111-21A Theological Foundations

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Course Description:

A basic study of human and religious faith, especially the Christian faith, the connection between faith and religion, the personal and social value of religion, the diversity of world religions, and the issues connected with religious diversity and global responsibility; a basic understanding of Theology and how it relates to faith, along with different ways of reading scripture and tradition and how those readings affect issues of gender, class, race, violence, evil, and sin.

Required Text: *Faith, Religion, & Theology*, by B. R. Hill, Paul Knitter & W. Madges

Assignments:

At the beginning of each class session there will be an open book quiz. This will be to insure that the reading has been done and also to provide discussion topics for the class time.

Each class session (unless otherwise noted) there will be a three-page reflection paper due on the reading assignment. This may be written in the form of a journal of the readings, or as essay answers to three or more of the questions at the end of each chapter. All papers must be typed, double-spaced with a one-inch margin on each side. Correct grammar and punctuation are required. There is to be a title page, as well as the text pages. The pages are to be numbered and stapled together.

Attendance is important for an eight-week course, and two missed classes, or parts thereof, will necessitate the student dropping the class. Always inform the instructor or assistant in advance of any absence. Papers and tests turned in late will have 10 grade points deducted from them.

Tests:

The mid-term test will be a question/answer test. The final test will be a take-home essay test.

Grading:

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Weight</th>
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<tbody>
<tr>
<td>92-100</td>
<td>Class participation and attendance</td>
<td>30%</td>
</tr>
<tr>
<td>82-92</td>
<td>Writing Assignments</td>
<td>25%</td>
</tr>
<tr>
<td>72-82</td>
<td>Mid-Term Test</td>
<td>20%</td>
</tr>
<tr>
<td>60-72</td>
<td>Final Test</td>
<td>25%</td>
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<td>Below 60</td>
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Other policies: Cell phones and pagers are to be turned off and stowed. No calling or texting is allowed during the class period. Students may drink water, coffee, tea and soft drinks, but eating is not permitted. There will be two ten-minute breaks, during which eating, texting and calling will be allowed.

Reading Assignments/Course Schedule:

Pre-assignment Sunday January 6
Overview of course and general introduction

Class One January 12
Chapters 1 and 2

Class Two January 19
Chapters 3 and 4

Class Three January 26
Chapters 5 and 6

Class Four February 2
Chapters 7 and 8

Class Five February 9
Mid-Term Test and Appendix: Film: "Crash"

Class Six February 16
Chapters 9 and 10
Dialogue Presentations – Group One

Class Seven February 23
Chapters 11 and 12
Dialogue Presentations – Group Two

Class Eight March 2
Final test due—some reading and discussing of tests.

This course fulfills one or more requirements of the Core Curriculum.

CORE CURRICULUM GOALS AND STUDENT LEARNING OUTCOMES
(Taken from Nexus site June 2012)

GOAL 1: Students will be effective communicators in writing and orally

1. Students will organize and express their ideas in writing and orally

2. Students will formulate clear and arguable theses, supported by evidence drawn from appropriate
3. Students will utilize an effective writing process guided by audience, purpose, cultural context and disciplinary standards

**GOAL 2: Students will be critical thinkers**

Students will discuss fundamental questions that arise from the human condition, such as questions about the grounds of morality, the essence of justice, the nature of reality, the possibility of certainty, the nature of beauty or the reasonableness of religious faith

**GOAL 3: Students will be creators of new knowledge and expression**

Students will utilize their imagination and creativity, individually and collectively, to innovate and generate new perspectives to problems

**GOAL 4: Students will be able to understand and appreciate the arts, humanities and science disciplines, and reflect on connections among these studies**

Students will engage in critical, theological reflection by the method developed in Jesuit and Catholic practice, using human experience and religious traditions as resources to address issues or questions arising in today’s world

**GOAL 5: Students will be integrated individuals who articulate a coherent, ethical perspective on the world and their place in it**

1. Students will recognize the societal, ethical and moral dimensions of discourse, art, information, science and technology

2. Students will relate their knowledge and skills in a reflective and constructive way to their life experiences and the challenges confronting today’s world

3. Students will use information and resources responsibly in their communication and research

4. Students will utilize intellectual, moral and spiritual tools and sensibilities to engage faithfully and responsively in the world for the promotion of peace, social justice, and ecological sustainability

**GOAL 6: Students will be aware global citizens**

1. Students will recognize relationships between diversity, inequality, and social, economic and political power both in the United States and globally

2. Students will describe contributions made by individuals from diverse and/or underrepresented groups to local, national and global communities

3. Students will consider perspectives of diverse groups when making decisions

4. Students will interact with sensitivity as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own

5. Students will engage Catholic, ecumenical, cross-cultural and inter-religious perspectives in reflecting upon contemporary issues of significance