

California Lutheran University

Bachelor's Degree for Professionals

RLTH 300 Religion, Identity & Vocation

Winter Term (Nov 21-Feb 16), 2016-17

Main Campus, Swenson 105

Last day to drop without a "W" or financial penalty is Dec 5, 2016

Last day to withdraw without academic penalty

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Office Hours:

Course Description

This course will trace the development of religious consciousness in human experience, examine the foundations of Judaism and Christianity in the Hebrew and Christian scriptures, explore the rise and expansion of Christianity in its unity and diversity, and explain its core beliefs and practices. (<http://catalog.callutheran.edu/undergraduate/>)

Textbooks/Required Readings

Required Texts

- Linda Woodhead, *Christianity: A Very Short Introduction*, Oxford University Press, 2014.
- Eboo Patel, *Acts of Faith: The Story of An America Muslim, the Struggle for the Soul of a Generation*. Beacon Press, 2007.

Recommended Text

- *The Harper Collins Study Bible*. With the Apocryphal/ Deuterocanonical Books, New York: HarperCollins Publishers, 1993. (HCSB)

Additional Resources

Bible Odyssey.com

- Second Temple <http://bibleodyssey.com/en/places/main-articles/second-temple.aspx>
- Greco-Roman Jesus <http://bibleodyssey.com/people/related-articles/greco-roman-jesus.aspx>
- Qumran and The Dead Sea <http://bibleodyssey.com/places/main-articles/dead-sea-qumran.aspx>
- Abraham <http://bibleodyssey.com/people/main-articles/abraham.aspx>
- Hagar <http://bibleodyssey.com/people/main-articles/hagar.aspx>
- St. Paul <http://bibleodyssey.com/people/main-articles/paul.aspx>

- Moses <http://bibleodyssey.com/people/main-articles/moses.aspx>

On the Hajj <http://www.pbs.org/wgbh/sacredjourneys/content/the-hajj/>

Interfaith Youth Core <http://www.ifyc.org/>

Diana Eck and The Pluralism Project <http://www.pluralism.org/>

Karen Armstrong <http://charterforcompassion.org/sign-share-charter>

ELCA Social Statements we will discuss in class can be found here:

<http://www.elca.org/en/Faith/Faith-and-Society/Social-Statements/Caring-for-Creation>

PBS Empires Series: Empires of Faith: <http://www.pbs.org/empires/islam/>

Course Outcomes

In order to study Christianity, we must first understand the field of Religion and how the academic study of religion uses different methodologies (literary, historical, sociological, political) to analyze aspects of human culture and society as they are expressed in and influence religion. In this course we will be using multiple approaches from the field of religion to study Christianity:

**historical critical methods,
literary analysis,
socio-cultural analysis, and
comparative methods (looking at Christianity in comparison to Judaism and Islam)**

Because we live in a complex and quickly evolving world where religions can be quickly blamed for great atrocities even as they offer great hope to their members, we will specifically ask how Lutheran Christians and other people of faith are working together for justice through interfaith dialog as they serve their neighbors.

Students who complete this course will be able to

1. Define and use basic vocabulary of the discipline
2. Describe the structure and content of the Bible as religious scripture
 - i. Old Testament (History, Prophets, Writings)
 - ii. Hebrew Bible (Torah/Law, Prophets, Writings)
 - iii. New Testament (Gospels, Acts, letters, a sermon, Revelation)
 - iv. Qur'an (revealed verses/*surahs* arranged from long to short)
3. Describe the various genres of biblical writings
E.g. poetry, historical epic, letters, prophecy, narrative, apocalyptic, "gospel"
4. Identify key biblical events and figures in their literary and historical contexts
 - i. Abraham and Hagar, Moses, King David,
 - ii. John the Baptist, Jesus, Paul
 - iii. Mathew, Mark, Luke, John
5. Analyze biblical and Christian texts from historical, cultural, and ethical perspectives
This class will focus on the Exodus
6. Identify major periods in the history of Christianity
 - i. The Exodus
 - ii. Babylonian Captivity
 - iii. First Century Mediterranean world (Jesus' time)
 - iv. Roman Empire
 - v. Medieval Europe and the Enlightened Caliphate

- vi. Enlightenment, the Reformation and Renaissance Europe
- vii. Modernity
- 7. Identify major figures in the history of Christianity
 - E.g. Constantine, Augustine, Theresa of Ávila, Julian of Norwich, Thomas Aquinas, Martin Luther, John Calvin, Martin Luther King Jr., Dorothy Day, Mary Baker Eddy, etc.
- 8. Describe basic differences between Christian denominations
 - i. Views on biblical interpretation
 - ii. Use of sacraments
 - iii. Views on social issues
 - iv. Relationship to governmental authorities
 - v. Historical development
- 9. Identify Martin Luther's role in the Protestant Reformation and the Lutheran tradition
 - i. Printing press
 - ii. Scripture alone (Sola scriptura)
 - iii. Role of the family to teach religion
 - iv. Education for all
 - v. Grace alone (Sola gracia)
- 10. Identify and analyze major Christian positions on selected ethical issues
 - i. Interfaith conversations
 - ii. The environment
 - iii. Ecumenical relations
 - iv. Divorce, abortion, homosexuality, the role of women

Class Format

This course meets 11 times during the Winter Term from 6 pm-9:30 pm for in-class learning, and an additional 13-14 hours of course time is delivered via online instructor-led activities (i.e. Discussion boards, wikis, pre-recorded lectures, etc.).

Students who miss 2 or more in-class sessions, or do not complete the equivalent hours of online course time will fail the course.

Course Assignments/Requirements/Course Schedule

Weekly Interactive Blogs

Each week there will be one blog prompt posted. Every student will respond to each prompt in their blog, and comment on two other blog posts. All contributions should be thorough—250 words for initial posts, using page citation and references to the texts, videos, or audio lectures, and 100 words for comments. The initial post is due by Friday of the week, with comments posted by midnight on Monday weekly.

Typically, replies are not as in depth as the original responses, but they should be a kindly-worded constructive response, showing some original thinking, and include your own insight/perspectives.

Partial credit will be given for partial thread posts (missing or incomplete comments). No credit will be given for late posts.

Interactive Blogs Rubric

Excellent work + two comments = 3 points (check plus).

- excellent work on a Blog fulfills the rubric for a "good blog" (below) and goes a step further to insightfully connect this Blog reading to class discussion, key concepts from another reading, or Discussion Board.

Good work is complete + two comments = 2 points

- good work on a Blog answers the prompt, incorporates two key concepts from the author's argument, and offers one clear question you have, or articulates one clear insight you have from the reading
- comments on two other blog posts

Partially complete or late = 1 point

Unfinished = 0.

Students who repeatedly come to class unprepared for discussion or small group collaboration or who do not contribute to on-line discussion will see their grade suffer.

Three Discussion Boards

Three Discussion Boards will be posted across the term for three weeks each. The Discussion Boards will develop a conceptual theme that connects 1) homework assignments, 2) class discussion, 3) workplace applications or community experiences.

Students will participate in all three discussion boards for a total of 9 academic hours. The following steps will each have deadlines.

Reading and critical review of the question:	10 mins.
Initial Research:	30 mins.
Contribution A:	15 mins.
Reading of other contributions:	15 mins.
Intermediate Research:	25 mins.
Contribution B:	15 mins.
Reading of other contributions:	15 mins.
Contribution C:	15 mins.
Reading of other contributions:	15 mins.
TOTAL of 3 HOURS:	150 mins.

Date	Week	Topics	READ & PREP <i>before Class</i>	Assignments DUE
11/22	1	Introduction to Course: What is the study of Religion? Why do we do it? The Shape of Religions: Ernst Troeltsch	Read Woodhead, "Intro" Read Patel, "Introduction"	
11/29	2	The History of Christianity: an	Read Woodhead, Ch 1 "Jesus	Discussion Board Q1A Diana Eck on

		overview What unites/divides Christians?	the God-man” Read Patel, Ch 1 FLIP: <i>From Jesus to Christ</i>	Pluralism http://pluralism.org/encounter/challenges
12/6	3		Read Woodhead, Ch 2 “Beliefs Rituals and Narratives” Read Patel, Ch 2-3 & Blog	Discussion Board Q1B Diana Eck on Pluralism http://pluralism.org/encounter/challenges
12/13	4	First Century Judaisms	Read Woodhead, Ch 3 “The Spread of Christianity” Read Patel, View & Blog: <i>The Mission</i>	Discussion Board Q1C Diana Eck on Pluralism http://pluralism.org/encounter/challenges
12/20 & 12/27	NO CLASS			
1/3	5	How was the Bible formed? Scripture and Hermeneutics: genre, authority, and context	Read Woodhead, Ch 4 “Church and Biblical Christianity” Read Patel, ch 4 “Catholic Worker’s Movement” FLIP: Choose Lecture on Public Speaking Read & Blog: “God of the Bible and Peoples of the Earth” pp. 99-108 on BB	Discussion Board Q2A Public Speaking & Rhetorical Strategies Watch, take notes, and summarize for your fellow students the points given in the lecture on public speaking that you watched. Devise a rubric from all of the tips provided by the class.
1/10	6	The Exodus: Moses, Jesus & MLK	Read Exodus Read Matthew Read Martin Luther King’s Sermon on Ghana	Discussion Board Q2B Public Speaking & Rhetorical Strategies Choose, practice and share your public speaking piece with your partner. Give them feedback and incorporate their feedback into your presentation. Prepare your next video for the

				class.
1/17	7	Pilgrimage: Spiritual and Physical Journeys in the Middle Ages	Read Woodhead, Ch 5 “Monastic and Mystical Christianity” Read Patel, ch 5 “An American in India”	Discussion Board Q2C Public Speaking & Rhetorical Strategies Deliver your public speech; construct and deliver constructive feedback. What went well? What could be better?
1/24	8	Pilgrimage, Passover, Hajj In class view: Malcolm X on Hajj	Read: Haggadah of Rabbi Waskow FLIP & Blog: MLK Riverside Sermon Read: Patel, ch 6 “The Story of Islam”	Discussion Board Q3A: ELCA Social Statement
1/31	9	Reformation & Luther Vocation & Purpose	Read: Luther’s “Freedom of a Christian” RECORD: your video of a ten min reading from Freedom of a Christian	Discussion Board Q3B ELCA Social Statement
2/7	10	Modernity, Fundamentalism and other Christian Responses to Modernity	Read: Woodhead, Ch 6 “Christianity in the Modern World”	Discussion Board Q3C ELCA Social Statement
2/14	11		Read Patel: ch.s 7-8	

Student Workload/Carnegie Hours:

The expectation is that this 4-credit course will meet for 50 hours of instructional time and will have about 100 hours of out-of-class work (homework).

- As our 4-credit courses meet for about 36-37 hours in-person, the remaining 13-14 hours of instructional time need to be handled via online instructions (flipped classes/lectures, discussion boards, interactive blogs, etc.).
- There should be approximately 9 hours of homework per week (this may vary depending on the week)

Carnegie Hours Chart**

Activity	Instructor-Led Hours		Homework Hours		Remarks
	Weekly	Course	Weekly	Course	
Readings of required			5	55	Over 11 weeks, uneven

text					distribution
Weekly Classes	3 hr. 20 min.	36 hrs. 40 min.			Includes final exam
Article Assignment				10	Average, varies by student
Blog Post		2 hrs. 20 min.			Average, varies by student
Mid-term Prep				10	Average, varies by student
Discussion Board I		4			Average, varies by student
Flipped Class (recorded lectures)		4			
Case Study		3			Average, varies by student
Final Paper				15	Average, varies by student
Final Exam Prep				10	Average, varies by student
Total		50		100	

** In this chart the Carnegie Instructional Hours have already been converted to traditional clock hours; these are based on a 60-minute clock hour.

Grading

30% Speaking Intensive Assignments.

40% Two exams. There will be **2 one hour Exams (20% each)** during which students will demonstrate the skills they are learning (analysis, synthesis, comparison and use of the vocabulary and concepts that are key to the study of religion). The exams are open book and ask students to synthesize their knowledge of the events, vocabulary, and historical figures, as well as concepts and methodological terms from readings, blogs and class discussion.

***** No texting or cell phone use during class. You will be marked absent for the day if you violate this rule.** If there is an emergency, or you are on call, take your phone outside the classroom to answer a call or respond to a text.

***** Students using laptops in class for anything other than class materials, or whose use distracts others in the class will be marked absent for the day without a warning.**

CRITERION	Portion of Final Grade	GRADING SCALE GRADE PERCENTAGE
Attendance, Class Contributions & Blogs	20%	A 95-100 A- 90-94.9

Midterm Exam	20%	B+ 86-89.9 B 83-85.9
Speaking Intensive Collaborative Assignments & Presentations	20%	B- 80-82.9 C+ 76-79.9 C 73-75.9
Discussion Boards	20%	C- 70-72.9 D+ 67-69.9
Final Exam	20%	D 55-66.9 F 0-54.9

Cal Lutheran Online or Blended Course Technology Requirements

Online Courses:

In order to participate in a fully online course at California Lutheran University, you will need the following hardware, software, and capabilities. These are the minimum requirements; specific courses may have technological needs above and beyond this list.

1. If you have a Windows operating system
 - a. Browser: Firefox or Chrome
 - b. Java 7 or Java 8
2. If you have a Mac OS or Ubuntu
 - a. Only use Firefox
 - b. Oracle Java 7
3. Linux
 - a. Only use Firefox
 - b. Java 7 or Java 8
4. Blackboard Collaborate Launcher (can download when you first attempt to join a Collaborate room in your Blackboard course)
5. 256 MB RAM
6. 20 MB free disk space
7. Internet Access - 28.8 kbps speed or above (Broadband connection highly recommended)
8. Soundcard
- 9. A headset with microphone/headphones**
10. Program(s) that can open .doc, .ppt, and .pdf documents
11. Optional:
 - a. Webcam (recommended)
 - b. Blackboard Learn App
 - i. Download from your device's app store, select California Lutheran University as the school and sign in via myCLU

Check your OS and internet browser at: www.thismachine.info

Blended Courses:

1. Computer
2. If you need or want portable hardware, you can check out a laptop or iPad at the library for the entire semester.
 - a. A first-generation iPad is sufficient for participating in this course.
3. To watch Pre-recorded lectures
 - a. Windows or Mac operating systems
 - b. Applications Microsoft Silverlight or Windows Media Player
 - c. Bandwidth
 - i. 50Kbps: Audio-only recording
 - ii. 300Kbps: Recording consisting of screen capture, audio, and video
 - iii. 500Kbps: Recordings with multiple video streams
 - d. Speakers or headphones
4. To access the course site
 - a. Firefox browser (usually the best, do NOT use Internet Explorer)
 - b. Java 7 (Mac OS) or Java 8 (Windows or Linux)
5. Optional: Blackboard Learn App
 - a. Download from your devices' app store, select California Lutheran University as the school and sign in via myCLU

Course Evaluations Statement

All course evaluations are conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback. The link is: <http://courseval.callutheran.edu>

Disability Statement

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Disability Support Services Coordinator, Wendy Jimenez, for the facilitation and verification of need. The Disability Support Services Coordinator is located in the Center for Student Success Office at 3259 Pioneer Street, and can be contacted by calling 805.493.3878 or emailing wjimene@callutheran.edu

Statement on Academic Honesty

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of Cal Lutheran's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonesty are examples of behavior which will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

- word for word copying without using quotation marks or presenting the work as yours
- using the ideas or work of others without acknowledgement
- not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge.

Standards of Student Conduct Statements:

- [Student Life Handbook](#)
- [Academic Honesty Statement](#)

University Harassment Policy

Be civil to each other, both on- and offline. For information on the University's **student harassment policy and rights, please go to the following link:**

[Student Life Handbook](#)

Sexual Misconduct

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran's Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at: <http://www.callutheran.edu/title-ix/>

Pearson Library

Pearson Library provides access to scholarly books, journals, ebooks, and databases of full text articles from scholarly journals. To begin using these materials, visit the library web page <http://www.callutheran.edu/library>

There are many ways to contact Pearson Library for research assistance, no matter where you are!

- Email Yvonne Wilber (Professionals liaison) at ywilber@callutheran.edu
- General Library email: CLUlibrary@callutheran.edu
- Library main phone: 805.493.3250
- Text us your question: 805.493.3867
- Get more help at: <http://www.callutheran.edu/library/help/>

Cal Lutheran Writing Center

The Writing Center provides 1:1 writing consultations, in-person and online, with trained undergraduate and graduate writing consultants. We welcome all writing-related projects at any stage of the writing process across the diverse disciplines of study at Cal Lutheran. The Writing Center also hosts writing workshops, provides in-class visits, facilitates writing groups, and offers a writer's studio option for longer, sustained projects. Services suit writers of all levels, including traditional undergraduates, graduate students from all fields, all English language learners, and accomplished scholars alike. All members of the Cal Lutheran community with an @callutheran.edu email address are welcome to make use of our services. For more information, please visit at www.callutheran.edu/writing_center or call 805.493.3257. Please schedule

appointments online through MyCLU Blackboard with the yellow “The Writing Center” icon in “Tools,” or stop by The Writing Center itself, located in the Darling Collaboration Suite of Pearson Library.

Veterans Resources

If you are a veteran, military member, or a family member of a veteran or military member, please refer to Cal Lutheran’s Veterans Resources webpage for important information: <http://www.callutheran.edu/veterans/> . Also, if you are a veteran receiving benefits and you are struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans Coordinator, Jenn Zimmerman, veterans@callutheran.edu or 805.493.3648, for more information.

Help Desk

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation (i.e. you cannot log into your MyCLU portal, or you are having problems with Blackboard). Please email specific details about your problems to helpdesk@callutheran.edu, click on the following link for more information http://www.callutheran.edu/iss/technology_services/helpdesk.php or call: 805.493.3698

Final Note

This syllabus is subject to change. Every effort will be made to alert students to changes that occur in a timely manner.