

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

Julia Lambert Fogg, Ph.D.

fogg@callutheran.edu, HUM 215

Office Hours: Tues/Wed 3-5pm

Course Description

“This course introduces the study of religion. It pursues questions concerning the history, meaning, and interpretation of religious texts and action, and the broader contexts in which religion evolves. In addition to selective focus on the Christian tradition, this course considers core values of Lutheran higher education such as pluralism, interfaith cooperation, and sustainability. Additional religious traditions may be included.”

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.
- A Netflix account if you do not have one.

Recommended Text

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

Additional Resources

Bible Odyssey.com (including...)

- 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/>

PBS From *Jesus to Christ*, (4 hours) <http://www.pbs.org/wgbh/pages/frontline/shows/religion/>

Course Outcomes

In our complex and rapidly evolving world, religions are often too quickly blamed for great atrocities, even as they offer deep hope to their members. This course prepares students from multiple religious and non-religious identities to be in public conversation with specific religions (like Christianity, Judaism, and Islam) and people from specific faith traditions (like Lutheran and Roman Catholic Christians, Israeli and Sufi Muslims, Orthodox and Reformed Jews), as well as secular and humanist people working together for justice through interfaith dialog as they serve their neighbors.

To study specific religions and faith traditions, we must first understand the field of Religion and how the academic study of religion uses methodologies (literary, historical, sociological, political) to analyze aspects of human culture and society as they are expressed through faith practices and influence religious thinking.

Students who complete this course learn to cultivate curiosity about differences in religions, compare the language and key concepts used by practitioners of specific faith traditions, and practice speaking respectfully with others about differences and similarities between religions.

Students who complete this course learn to identify, use, and critique multiple methodologies, including: historical critical methods, literary analysis, socio-cultural analysis, and comparative methods (e.g. looking at Christianity in comparison to Judaism and Islam).

Students who complete this course will master and practice the following basic skills:

1. Define and use basic vocabulary of the discipline
2. Describe the structure and content of the Bible as religious scripture
3. Describe the various genres of biblical writings
4. Identify key biblical events and figures in their literary and historical contexts
5. Analyze biblical and Christian texts from historical, cultural, and ethical perspectives
6. Identify major periods in the history of Christianity
7. Identify major figures in the history of Christianity
8. Describe basic differences between Christian denominations
9. Identify Martin Luther's role in the Protestant Reformation and the Lutheran tradition
10. Identify and analyze major Christian positions on selected ethical issues

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 on others' blog posts. The initial post is due by Friday of the week, with comments posted by midnight on Monday weekly. Students will participate in all ten interactive blogs for a total of 3 academic hours.

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 Blog Rubric

Excellent work + two comments = 3 points

- excellent work on a Blog fulfills the rubric for “good work” and goes a step further to insightfully connect this Blog reading to class discussion or another assignment and/or articulates how this reading might apply to/challenge/engage your workplace.

Good work + 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 completed late = 1-1.5 points

Unfinished = 0 points

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.

Required Readings, note preparation, class discussion leadership (1-2 times)

Each student is responsible for doing the assigned readings carefully, making notes of key concepts, events, figures, and time periods, and bringing these to class for discussion. Each student will prepare and

lead one class discussion on the Woodhead reading, following the model of the professor in week one and two. This discussion leadership includes a review of the key points of the chapter, identification of the key concepts in the chapter, a map or chronological time line if needed, and 2-3 discussion questions that get the entire class involved in analyzing the chapter and then connecting the chapter to broader topics and key themes of the course.

Three Discussion Boards

Three Discussion Boards will be posted across the term for three weeks each.

Each Discussion Board will develop a conceptual theme that connects

- 1) homework assignments,
- 2) class discussion,
- 3) workplace applications and/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.

Review Guide for Exams:

Each student will create a review guide from their class notes, homework and other assignments that includes 1) a chronology synthesizing key dates, time periods, and geographical designations, 2) a map that locates key figures and events, and 3) a chart or mid map that relates broad themes to individual topics covered in the course.

Speaking Intensive Assignments:

These 3 assignments are developed as homework in conversation with your course partner.

Videos are submitted on line for review using the rubrics developed for oral communication in Discussion Board 2. Each assignment will, after work to improve through review with a partner, be presented and reviewed in class by classmates and the professor. We will do our best to make this a collegial, constructive, respectful, and fun in-class presentation experience.

- 1) 5 min video of a reading from Exodus, Sermon on Ghana, or Matthew 5-10.
- 2) 10 min video of your vocation(s) as a pilgrimage.
- 3) A 5-7 min. final presentation in class week 11 on “pluralism and its application in my workplace or community space.”

This daily schedule is a draft and subject to change.

Please do all assignments for weeks 1 & 2 as indicated here.

A “final schedule” of the remaining weeks’ topics and assignments will be provided the first day of class.

Date	Week	Topics	READ & PREP <i>before</i> Class	Additional 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 for class: Woodhead, “Intro” Read for class: Patel, “Introduction” View & Blog: <i>From Jesus to Christ</i> part I	Come to every class period prepared 1. with notes from the two readings, 2. to define and discuss key concepts from the readings
11/29	2	The History of Christianity: an overview What unites/divides Christians?	Read for class: Woodhead, Ch 1 “Jesus the God-man” FOGG Leads discussion Read for class & Blog: Patel, Ch 1 View & Blog: <i>From Jesus to Christ</i> part II	Discussion Board Q1A Diana Eck on Pluralism http://pluralism.org/encounter/challenges
12/6	3		Read for class: Woodhead, Ch 2 “Beliefs Rituals and Narratives” _____ Leads discussion Read for class & Blog: Patel, Ch 2 View & Blog: <i>From Jesus to Christ</i> part III	Discussion Board Q1B Diana Eck on Pluralism http://pluralism.org/encounter/challenges
12/13	4	First Century Judaisms under the Roman Empire European Empires and Christian Colonialism	Read for class: Woodhead, Ch 3 “The Spread of Christianity” _____ Leads discussion Read for class & Blog: Patel, Ch 2-3	Discussion Board Q1C Diana Eck on Pluralism http://pluralism.org/encounter/challenges

			View & Blog on <i>From Jesus to Christ</i> part IV	
12/20 & 12/27	NO CLASS		View & Blog on <i>The Mission</i>	
1/3	5	How was the Bible formed? Scripture and Hermeneutics: genre, authority, and context	Read for class: Woodhead, Ch 4 “Church and Biblical Christianity” _____ Leads discussion Read for class & Blog: “God of the Bible and Peoples of the Earth” pp. 99-108 on BB Read for class & Blog: Patel, ch 4 “Catholic Worker’s Movement”	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 for class & Blog: Selections from Exodus Read for class & Blog: Selections from Matthew Read for class & Blog: Martin Luther King’s Sermon on Ghana View & Blog on <i>Empire of Faith</i> part I	Discussion Board Q2B Public Speaking & Rhetorical Strategies Choose, practice and share your public speaking piece (a 5 min. reading from Exodus, Sermon on Ghana, or Matthew 5-10) with your partner. Create a video and submit this on-line. Give & receive feedback; incorporate partner’s feedback into your presentation.
1/17	7	Pilgrimage: Spiritual and Physical Journeys in the Middle Ages Public Speech	Read for class: Woodhead, Ch 5 “Monastic and Mystical Christianity” _____ Leads discussion Read for class & Blog: Patel, ch 5 “An American in India” View & Blog on <i>Empire of Faith</i> part II	Discussion Board Q2C Public Speaking & Rhetorical Strategies Prepare your live reading & rubric for the class. Deliver your public speech; construct and deliver constructive feedback for others. What went well? What could be better?

1/24	8	<p>Pilgrimage: Labyrinths, Prayer Passover, & Hajj</p> <p>Reenactment of Passover using Waskow's Haggadah</p>	<p>Read & enact in class: Haggadah of Rabbi Waskow</p> <p>Read for class & Blog: Patel, ch 6 "The Story of Islam"</p> <p>View & Blog on Malcolm X's Letter from Hajj & Amid Safi's Ted Talk on MLK</p>	<p>Discussion Board Q3A: ELCA Social Statement</p>
1/31	9	<p>Reformation & Luther</p> <p>Vocation & Purpose</p>	<p>Read: Luther's "Freedom of a Christian"</p> <p>RECORD: a 10 min video of your vocation as a pilgrimage upload with a new rubric for class feedback</p> <p>View & Blog on <i>Luther</i> film</p>	<p>Discussion Board Q3B ELCA Social Statement</p>
2/7	10	<p>Modernity, Fundamentalism and other Christian Responses to Modernity</p>	<p>Read for class: Woodhead, Ch 6 "Christianity in the Modern World"</p> <p>Leads discussion</p> <p>View & Blog on <i>Empire of Faith</i> part III</p>	<p>Discussion Board Q3C ELCA Social Statement</p>
2/14	11	<p>Interfaith & Pluralism in the workplace and in communities</p>	<p>Read for class & Blog: Patel: ch.s 7-8</p> <p>Final Oral Presentations: "Pluralism and its application in my workplace or community space"</p>	

This daily schedule is a draft and subject to change.

Please do all assignments for weeks 1 & 2 as indicated here.

A "final schedule" of the remaining weeks' topics and assignments will be provided the first day of class.

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	
Required Readings, note preparation, class discussion preparation			5	55 hours	Over 11 weeks, uneven distribution
Weekly Classes	3 hr. 20 min.	36 hrs. 40 min.			Once a week; 11 weeks
Blog Post			1	10 hours	Average, varies by student
Midterm Prep & Study Guide				8 hours	Average, varies by student
Midterm Take-home Exam				2 hours	Open notes and use of the study guide you have prepared
Discussion Boards		9 hours			Average, varies by student
Pre-recorded Lectures, Ted-talks, Sermons		4			View, take notes, prepare response or evaluate with rubric
Films				9 hours	1- 2 hours each
3 Speaking Intensive assignments, group work & presentations				6 hours	Average, varies by student
Final Exam Prep & Study Guide				10 hours	Average, varies by student
Final Exam Take-home				2 hours	Open notes and use of the study guide you have prepared
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% Class Participation Assignments: Blogs, Discussion Boards, 11 on campus class meetings.

30% Speaking Intensive Assignments

40% Two Exams There will be **two, 120 min., take-home 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.

CRITERION	Portion of Final Grade	GRADING SCALE GRADE PERCENTAGE
Attendance, Class Contributions, Exam Review Guides & Blogs	20%	A 95-100 A- 90-94.9 B+ 86-89.9 B 83-85.9 B- 80-82.9 C+ 76-79.9 C 73-75.9 C- 70-72.9 D+ 67-69.9 D 55-66.9 F 0-54.9
Midterm Take-home Exam	20%	
Speaking Intensive: collaborative assignments, leading discussion, & class presentations	20%	
Discussion Boards	20%	
Final Take-home Exam	20%	

Attendance Policy

By registering for this class, students commit to regular class attendance and to engaging in class discussion through constructive conversation, asking questions, volunteering responses, and active listening to their colleagues and the professor. Students who disrespect their colleagues in conversation or repeated tardiness are not developing Collegial Scholarship and their grade will suffer.

Absences

Because this is an accelerated (11 week) class that includes critical engagement during class time and on-line, missed classes and missed assignments are taken quite seriously. More than two missed class days will result in failure of the class. More than the equivalent of one week's missed assignments may result in failure of the class, at the discretion of the professor.

*** **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.

Cal Lutheran BlackBoard & Recording Technology Requirements

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.
3. 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)
4. 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.