experience. The paper will incorporate mostly web-based research and include critical annotations. 4-5 pages double spaced. A detailed rubric will be provided.

Exegesis Project/Paper – An exegesis is a careful analysis and interpretation of a text that intends to discover its original meaning. A small group will collaborate on research and discussion about their passage. There will be peer and self-review of the contribution of each member of the group. Each group member will then do an individual exegesis paper of 2-3 pages double spaced. A detailed rubric will be provided.

Theology department grading guidelines for written essays can be found in our course documents on Blackboard.

2. Exam

There will be one essay exam during the course in addition to online quizzes.

Anyone who feels he/she may need an academic accommodation based on the impact of a disability (e.g.: sensory, learning, psychological, medical, mobility) should contact me to arrange an appointment to discuss your needs as soon as possible. I rely on the Disability Services Office for assistance in verifying your eligibility for academic accommodations related to your disability. If you have not previously contacted Disability Services, I encourage you to do so at 513-745-3280 on the Fifth Floor of the Conaton Learning Commons, Room 514 or e-mail Cassandra Jones at jonesc20@xavier.edu, to coordinate reasonable accommodations.

3. Worksheets

The student will submit worksheets which evaluate comprehension and analysis of course material.

4. Discussion Board Postings

The student will post responses to discussion board prompts which will encourage the student to reflect critically on the course material. The student will also be asked to respond to the postings of other students.

Since we (myself included) can learn so much from the knowledge and experiences of others, the student is encouraged to actively contribute to class discussion boards. Showing respect for the opinions of others is a corollary of stating one’s own honest viewpoint.
EVALUATION

1. The grade will be determined as follows:

Immigration Paper 7%
Religious Ritual Paper 15%
Exegesis Paper 10%
Exegesis Group Work 4%
Exam Modules 3 and 4 14%
Quizzes 10%
   XU library plagiarism tutor quiz
   Moral decision making
   XU evaluating websites tutor quiz
   Being Peace
   Synoptics
Discussion boards 22%
   ice breaker bingo individual post
   human faith story
   ice breaker bingo results
   constructive and destructive forces in faith life
   human faith stories 2 responses
   Ignatian Spirituality reflection question
   Ignatian Spirituality and Sexuality 2 responses
   immigration position paper rubric checklist
   family or religion influence in sexual violence
   proposal on changes to XU campus
   campus proposal 2 responses
   religious ritual rubric checklist
   statement on salvation
   salvation 2 responses
   Buddhism question
   Jewish-Christian relations question
   Islam speaker
   exegesis paper rubric checklist
   sign up for exegesis passage
   exegesis passage group question
   exegesis question response
   exegesis thesis idea
Worksheets 18%
   religious tradition and web sources for religious ritual paper
   Being Peace
   evaluating theological statements
   Genesis creations stories
   religious ritual draft
   peer review 2 student papers
   Wiki posting of evolution related article
   source and summary to exegesis group file exchange
   exegesis group evaluation
2. The grading scale for the theology department is:

- A = 100-94
- A- = 93-92
- B+ = 91-90
- B  = 89-87
- B- = 86-84
- C+ = 83-82
- C  = 81-79
- C- = 78-76
- D+ = 75-74
- D  = 73-71
- D- = 70-68
- F  = 67 or below

For department policy on grading, see http://www.xavier.edu/theology/grading_policy.cfm.

3. Late work

Assignments are due on the designated date by 11:59 pm. No credit will be given for work submitted late unless an extension is cleared immediately with the instructor in cases of health or family emergencies. Emergencies must be supported by documentation submitted to the instructor.

If religious observance will affect the student’s ability to complete academic assignments, he or she must notify the instructor in advance and make necessary arrangements to complete the entire course.

4. Academic Honesty

This course will be conducted in accordance with Xavier University’s policy on academic honesty. All work for this course should be the student’s own work. In papers and assignments submitted for this course, both the ideas and wording must be the student’s own or must be clearly attributed to their proper sources using full citations.
COURSE SCHEDULE- Theo 111-4S

The 6 week course is divided into six modules, one for each week of the course. Module names are listed in bold on the course schedule with the dates for the module under the name. Each day of the week within the module is listed on the course schedule in the left column. In the column next to the date, topic headings are listed first, followed by resources to be read or viewed before completing assignments. Assignments that are due that day are listed in *italics*. All assignments are due before 11:59 PM EST on the due date. Late assignments will not be accepted. Resources and assignments are listed for the day in the suggested order of completion.

*Assignments are listed in italics.*

*All assignments are due at 11:59 PM EST on the due date.*

**Module 1: Faith and Moral Decision Making**
**Monday, July 1 - Saturday, July 6**

M July 1  
Course Introduction  
View: My biography and course introduction  
Read: Course Syllabus  
Read: Course Schedule  
*Post to ice breaker bingo individual discussion post  
Complete XU library plagiarism tutor quiz*

T July 2  
Human Faith  
Read: Faith, Religion and Theology chapter 1 pp. 9-33  
*Post your human faith story to discussion board  
Post to ice breaker bingo results*

W July 3  
Growth of Faith  
Read: “How God Invites Us to Grow” (4 pages)  
View: “Why I Hate Religion, But Love Jesus” (4 minutes)  
*Post on constructive and destructive forces in faith life to discussion board  
Respond to 2 students’ human faith stories on discussion board*

F July 5  
Moral Decision Making  
Read: “To Be or Not to Be” (20 pages in 2 parts)  
Read: “From Conduct to Character: A Guide to Sexual Adventure” (7 pages)  
View: Lecture on moral decision making (15 minutes)  
*Complete quiz on moral decision making*

S July 6  
Ignatian Spirituality and Sexuality  
View: "St. Ignatius Loyola: The Founder of the Jesuits" (3 minutes)  
View: “Ignatian Spirituality and Sexuality” (18 minutes)  
*Post reflection question on discussion board*
Module 2: Social Justice
Sunday, July 7 – Saturday, July 13

M July 8  Respond to 2 students’ postings for Ignatian Spirituality and Sexuality
Read: Immigration Position Paper rubric
Post to immigration position paper rubric checklist discussion board

T July 9  Social Justice and Sexual Violence
Read: Faith, Religion and Theology chapter 4 pp. 101-115
View: Lecture on social justice and sexual violence (20 minutes)
Read: “Transforming a Rape Culture” (9 pages)
Read: “Violence Against Women” (9 pages)
Post reflection on family or religion influence in sexual violence

W July 10 Social Justice and Sexual Violence
Read: “A Victim’s Testimony” (4 pages)
Read: “Letter to the Editor” (1 page)
Read: “Feds Crack Down on XU in Rights Probe” (2 pages)
Read: "Steubenville, weary of investigation, faces new probe" (1 page)
Post proposal on changes to XU campus to discussion board

R July 11  Respond to 2 students’ postings for proposal on discussion board
Read: Religious Ritual Rubric
Post to religious ritual rubric checklist discussion board
Complete XU library evaluating websites tutor quiz

F July 12 Immigration and Catholic Social Teaching
View: “Guide to Faithful Citizenship: Immigration” (4 minutes)
View: "Help (not) Wanted: Alabama immigration law sparks feud" (16 minutes)
Read: “Statement on the DREAM Act” (2 pages)
Read: “Poster Child” (14 pages)
View: "Undocumented Immigrants Line Up for New Chance” (5 minutes)

S July 13  Submit immigration position paper

Module 3: Interreligious Dialogue and Buddhism
Sunday, July 14 - Saturday, July 20

M July 15  Religion: What Is It?
Read: Faith, Religion and Theology chapter 6 pp. 161-190
Read: Faith, Religion and Theology chapter 7 pp. 191-217
View: Lecture on characteristics of religion and interreligious dialogue (27 minutes)
View: “History of Religion: Geography of Faith and Its Wars in 90 secs”
View: Clip of XU Office of Interfaith Community Engagement (2 minutes)
View: Clip of Knitter at UN (6 minutes)
Read: “Considerations for Dialogue” (2 pages)
Post statement to salvation discussion board

T July 16  Begin reading Being Peace (found on Library Links tab)
Respond to 2 classmates’ postings on salvation discussion board
<table>
<thead>
<tr>
<th>Date</th>
<th>Module/Task</th>
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<tbody>
<tr>
<td>W July 17</td>
<td>Buddhism</td>
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<td>Read: Faith, Religion and Theology pp. 225-231</td>
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<td>View: Lecture on Buddhism (20 minutes)</td>
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<td>View: Buddhist Mandala XU 2007 (3 minutes)</td>
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<td>View: Video excerpt of “Peace is Every Step” (12 minutes)</td>
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<td>Post to Buddhism discussion board</td>
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<td>R July 18</td>
<td>Submit document listing religious tradition and web sources for religious ritual paper</td>
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<td>F July 19</td>
<td>Complete quiz on Being Peace</td>
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<td>S July 20</td>
<td>Submit worksheet on Being Peace</td>
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**Module 4: Judaism and Islam**  
**Sunday, July 21 - Saturday, July 27**

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<th>Date</th>
<th>Task</th>
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<tr>
<td>M July 22</td>
<td>Judaism</td>
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<td>Read: Faith, Religion and Theology pp. 231-237</td>
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<td>View: Lecture on Judaism (26 minutes)</td>
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<td>View: Clip of “Monotheism” (3 minutes)</td>
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<td>View: Clip of “Chosenness, Covenant and Circumcision” (14 minutes)</td>
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<td>Read: “Vatican Defends Decision on Status of Wartime Pope” (2 pages)</td>
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<td>Post response to question on Jewish-Christian relations</td>
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<td>T July 23</td>
<td>Islam</td>
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<td>Read: Faith, Religion and Theology pp. 237-244</td>
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<td></td>
<td>View: Speaker from XU Muslim Student Association, Tala Ali (42 minutes)</td>
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<td>View: Clip of hajj (3 minutes)</td>
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<td>Read: “Islamic Code” (2 pages)</td>
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<td>Post response to speaker discussion board</td>
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<td>W July 24-25</td>
<td>EXAM on Modules 3 and 4</td>
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<td>F July 26</td>
<td>available beginning 9 am July 24 and submitted by July 26</td>
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**Module 5: Theology and Critical, Contextual Interpretation of the Creation Stories**  
**Sunday, July 28 - Saturday, August 3**

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<th>Date</th>
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<tbody>
<tr>
<td>M July 29</td>
<td>Theology</td>
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<tr>
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<td>Read: Faith, Religion and Theology chapter 9 pp. 285-317</td>
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<td>View: Lecture on how to evaluate a theological statement (24 minutes)</td>
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<td>Read: &quot;Letter to the Bishops of the Catholic Church on the Pastoral Care of Homosexual Persons&quot; (7 pages)</td>
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<td>Read: &quot;A Call to Listen: The Church's Pastoral and Theological Response to Gays and Lesbians&quot; (11 pages)</td>
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<td>Submit worksheet evaluating theological statements</td>
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<td>T July 30</td>
<td>Theology and the Use of Scripture and Tradition</td>
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<td>Read: Faith, Religion and Theology chapter 10 pp. 319-341</td>
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<td>View: Lecture on theology and scripture (14 minutes)</td>
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<td>View: Lecture on Genesis creation stories (28 minutes)</td>
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<td>Submit worksheet comparing Genesis creations stories</td>
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W July 31  Submit religious ritual draft

R August 1  Peer review 2 student religious ritual papers
Read: Exegesis Paper rubric
Post to exegesis paper rubric checklist discussion board
Sign up for one of 5 exegesis passages

F August 2  Evolution vs. Intelligent Design
Read: “I’d Like to Say: We Should Celebrate Darwin” (4 pages)
View: “Intelligent Design vs. Evolution” (22 minutes)
Wiki posting of related article

S August 3  Submit religious ritual final paper

Module 6: Critical, Contextual Interpretation of the Synoptic Gospels
Sunday, August 4 - Friday, August 9

M August 5  New Testament and Gospel background
Read: “The Synoptic Gospels” (9 pages)
View: Lecture on New Testament background and Synoptic gospels (24 minutes)
Complete quiz on Synoptics

T August 6  Read one of the following on Blackboard, depending on gospel of exegesis passage:
“Mark’s Gospel” from Understanding the Bible by Harris (14 pages)
“Matthew’s Gospel” from Understanding the Bible by Harris (18 pages)
“Luke’s Gospel” from Understanding the Bible by Harris (15 pages)
View: Lecture on Synoptic Gospel Themes (22 minutes)
Post source and summary to exegesis group file exchange

W August 7  Post at least one question about passage to group discussion board
Read: “Gospel Exegesis Example” (1 page)

R August 8  Respond to at least one question from each group member and post possible thesis on
            group discussion board

F August 9  Submit exegesis paper
Submit exegesis group evaluation; course and online technology evaluations emailed to
            student by XU Application Services