Religious Studies 325: Christianity
Dr. Angela Feres, PhD
Christianity–Spring 2016
Section: 22830

Course Information
Class meetings MW on campus. F online
https://blackboard.sdsu.edu/webapps/login/
Class Times: 10-10:50
Class Location: PSFA-310
Office Hours: W 8:30-9:30 and TTH 9-10:30 AL 669
E-mail: AFeres@sdsu.edu

Teaching Assistant
Julian Valdez
vjulian61@gmail.com
COURSE DESCRIPTION
Welcome everyone. I am happy to have you all in the course. This course covers the historical development of Christian traditions and major issues confronting Christianity today. Beliefs and practices important to Christian self-understanding, debates over authority of Bible, accommodations to modern science, and relationship with non-Christian religions will inform our discussions. This section of Religious Studies: Christianity is partially on campus, partially online. We meet on campus MW and online one Fridays each week.

For our online work, we will be using Blackboard. I strongly suggest that you do the Blackboard orientation before the class begins. http://its.sdsu.edu/blackboard/student/.

You access the course via the Blackboard link: https://blackboard.sdsu.edu/webapps/login/

Information technology or IT challenges can and will come up. Be prepared to handle them. Please be assured that if and when problems occur on the SDSU end, you will not be penalized. However, when problems occur on your end, the story is different: You are responsible for your computing needs. When problems occur on your end, you must fix them. The instructor cannot provide IT support. IT problems that you experience do not constitute an acceptable excuse for non-completion of work.

On Fridays, I will post weekly lectures and Power Points that introduce each chapter and provide an outline and/or overview of each chapter. They are posted in the tool bar named “Lectures.” You will listen to these on Fridays for review and augmentation, in addition to reading the books, essays, and web site visits I assign.

GE Course Objectives
This course fulfills the Upper Division Humanities portion of the Foundations section of the General Education (GE) Requirements. San
Diego State University's General Education program emphasizes seven essential capacities:

1. Construct, analyze, and communicate arguments
2. Apply theoretical models to the real world
3. Contextualize phenomena
4. Negotiate differences
5. Integrate global and local perspectives
6. Illustrate relevance of concepts across boundaries
7. Evaluate consequences of actions.

Per the SDSU Catalogue, page 91, Foundations of Learning courses introduce basic concepts, theories, and approaches offered by disciplinary and interdisciplinary areas of study. They also provide the foundation to understand and approach problems in the academy, and in local and global real-world environments. They strive to cultivate skills in reading, writing, communication, computation, information-gathering, and the use of technology.

Goals for GE Courses in the Humanities and Fine Arts
Analyze written, visual, or performed texts in the humanities and fine arts with sensitivity to their diverse cultural contexts and historical moments. Develop a familiarity with various aesthetic and other value systems and the ways they are communicated across time and cultures. Argue from multiple perspectives about issues in the humanities that have personal and global relevance. Demonstrate the ability to approach complex problems and ask complex questions drawing upon knowledge of the humanities

**Student Learning Outcomes**

1. Students will be able to analyze and synthesize primary and secondary sources to explain how they support a thesis regarding the history of Christianity
2. Students will be able to explain relationships between the causes of historical events in the history of Christianity and their effects.
3. Students will be able to describe a relative individual in an historical event related to the history of Christianity and explain his/her significance in historical in this event.

**Enrollment Information**

- No Prerequisites
- Please add using Web Portal during the add period using the add code I will provide. Drop using Web Portal by the drop deadline.

**Course Materials**

The book listed below are required reading for this course and are available for purchase or rent at the SDSU bookstore.

1. Christianity: A Fereschrift SDSU Rel 325, Polymath Learning, LLC
2. Rel 325 Workbook Polymath Learning, LLC

A good dictionary is highly recommended.

In addition, I will assign a few primary source documents and a few articles that will bring us up to date on some of the topics we will be discussing. All of these handouts/articles are required reading as well, as are my lectures and Power Points

To investigate religious studies/history further I highly recommend:

On TV: KPBS, History Channel, Discovery, or A&E.

Because there is so much material to sort through in this course, my lectures are designed to help you understand the “big picture” first and foremost. We will identify the patterns of human religious activity and then add layers of complexity with more details and examples. Otherwise, we run the danger of not seeing the forest for the trees and we’ll be faced with a frustrating exercise in trying to sort through seemingly endless lists of names, dates, places, etc… Thus, my lectures and the readings overlap but do not parallel one another. Consistent reading of lectures and Power
Points and posting of discussions in Discussion section is essential to understanding the course themes, the readings and web searches, and of course, to performing well in the class.

Course Structure and Conduct

This will be a "hybrid" blended course, that is, part of it takes place in the classroom and part online. That means that in some weeks there may be more emphasis on the classroom aspects of the course and in other weeks more emphasis on the online aspects.

The Online Component

Because this is an on- and off-campus class, components of online learning are integral to the course. We will meet with each other and the primary faculty for a 3 hour session weekly, during which time we will cover questions, lecture material and some seminar material in preparation for the rest of our week of “online” study. It is expected that you will spend as many hours online as you would in class as well as continue to put in all of the hours necessary for homework for a 3-unit class.

Announcements will be made online. Discussions will be held online as well as in class. Questions for online work will be posed in the Blackboard course discussion forum and students will be expected to post and respond to other students in that forum. Assignments will be submitted both online and in class. We will be on Blackboard for Friday discussion board work.

I strongly suggest that you do the Blackboard orientation before the class begins. http://its.sdsu.edu/blackboard/student/.

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Please be assured that if and when problems occur on the SDSU end, you will not be penalized. However, when problems occur on your end, the story is different: You are responsible for your computing needs. When problems occur on your end, you must fix them. The instructor cannot provide IT support. IT problems that you experience do not constitute an acceptable excuse for non-completion of work.

**Success in a Blended Course**

This blended hybrid course offers the advantage of learning on Fridays anyplace and anytime. Despite this flexibility, to succeed in the online learning environment students should keep in mind the following requirements:

- A computer - PC or Macintosh- with a stable Internet connection. Higher speed Internet connections (cable modem, DSL) are strongly recommended.
- Basic computer skills - email, surf the Internet, and create basic word processor files.
- Microsoft Office 2010, or higher (Must include Word and PowerPoint).
- A reliable email address that will not change from the beginning until the end of the semester.
- A "technology back-up" plan. Students should plan out an alternative location to do assignments and quizzes in the event their computer or Internet connection is not working!
- Time. Distance learning courses require as much time as traditional (classroom) instruction. The primary difference is that online instruction allows flexibility.
- Self motivation. Online students must be "self starters" and have the ability to work with a minimum of supervision. Students who procrastinate are rarely successful in distance learning courses.

Students are also required to:

- Make use of the online course materials available via Blackboard. Access to these materials is available once you have registered to the course.
- Participate in asynchronous online discussions.
Complete readings and assignments by the dates indicated on the syllabus.
Check email on a daily basis.

This syllabus is intended to guide us through the semester. However, circumstances may change and so I reserve the right to change the syllabus as needed to ensure that we fulfill the course objectives. You will receive full and fair notification regarding any such changes.

Online Classroom Technical Support
Contact Blackboard Collaborate Technical Support
- Available 24 hours/day - 7 days/week
- North America, Toll Free: 1 (877) 382-2293

Participate from a Mobile Device (iPhone / iPad)
- A free mobile app for iOS devices is available that allows you to participate directly from your iPhone, iPod touch, or iPad! Students are able to fully interact during the session:
  - View content and shared applications
  - Use emoticons
  - Connect directly from Blackboard on your mobile device

Students with Disabilities
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

Academic Honesty
The University adheres to a strict policy regarding cheating and plagiarism. These activities will not be tolerated in this class. Become familiar with the policy (http://www.sa.sdsu.edu/srr/conduct1.html). Any cheating or plagiarism will result in failing this class and a disciplinary review by Student Affairs.

Examples of Plagiarism include but are not limited to:

- Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work)
- Copying and pasting work from an online or offline source directly and calling it your own
- Using information you find from an online or offline source without giving the author credit
- Replacing words or phrases from another source and inserting your own words or phrases
- Submitting a piece of work you did for one class to another class

If you have questions on what is plagiarism, please consult the policy (http://www.sa.sdsu.edu/srr/conduct1.html) and this helpful guide from the Library:(http://infodome.sdsu.edu/infolit/exploratorium/Standard_5/plagiarism.pdf)

**Turnitin**

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your papers in such a way that no identifying information about you is included. Another option is that you may request, in writing, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.

**Interacting with me**
I'll try to respond within 24-48 hours to emails sent me from within Blackboard. For quick questions, the turnaround time may be much shorter. (If Blackboard is not working or for non-course-related communications, write to me using my outside email address: angferesme@gmail.com.)

**COURSE REQUIREMENTS AND EXPECTATIONS**

*I do not grade on a point system. Your grade is based on the following components that are weighted:*

1. **Friday Blackboard Entries (10%) - Completed Online.** You will write a series of thought pieces in which you show your understanding of our Student Learning Outcomes (SLOs) GE outcomes, and the concepts and themes being explored in the course and how your readings relate to them. I will give you the topics or questions based on our readings in our text, web searches, and the lecture/Pow

   erPoint material. These assignments are already listed and explained in detail on the Discussion Board, so be sure to read carefully through the Discussion Board so you don’t miss an important assignment. You will post your written responses in the Discussion Board to the appropriately named forum by midnight FRIDAY (11:59 and 59 sec pm Friday) of each week unless otherwise noted in the syllabus. I am expecting at least 350 words with quotes from the textbook and supplemental reading. Use whichever citation style you like, but I am happy with a simple in text citation. Example: (Mohammed, 5) or (Feres, lecture, Monday).

   Spelling and grammar are important components. Capitalize proper nouns. Grammar and spelling issues will result in lower grades; A grades are reserved for those entries without such errors. These assignments are an important component of your grade and represent our Friday class meetings. Please spend an ample amount of time crafting intelligent, well thought out discussion entries. I do take note when grading of poor spelling, grammatical errors, and discussions that consist of filler rather than substance. NO TEXT MESSAGING LANGUAGE ALLOWED! I immediately grade a discussion entry down 10% for Text Messaging language. Please learn the difference between cause and because, effect and affect, whether
and weather, to, too, and two, or which and witch...When in doubt, use a dictionary.

Late discussion entries are marked down 10% for each day they are late and are not accepted after the 3rd day.

3. Tests (50% combined) IN CLASS. Four tests that cover material from the lectures, films (if any are posted), and the readings. These tests may include defining terms, multiple choice, sequencing, essay, true or false, fill in the blank, or matching. No late quizzes unless proof of an emergency is offered. I take the questions from our main text, workbook, lectures, and our discussion board work. FAQ: Will you give us learning guides for the final and quizzes? No. We are at the university level. If you do your readings, workbook learning enhancement exercises and attend the lectures, then you should be fine. Unless I say so, everything that we discuss in class is material for tests/final. You will use scantron 289, the same type as for final examinations. You may want to make sure that you complete the relevant multiple choice questions in your workbook before taking any quiz. Since these scantrons are processed by computer, you MUST fill them out properly. If you do not, we will NOT mark them manually and you will be awarded a zero for that quiz.

4. Workbook (15%) - Your workbook is to assist you in self-assessment while reading the material in the class text, and to assess your writing skills as required in General Education courses. It has notes and materials that are not found in the course text. It also has learning enhancement questions taken from the same databank that I will use when designing class quizzes and examinations.

Starting from week 2, the teaching assistants and I will collect the workbooks and mark them thus:

a. We will see if you have completed the multiple choice questions for the relevant chapter, as outlined in the COURSE SCHEDULE below. Please also note that the “learning enhancement” questions are designed to promote a proper reading of the assigned text. Since your answers ought to reflect
such reading, you will be marked for completion of the assignment, and NOT for the correctness of your answers. You are encouraged to participate in groups and check each other’s answers. The teaching assistants will NOT, as a norm, correct your answers.

b. RELS 325 is an Upper Division GENERAL EDUCATION course with a WRITING REQUIREMENT COMPONENT. You will fulfill this by answering ONE of the essay questions at the end of every religion topic in the space provided. You will start this from the Introductory chapter. We will not accept one or two sentence answers. Your answer should generally NOT be less than 350 words using normal font, and must reflect learning from the relevant reading. If your handwriting is not legible, you will be awarded a zero for the assignment. You may use a word-processed document, but it has to be pasted or stapled on to the required answer area. Please note that this document must be present when your book is checked; this means that neither the TA nor I will accept later or electronic submissions—regardless of the excuse offered.

c. In concordance with the WRITING REQUIREMENT COMPONENT, you are expected to show reading and comprehension proficiency. Please plan ahead carefully and prioritize accordingly. There is a zero tolerance for incomplete homework.

d. Please note that because workbooks are used in each semester, we do NOT accept workbooks that have been copied since the answers would then be copied from another book.

e. Every time your name is called, and you choose NOT to hand in your workbook or are absent, your workbook score will be lessened by 5%. If this occurs three times, you will be issued a zero for this component of your grade.

f. Do note that we call names at random, and that means at OUR choice. If you are absent on week 4 that does not mean you can submit your book on week 5. IF—and only IF we ask for it, can you hand it in.
g. Given the large size of this class, it is possible we may only have the opportunity to collect your book ONCE. This means that it will be marked out of the full 15% when submitted. If you submit it on week three, and have NOT finished the assigned questions, you will lose marks. This does not mean that once your book is marked once you can stop answering questions. **We may choose to call your name again.** If you have NOT done the remaining chapters, you will lose marks. If you choose NOT to answer our call, you will lose five% off the mark you have previously obtained.

h. By the end of the semester, every book will have been marked at least once, and every student’s name being called at least three times. Any student, who has not, by this time, handed in a book for marking, will receive a zero for that component of the grade allotment.

5. **Final Exam (25%)** - **IN CLASS FINAL.** The format may be defining terms, multiple choice, sequencing, true or false, essays, and/or fill in the blank and WILL INCLUDE QUESTIONS FROM CHAPTERS COVERED SINCE DAY ONE OF THE CLASS. No late finals unless proof of a real emergency are offered. Vacations, work, normal illnesses such as a cold and flu not requiring hospitalization are not emergencies. FAQ: Will you give us learning guides for the final and quizzes? No. We are at the university level and I refuse to spoon feed students. If you do your readings, workbook learning enhancement exercises and attend the lectures, then you should be fine. Unless I say so, everything that we discuss in class is material for quizzes/exams. **The Final examination is elemental to successful course completion.** This means that, regardless of your performance in other components, if you miss the final, you will receive an automatic fail. Do note that there is a zero tolerance policy towards cheating. If you are caught, you will not be allowed to complete the examination in which you are sitting. If you are caught cheating in the final, you will receive an automatic fail grade. We will also, in accordance with university regulations, file a report with the relevant authorities.

SDSU Grading Guidelines
You will be able to see your grade by checking the GRADEBOOK section on BLACKBOARD. Your final grade is determined on the basis of accumulated % from quizzes, the final tests, and your workbook assignments. This is an introductory course, so with industrious application of study and effort, an A is not beyond reach. If you are taking the course for C/NC, do note that the university considers a C- (C minus) as a NC or failing grade. Please note that all scores in this course are converted to percentages and that course weighting applies.

**Grade Queries:** Grades are very carefully determined and checked prior to being entered into the Grade Book feature on Blackboard. If you do find an error, or have a question, please feel free to ask about it. It pleases me greatly to raise grades when warranted. On the flip side, it saddens me terribly when students push for points when they are not warranted; this is disrespectful to your fellow students and yourself—so please avoid it. Such a request will bring your entire test and, in some cases, your entire record into account and may result in lower as well as higher grades. Queries MUST be done within two days of the grade posting.

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<th>Outstanding achievement; available only for the highest accomplishment.</th>
<th>Praiseworthy performance; definitely above average.</th>
<th>Average; awarded for satisfactory performance; the most common grade.</th>
<th>Minimally passing; less than average achievement for undergraduate students.</th>
<th>Failing.</th>
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<tr>
<td>90 – 92.9% = A-</td>
<td>80 – 82.9% = B-</td>
<td>70 – 72.9% = C-</td>
<td>60 – 62.9% = D-</td>
<td>0 – 59.9% = F</td>
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<td>93 – 100% = A</td>
<td>83 – 86.9% = B</td>
<td>73 – 76.9% = C</td>
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<td>77 – 79.9% = C+</td>
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<td>87 – 89.9% = B+</td>
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Extra credit
Opportunities may become available for those of you who have done all of your work and are interested in earning a few extra points. **If I assign any extra credit, I will not accept it after the date/time of the in class portion of the final exam. No exceptions.** You may only earn 25 points of extra credit maximum.

There will be no make-ups.
No incompletes will be given. (Verified emergencies provide the only exceptions to these policies.) Vacations, work, normal illnesses such as colds and flu not requiring hospitalization are not emergencies.

Attendance, punctuality and withdrawals.
I take roll in class. While I do my best to formally drop students who stop attending class, it is ultimately your responsibility to withdraw from the course. Failure to do so may result in an unexpected F.

COURSE OUTLINE
(Tentative. We may need to spend more time on a given topic. If so, changes to our outline will always be announced)

Reading Assignments: I expect is for students to have read the chapter(s) we will be covering each meeting prior to posting your work. You are responsible for all material in the books, lectures, films, and handouts.

Week One

W 1/20  Introductions & Bb

F 1/22 Syllabus Review on BB- this is a small quiz that you must complete. It counts as one Friday Essay. For Monday please read "U.S. Public Becoming Less Religious” in the workbook & Introduction: he Academic Study of Religion in the main text

Week Two
M 1/25 The state of religion in the U.S and how to academically study it

W 1/27 The Greco-Roman World : CH One in text

F 1/29 Read supplemental material on Greek Philosophy & Mystery Cults on the Discussion Board of Bb

**Week Three:** Starting this week we will be calling on students to show their completed work from the Workbook. You should have completed the Workbook introductory Quiz by Monday and Quiz Two by Wednesday.

M 2/1 The Greco-Roman World and First Century Jews Ch One in text

W 2/3 Jesus: Chapter Two in text

F 2/5 ONLINE: Judaism of the first century

**Week Four:** Have Workbook Quiz Three completed for Monday check

M 2/8 From Jesus to Christ : Chapter Two in text

W 2/10 Test One in class

F 2/12 ONLINE: Problems with sources

**Week Five**

M 2/15 Paul : Chapter Three in text – pages 73-88

W 2/17 Paul, women, and sex: Chapter Five & Six

F 2/19 Online Discussion: Paul’s Christology or women in the community
Week Six: Have Workbook Quiz Four and Five ready to show Wednesday

M 2/22 Persecution & expansion of Christianity: Chapter 4 and Seven

W 2/24 Growth of Christianity: Institutionalization: Chapter Eight

F 2/26 Online work: Beliefs, practices, and institutionalization

Week Seven

M 2/29 Growth of Christianity Orthodox, Heresy...

W 3/2 Test Two in class

F 3/4 Online Discussion: Monasticism or Papal Power

Week Eight

M 3/7 Defining orthodoxy: Still discussing Chapters one through eight

W 3/9 Byzantines vs. Western Roman Catholicism Chapter Nine in the text

F 3/11 No online discussion

Week Nine Have Workbook Quiz Seven ready to show Monday

M 3/14 Islam Chapter Nine

W 3/16 Early Middle Ages: Christian Expansion to Europe: Feres Lectures

F 3/18 Online Discussion: Church and State

Week Ten
M 3/21: Christianity in Europe – Carolingians: Chapter three 89-94

W 3/23 Medieval Christianity: Feres Lectures

F 3/25 No Online discussion

**Week Eleven**
M 3/28 Spring Break

W 3/30 Spring Break

F 4/1 Spring Break

**Week Twelve: Have Workbook Quiz Eight ready to show Wednesday**

M 4/4 Investiture Controversy: Chapter Three 95-103 & Chapter Ten

W 4/6 Crusades: Continuing same readings and add Chapter Eleven

F 4/8 Online Discussion: Crusades or Investiture Controversy

**Week Thirteen**

M 4/11 Scholasticism: Continuing

W 4/13 Medieval Heresies and reformers Continuing

F 4/15 Online Cathars or Reforms

**Week Fourteen: Have Workbook Quiz Nine ready for Wednesday**

M 4/18 Renaissance Catholicism: Chapter Twelve

W 4/20 The Protestant Reformation: Chapter Thirteen
F 4/22 Online discussion: Luther

**Week Fifteen**

M 4/25 Zwingli, Antibaptists, Peasant revolts, and more: Chapter Fourteen

W 4/27 Chapter Nine: Calvin and Catholic Response Chapter Fourteen

F 4/29 Online Discussion: Calvin

**Week Sixteen: Have Workbook Quiz Ten done for Wednesday**

M 5/2 Counter-Reform and Divided Christendom Chapter Fifteen

W 5/4 FINAL EXAM IN CLASS