### **SEATTLE UNIVERSITY**

# School of Theology and Ministry STMM 500: Christian Anthropology Summer 2013

Instructor: Prof. J. Rodriguez Office Hours: by appointment

Class Meetings: June 29-30; July 20-21

(Sat 8:30am-4:30pm / Sun 8:30am-4:00pm) Office: Casey 227/ 296-5324

Classroom: Hunt 100 E-mail: <u>jrodrigu@seattleu.edu</u>

### **COURSE DESCRIPTION**

This course explores the mystery of the person from a Christian perspective. Specifically, it will flesh out the idea of the person as relational. Major themes include origin and destiny; sin and grace; embodiment; freedom and responsibility; and the individual in society. Of particular interest is the examination of these concepts in light of experiences from the margins.

#### **COURSE GOALS**

- To develop the ability to reflect theologically on the basic themes of the Christian faith in the areas of theological anthropology, grace, sin, and the Holy Spirit.
- To reflect theologically on one's own experience of human life.
- To develop the ability to reflect theologically on the basic themes of the Christian faith in the areas of theological anthropology, grace, sin, and the Holy Spirit.
- To reflect theologically on one's own experience of human life.
- To embrace radical optimism

#### LEARNING OUTCOMES

- Demonstrate an understanding of the role and dynamics of human "meaning-making" in framing worldviews, and in impacting individual and collective human values formation, ethical and other forms of decision-making, and leadership ideals, goals, and methodologies
- Demonstrate a *reflective* capacity for analyzing and articulating the student's personal spirituality and "meaning-making" influences and structure, and its impact on the student's leadership ideals, goals, and methodologies
- Demonstrate an ability to think critically about the impact and role of religious organizations, spiritual movements, and spiritually-inspired insights and worldviews in public discourse
- Demonstrate an ability to *integrate* course material with their personal meaning structure and spirituality, and their ideals and goals for leadership

## **REQUIRED TEXTS**

The Bible (any modern translation)

Michael B Raschko, Christian Understanding of Human Nature: To Hunger for God

Diaz, Miguel, *On Being Human*O'Hara Graff, Ann (ed). *In the Embrace of God*. Orbis, 1995
Servan-Schreiber, *Healing Without Freud or Prozac* (Titled: *Instinct to Heal* in the U.S.)
Course Reader from SUpercopy

### RECOMMENDED TEXTS

Bartel, Michelle J. What It Means to Be Human. Geneva Press, 2001

Fernandez, Eleazar. Reimagining the Human. Chalice Press, 2004

Haight, Roger. The Experience and Language of Grace

Lewis, C.S. Great Divorce. Harper Collins, 2001

Tillich, Paul, *Systematic Theology*, Volumes 1 and 2, Chicago: University of Chicago Press, 1951, 1957

Rahner, Karl. Foundations of Christian Faith. Crossroads, 1990

# OVER ARCHING COURSE QUESTIONS

- ➤ What is the author's assertion(s) in the readings?
- ➤ How does s/he substantiate this claim?
- ➤ What are the implications of this claim for understanding the human person? For understanding personal experience? For the way we approach our pastoral work?
- ➤ What claims are particularly problematic? What claims are especially insightful?

Students are to take note of their responses to these questions as they read the required texts.

### **COURSE OUTLINE**

	Date	Topic	Readings
Session	Saturday June 29	Introduction to theology and	Raschko, Elements:
1	8:30 am -noon	theological Anthropology	part 1(The Elements:
			Body and Spirit) & part
			2 (The Creative
			Tension Between Body
			and Soul)
Session	Saturday June 29	Humanity before God	Raschko
2	1 pm-4:30 pm		Part 3(Two
			Contemporary
			Problems) & part 4
			(Beyond Human
			Nature: Grace and Sin
			and the Holy Spirit)
Session	Sunday June 30	Earliest tradition of Jesus	Article to be distributed
3	8:30 am- noon	Kingdom of God	
Session	Sunday June 30	Principles of Mercy	Sobrino
4			
Session	Sunday June 30	Voices from the Margins	O'Hara Graff, Intro-
5	1 pm- 4:30 pm	Naming One's Experience	ch.5
			Diaz, Intro-ch. 2

Session	Saturday July 20	Theology of Grace, Person, and	Diaz, ch. 4
6	8:30a.m12 p.m.	Community	O'Hara Graff, ch. 6-8
Session	Saturday July 20	Sin: Rupture of Trust	O'Hara Graff, ch. 9-10
7	1p.m4:30 p.m.	"When Being Human Becomes	
		Truly Earthly"	
Session	Sunday July 21	Healing Without Freud or	Entire book by Servan-
Session 8	Sunday July 21 8:30 a.m12 p.m.	Healing Without Freud or Prozac	Entire book by Servan- Schreiber
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8	8:30 a.m12 p.m.	Prozac	Schreiber

# **COURSE REQUIREMENTS**

All students are expected to come to class with a summary paragraph and basic outline of the readings assigned for the day. Students are to take note of questions and new concepts encountered in the readings. Questions should go beyond clarifications of the intent of the authors to include challenges to their claims, particularly in light of the student's life experiences. Students should be prepared to hand these in upon the professor's request.

<u>Class Participation:</u> Student participation is a critical element for the success of each individual student and the class as a whole. Participation includes regular class attendance, preparation of assigned readings, prepared responses to assigned questions, and active engagement in class discussions and group work. (15 pts)

**<u>2-page Paper:</u> Before** reading the text reflect on your initial thoughts to the question "What does it mean to be human?" Please email essay to professor by **June 20**, and bring a hardcopy to first day of class. (**10 pts**)

<u>Discussion Facilitation:</u> During specific meetings, students will be required to come prepared to speak as "experts" about a particular section of the assigned text. The assigned student is to come prepared with a brief summary of the assigned texts and 2-3 thoughtful questions about the text and/or its implications for ministry to illicit discussion by the class. Summary may take the form of a one page outline to be distributed to class. (15 pts)

**4-page Paper I:** Karl Rahner is among the most challenging theologians to read. In this first paper, you are to focus on a specific passage (statement, paragraph, section) taken from the assigned readings in Raschko regarding Rahner's theology that you deem a critical element of his understanding of the structure of human existence. Explain this element of his thought and why you deem it critical to understanding the human person. (**due July 15**) (25 **pts**)

**5-page Paper II:** The second sets of readings for the course challenge the students to become aware of the importance of social location for understanding the meaning of human existence. In particular, O'Hara Graff and Diaz both argue that the failure to see the impact of class, race, gender, sexual orientation, and the human being's relationship to the non-human world can lead to a vision of the human person that excludes the experiences of those on the margins. In this paper, describe a theological concept whose meaning has expanded for you through the

consideration of voices from the margins. Name the new insights gained about this concept and implications these present for your self-understanding and your understanding of the Christian vision of the human person. Provide examples of how these new insights might affect your approach to your ministry. (**due July 29**) (35 pts)

## **GRADING SYSTEM**

A	3.89-4.00	93 - 100	Superior Performance
A-	3.65-3.88	90 - 92.99	
$\mathbf{B}+$	3.25-3.64	87 - 89.99	
В	2.95-3.24	83 - 86.99	Good Performance
B-	2.65-2.94	80 - 82.99	
$\mathbf{C}$ +	2.25-2.64	77 - 79.99	
C	1.95-2.24	73 - 76.99	Adequate Performance
C-	1.65-1.94	70 - 72.99	
D+	1.25-1.64	67 - 69.99	
D	0.95-1.24	63 - 66.99	Poor Performance
D-	0.65-0.94	60 - 62.99	
F	< 0.64	< 60	Failing

#### REGARDING STYLE

- Papers must be typed, double-spaced.
- Use 1-inch margins all round. Use 12 pt. type.
- Do not use right-hand justification as it leads to oddly spaced words.
- Follow one of the styles in Handbook for Writers by Troyka and Hesse, 8<sup>th</sup> or 9<sup>th</sup> edition.
- Staple the paper in the top left-hand corner. Do not use plastic covers or binders.
- Keep a copy other than the one you submit.

### ACCOMMODATION

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

## WRITING CENTER

The Writing Center offers help with all phases of the writing process – brainstorming, organizing, drafting, revision, and editing. It is staffed by friendly and informative undergraduate writing consultants, under skilled supervision. Primarily not a remedial service, the Writing Center encourages students to visit early and often in their writing process.

Website: www.seattleu.edu/writingcenter

# STUDENT PERFORMANCE REQUIREMENTS<sup>1</sup>

- "A" work is excellent. An "A" paper is focused with an explicit thesis statement. It exhibits a clear, effective and organized line of thought as well as a thorough understanding of the material. It has no English usage problems, anticipates possible objections (if helpful) to its point of view and/or supporting arguments, and frequently provides pertinent citations to make its case. The writer's "voice" is confident and clear.
- "B" work is very good. A "B" paper directly states and addresses the driving question or thesis and provides supporting citations. The writing may show some English usage problems, but the punctuation, grammar and spelling are generally better than average insofar as they do not prevent the reader from comprehending the point(s) the writer is making. The material is well-organized but transitions may be abrupt and information may be too "thin" or too general.
- "C" work is adequate. A "C" paper demonstrates that the student basically follows the directions for the assignment. The driving question or thesis has been articulated and argued, but may have been vaguely or imprecisely formulated. The analysis contains some organizational problems. Citations are superficial and/or infrequent. The writing may be awkward, unclear or contain English usage problems.
- "D" work is below adequate. A "D" paper may be late or written without regard for the assignment's instructions. It lacks a thesis statement or driving question. It is careless, poorly organized, and the information is not under the control of the writer.
- "F" work is inadequate.

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