COURSE TITLE: History of Christian Middle Ages to Present
COURSE NUMBER/SECTION: THST 3021.1
TIMES/DAYS: TR 11:20-12:50
INSTRUCTOR: Dr. Charlotte Raddler
CORE AREA:
FLAGGED:

COURSE DESCRIPTION/PRINCIPAL TOPICS
Contact Professor

STUDENT LEARNING OUTCOMES

PREREQUISITES/RECOMMENDED BACKGROUND

REQUIRED TEXTS

COURSE WORK/EXPECTATIONS
COURSE TITLE: Theology after Crisis
COURSE NUMBER/SECTION: THST 3212.1 or 3212.2
TIMES/DAYS: T 4:20-7:20pm or W 4:20-7:20pm
INSTRUCTOR: Prof. Rosanna Lu
CORE AREA: INT: Faith & Reason
FLAGGED: n/a

COURSE DESCRIPTION/PRINCIPAL TOPICS
This course engages significant questions surrounding crisis and tragedy in the modern world. This course surveys how trauma at the international, communal, and personal levels of experiences are explained through the lens of faith in biblical traditions.

STUDENT LEARNING OUTCOMES

PREREQUISITES/RECOMMENDED BACKGROUND

REQUIRED TEXTS

COURSE WORK/EXPECTATIONS
COURSE TITLE: Eastern Christian Traditions

COURSE NUMBER/SECTION: 73031 THST 3220/1; 74295 CATH 3220/01

TIMES/DAYS: 11:20 am - 12:50 pm TR

INSTRUCTOR: Cyril Hovorun

CORE AREA: Faith and Reason

FLAGGED:

COURSE DESCRIPTION/PRINCIPAL TOPICS

We will learn about the spiritual practices of the Eastern Christianity, such as hesychasm and Jesus prayer; will make excursions to the history and current genres of iconography, architecture, and church music; will study hagiographic cases (lives of the Saints). We will also explore the elements of the Eastern systematic theology, such as Trinitarian doctrine, Christology, ecclesiology, anthropology, and ecotheology.

STUDENT LEARNING OUTCOMES

- Outline the Eastern Christian doctrine regarding the Trinity and Incarnation.
- Classify the genres and samples of the Eastern Christian art.
- Compare patterns of Eastern Christian spirituality with similar Western patterns.
- Integrate the understanding of the Eastern Christianity to their knowledge of the Western Christian traditions.

PREREQUISITES/RECOMMENDED BACKGROUND

The students are recommended to know elements of the Catholic or other Western and Eastern Christian traditions. However, students with no faith background or from other religious traditions are most welcome as well.

REQUIRED TEXTS

There is no textbook for the course. For each lecture, the students will be supplied with texts to reflect upon.

COURSE WORK/EXPECTATIONS

The students will attend lectures and participate in seminars. At seminars, they will present their reflections on the topics of the lectures. Both midterm and final exams are oral in the office of the instructor.
COURSE TITLE: THE GREEK ORTHODOX TRADITION (4 units)

COURSE NUMBER: MDGK 3350 / THST 3221

DAYS/TIMES: TH 7:10 - 10:10 p.m.

INSTRUCTOR: Fr. John S. Bakas

CORE AREA: INT: Faith & Reason

COURSE DESCRIPTION/PRINCIPAL TOPICS:

This course examines the unbroken dogmatic tradition of the Greek Orthodox Church, its liturgy and its place in the religious life of the United States. The course approaches the study of the Greek Orthodox Church, also known as the Orthodox Church or Byzantine Christianity, from the theological, historical, cultural, and artistic perspectives. The students study the Greek Orthodox Tradition in the context of the Roman, Byzantine and Ottoman Empires and the political and cultural changes that were taking place. The students will discover the role played by historical processes and events at the beginning and during the development of Orthodoxy.

STUDENT LEARNING OUTCOMES:

The student will:

- study the establishment of the Church in the early days of Christianity and become familiar with the early “diversities”- heresies and schisms – and examine the ultimate Schism of Christianity
- analyze & understand the dogma of the Greek Orthodox Church and the doctrines formulated by the seven Ecumenical Councils
- be introduced to the Christological and Trinitarian issue and the Iconoclastic Crisis
- study the Sacraments and the theology of the Patristic Fathers
- study the liturgy used in the Orthodox Christian faith & understand how liturgical music and iconography are manifestations of every search for ultimate meaning
- learn the meaning of the symbols used in the sacramental life of the Church and its iconography
- understand the symbolism and metaphorical conventions of ecclesiastical literary texts
- value the existential importance of ultimate questions
- value the meaning of koinonia as both Sacrament and Society
- visit Saint Sophia Cathedral to attend an Orthodox liturgy

PREREQUISITES/RECOMMENDED BACKGROUND: None

REQUIRED TEXTS:

Ware, Timothy, *The Orthodox Church*
Payton R. James, *Light from the Christian East*
Payne, Robert, *Holy Fire (Patristic Fathers)*

Additional texts will be distributed by the professor during the semester

COURSE WORK/EXPECTATIONS:

Regular attendance and participation in the class
Quizzes on all the required reading (15%)
Research paper on an assigned topic to be approved by the professor (30%)
Midterm Exam (20%)
Final examination (35%)
1. **COURSE DESCRIPTION:** This “Faith and Reason” course will have two optics. The first will focus on the mystery of the divine, hearing the voice of the historical Jesus, and how the story of Jesus is understood in light of Christian faith. The second optic involves a contemporary consideration of salvation, mission, and Church. What is salvation? Is it personal or social? A special concern will be the Church’s social teaching in today’s world, with a focus on El Salvador. The course has an information literacy flag.

2. **STUDENT LEARNING OUTCOMES:**
   - The mystery of the divine
   - Recovering the voice of Jesus
   - The kingdom of God
   - Understanding salvation from a biblical and contemporary perspective
   - The Jesus Movement and the Church
   - Post Vatican II Catholicism

3. **REQUIRED TEXTS:**
   - Michael Daley and Dianne Bergant, *Take and Read: Christian Writers Reflect on Life’s most Influential Books*
   - Thomas P. Rausch, *This is our Faith: An Introduction to Catholicism*
   - Pope Benedict XVI, *Spe Salvi* (online)
   - Vatican II, *Dei Verbum* (online)
   - Some additional articles on Brightspace

4. **COURSE FORMAT:** lecture/discussion. Class participation is expected and will count towards one's final grade including in class presentations. Only those who consistently participate and contribute insightfully to class discussions will receive full credit. Students will be required to keep a notebook on the readings. There will be an in-class presentation, two papers, one with an annotated bibliography, a content oriented midterm, and a more personal final essay

**Reading notebook:** students will submit each Wednesday a brief report on readings for the week; the reports should be no more than a page. It should include a brief discussion of each reading, and any questions it may have raised for you. As this is class preparation, no late papers will be accepted. Keep a second copy of the paper for your reading notebook.
COURSE TITLE: God and the Human Experience
COURSE NUMBER/SECTION: THST 3236.01 and THST 3236.04
TIMES/DAYS: T 7:10-10:10 pm or R 7:10-10:10 pm
INSTRUCTOR: Dr. Simon C. Kim
CORE AREA: Faith and Reason
FLAGS: None

COURSE DESCRIPTION
Human experiences of God are diverse, complex, and contested. This course examines such
dynamics within specific populations facing contemporary social issues such as racism, poverty,
immigration, etc. Thus, the theoretical approach of the course is intersectional—an examination
of the diversity of human experiences of God as informed by socio-economic factors, gender,
sexuality, race/ethnicities, religion, etc. Special attention will be given to the dynamics of power
and privilege that leads to suffering and marginalization including authors who have generated
new images of a liberating God (i.e. black, womanist, and Latino/a theologies, etc.). The
pedagogical approach is experiential; that is, designed to offer engagement and reflection
opportunities of one’s own experiences and contexts that shape our perspectives of self and God
as well as examining our experiences in the contemporary world and our own role and
responsibility in this world.

STUDENT LEARNING OUTCOMES
1. Students will understand the search for God as a culturally and historically embedded process.
2. Students will understand the richness and complexity of theological and religious traditions,
especially in light of contemporary issues and diverse voices.
3. Students will be able to examine and evaluate critically the diverse ways in which religious
   beliefs and practices change across time and space.
4. Students will be able to reflect critically on their own experiences and observe the impact of
   multiple contexts on their own questions, reflections and discourses on God and the human
   experience.
5. Students will refine their ability to use intellectual inquiry as a means for fostering empathy
   and understanding across different human encounters.
6. Students will gain the skills to talk wisely and sensitively about human diversity and religious
difference in the context of difficult matters such as prejudice and oppression.

PREREQUISITES/RECOMMENDED BACKGROUND: Junior Standing

REQUIRED TEXTS
- James Cone, *The Cross and the Lynching Tree*
- Nancy Pineda-Madrid, *Suffering and Salvation in Ciudad Juarez*
- Other required readings will be available on MYLMU Connect/Brightspace

COURSE WORK/EXPECTATIONS
- Short Reflection Papers
- Student Presentations
- Midterm Assignment
COURSE TITLE: God and the Human Experience
COURSE NUMBER/SECTION: THST 3236.2 or 3236.3
TIMES/DAYS: TR 11:20-12:50 or TR 2:40-4:10pm
INSTRUCTOR: Dr. Philip Reed-Butler
CORE AREA:
FLAGGED:

COURSE DESCRIPTION/PRINCIPAL TOPICS
Contact Professor

STUDENT LEARNING OUTCOMES

PREREQUISITES/RECOMMENDED BACKGROUND

REQUIRED TEXTS

COURSE WORK/EXPECTATIONS
COURSE TITLE: Sex and the City of God
COURSE NUMBER/SECTION: 73032/3237 - 01
TIMES/DAYS: TR 2:40PM - 4:10PM STR 239
INSTRUCTOR: Sheilah M. Jones, Ph.D.
CORE AREA: INT: Faith and Reason
FLAGGED: Writing

COURSE DESCRIPTION/PRINCIPAL TOPICS: This course explores the construction of sexual and gendered theories of the person and the body largely through an analytical reading of contemporary Western discourse. The students will become familiar with modern theorists and the varied contemporary sub-disciplines germane in the study of gender, sexuality, the body and personhood. The following methodological paradigms will be employed within this course: feminism, theological lenses, socio-historical, psychoanalytic, gender theory, race and sociological perspectives. As a result of active participation and the completion of this course, the student will acquire the ability to analyze and critically evaluate a diverse range of social, political, theological and theoretical constructions of and approaches to sexuality, sex, gender, identity, the body and personhood in the diverse iterations within varied socio-historical locations.

LEARNING OUTCOMES: Students will be able to demonstrate orally and in writing the abilities to:

- Critically understand the variety of constructions of gender, sexuality, the body and personhood in Christianity and American culture.
- Analyze the intersections within constructions of gender, sexuality, race, the body and personhood within varied social and cultural contexts in Christian and American culture.
- Assess perennial existential questions posed about gender, the nature of the body, sexuality, race, personhood and identity in an interdisciplinary approach.
- Form and articulate personal opinions on course topics using appropriate, credible evidence to support ever more sophisticated arguments.
- In speaking and in writing, present an ever more nuanced, analytical, and refined approach to issues related to sexuality, sex, gender, race and the body.
- Develop a critical appreciation of the varied and conflicting perspectives on sexuality, sex, gender and the body in Western theological, philosophical and political discourse.

PREREQUISITES/RECOMMENDED BACKGROUND: One 1000-level theology course

REQUIRED TEXTS
- Thinking Woman: A Philosophical Approach to the Quandary of Gender. Jennifer H. Dragseth, (Cascade Books, 2015) FREE ON JSTOR database (Hannon Library)

Additional Readings will be available on Brightspace

COURSE WORK/EXPECTATIONS
20% Attendance
25% Quality of Participation.
30% 4 Unit Essays of 5 pages each
15% Final: Big Idea Essay of 5 pages
10% Weekly 1-page Essays
COURSE TITLE: Sex and the City of God

COURSE NUMBER/SECTION: THST 3237 Section 02

TIMES/DAYS: Tuesdays / Thursdays [sec 2 from 8am-9:30am]

INSTRUCTOR: Lauren Frances Guerra, PhD

CORE AREA: INT: Faith and Reason

FLAGGED: Writing

COURSE DESCRIPTION/PRINCIPAL TOPICS
This course examines discourse on body and sexuality with a special emphasis on Christianity. Employing a variety of theological methods, the course probes gender theories, theologies of the body, and perspectives on sexuality in pertinent primary and secondary sources. In this course, we will pay particular attention to the paradoxical nature of Christianity’s relationship with the body and human sexuality. We will focus on the development of theological anthropology and will take an intersectional feminist approach to the material.

STUDENT LEARNING OUTCOMES
- Develop their skills in critical reading, analytical writing and oral communication.
- Analyze the construction of gender and sexuality in the Western Christian tradition.
- Asses the paradoxical nature of Christianity’s doctrine of the incarnation and ambivalence towards human sexuality.
- Evaluate the ways in which race, class, and gender shape our experience of the incarnate God.

PREREQUISITES/RECOMMENDED BACKGROUND One 1000 level THST course. Previous courses in Women’s Studies will be helpful.

REQUIRED TEXTS
- Marcella Althaus-Reid, Indecent Theology: Theological Perversions in Sex, Gender, and Politics
- Kelly Brown Douglas, Sexuality and the Black Church: A Womanist Perspective
- Michelle Gonzalez, Created in God’s Image: An Introduction to Feminist Theological Anthropology
- Jay Emerson Johnson, Divine Communion: A Eucharistic Theology of Sexual Intimacy

COURSE WORK/EXPECTATIONS
Course work includes active class participation, regular attendance, reflection papers, and a final project.
COURSE TITLE: Theology & Science
COURSE NUMBER/SECTION: THST 3238-01; THST 3238-02
TIMES/DAYS: 3238-01 Wednesdays, 4:20-7:20pm; 3238-02 Thursdays 4:20-7:20pm
INSTRUCTOR: Kumar, S.
CORE AREA: Faith & Reason
FLAGGED:

COURSE DESCRIPTION/PRINCIPAL TOPICS Why are we here? What is the meaning of existence? How do humans fit into the universe? Is religious experience contrary to scientific thought? These existential questions on the nature of our human experience have been explored from competing perspectives by the two dynamic forces of theology and science. The course investigates how scientific inquiry and spiritual faith might express complementarity and achieve unity, rather than conflict and competition. Topics spanning medicine, brain science, consciousness, quantum theory, cosmology, ecology, bioethics, artificial intelligence, technology, and human happiness will be investigated via this integral approach of theology and science. The course surveys an array of issues, noted thinkers, theologians and scientists from both Eastern and Western religions. The course will be seminar-based, with an emphasis on class discussion, in order to explore how theology and science simultaneously clash, coexist and influence each other.

Methods of instruction will be multidisciplinary combining lecture, academic analysis, and class discussion of the assigned reading material. Lectures and discussion will be supplemented with online videos, film, web-resources, sacred texts in translation, and experiential contemplative activity. Students will engage in analysis of the multidisciplinary course content through class discussion, independent research, and group presentations.

STUDENT LEARNING OUTCOMES
1. Trace the historical, philosophical, and cultural factors that have led to the apparent divide between science and religion.
2. Explore the relationship of science within the Judeo-Christian, Islamic, Hindu, and Buddhist traditions.
3. Engage in a critical and intellectual dialogue in the conflict, conversation, and convergence of science and theology.
4. Articulate ways in which science and theology relate and provide examples of such relationships in various fields, e.g. biology, cosmology, ecology, medicine, ethics, etc.
5. Comprehend general scientific claims and relate these to theology and various spiritual traditions.
6. Examine the role that science and theology currently interact and play in contemporary media and politics in shaping socio-cultural perspectives and in 21st century contexts.
7. Cultivate analytic, writing, and research skills in the completion of individual research projects on a topic pertaining to the course.

PREREQUISITES/RECOMMENDED BACKGROUND Upper-division course. Although there is no specific prerequisite, students should have some prior studies in science and/or religion.

REQUIRED TEXTS

COURSE WORK/EXPECTATIONS
Assignment/Hours per Semester
1. Class Room Instruction/40
2. Readings/60
3. Online Assignments/20
4. Research Papers/50
5. Group Presentations/10
COURSE TITLE: Water, Word and Wine
COURSE NUMBER: 3240
SECTION TIMES/DAYS: 01 MW, 8:00am to 9:30am
INSTRUCTOR: Marc Reeves, S.J.
CORE AREA: Faith and Reason
FLAGGED: Engaged Learning and Writing

COURSE DESCRIPTION/PRINCIPAL TOPICS

Christianity is defined by its community rituals in liturgical and sacramental celebration. This course will explore how Christian sacraments reveal what Christians believe and how they understand and relate to God by closely examining select ritual practices. We will explore rituals such as Baptism and Eucharist, and attempt to articulate their meaning by defining symbols such as water, food, oil, and the role of the body in worship. We will consider how ritual participation reveals a Christian’s relationship with God and the human community, and how worship shapes daily Christian life and identity. We will study how rituals and texts reciprocally shape another, and how communities of people in different cultures use rituals, prayers, and materials of the earth to explore ultimate questions such as "what is the human being? What is the world? How does one grow close to God? How do communities experience God and abide by a covenant?"

STUDENT LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

• Students will learn the fundamentals of Christian ritual theory.
• Students will learn gain competence in the history and function of Christian symbols.
• Students will learn become familiar with basic liturgical and sacramental vocabulary, components, and structures.
• Students will be able to critically analyze the theology of a sacramental celebration in verbal and written communication.
• Students will express how Christian rituals shape, reflect, and challenge daily life.

PREREQUISITES/RECOMMENDED BACKGROUND

One THST 100-level course

REQUIRED TEXTS


Various other articles, as assigned.

COURSE WORK/EXPECTATIONS

• Regular class attendance and participation
• Completion of all reading assignments
• 1 mid-term and 1 final exam
• 2 fieldwork papers (5-7 pages and 10-12 pages respectively)
• Weekly submission of Active Reading Notes (ARN’s) or Reflection Paper
• Required Saturday site visit to the Cathedral of Our Lady of the Angels with corresponding writing assignment
COURSE TITLE: Meeting Christ in Faith & Art

COURSE NUMBER: THST 3241

SECTION TIMES/DAYS: Section 1, MW 12:40 – 2:10 PM

INSTRUCTOR: Cecilia González-Andrieu, PhD.

COURSE DESCRIPTION/PRINCIPAL TOPICS
Revered and ridiculed, beloved and betrayed, executed and alive. Is Jesus a cultural icon, an overused symbol, a historical person, a cosmic phenomenon? Why do people who proclaim him "Lord" disagree with each other on so many things? This course is an introduction to humanity's quest to understand Jesus Christ's identity and purpose. Our exploration will interlace a variety of creative works with theological texts in order to explore: Jesus as a historical figure, his human/divine characteristics, his suffering and death, his relationship with God and the questions surrounding his connection to humanity. In order to consider the insights provided by diverse communities the course proceeds through the method of interpretation of theological aesthetics. We will look at a range of creative works as these aid us in exploring the tensions, popular devotions, and controversies in the intriguing quest for Jesus Christ. The course includes close looks at specific creative works, field work with art in L.A., the production of a short group documentary, and the development of each student's capacity to both approach and produce creative works as explorations of the many meanings and understandings of Jesus as Christ.

STUDENT LEARNING OUTCOMES
Students successfully engaged in this course will: a) Know the major categories, issues and controversies of Christology. b) Know and develop proficiency in engaging creative works through theological aesthetic methodology. c) Be able to write well and present their findings orally. d) Be able to actively engage and reflect upon the complex work of making art in multiple and diverse contexts and get to know the communities involved. e) Extend their critical engagement with theological questions through the production of their own works of art.

PREREQUISITES/RECOMMENDED BACKGROUND
Recommended: An introductory level theological studies and/or a minimum of one course in any of the arts offered at the university (e.g. theater, cinema, visual arts, literature, or music) is recommended. The completion of a basic course in Christian theology or Scripture is helpful.

REQUIRED TEXTS
5. Pope John Paul II’s Apostolic Letter To Artists. Available online from the Vatican.

COURSE WORK/EXPECTATIONS
1. Reading: All readings or viewings of art are to be done prior to the class meeting.
2. Participation: In class discussions and processes, elaboration and presentation of art projects and critical evaluations of artworks and art experiences. One group project of research in the city.
3. Writing and presentations: Several short papers, leading class discussions, in class creative projects and presentations, a short group documentary, and a final research paper connected to the art project.
4. Art: one final art project from any art discipline for exhibition, performance and presentation.
COURSE TITLE: Psychology, Spirituality and Transformation

COURSE NUMBER/SECTION: THST 3250.01

TIMES/DAYS: Wed 4:20-7:20

INSTRUCTOR: Juliette Marsh

CORE AREA: Faith and Reason: Integration

FLAGGED: none

COURSE DESCRIPTION/PRINCIPAL TOPICS

This course will explore the developmental journey of becoming more oneself. As we look to the intersection of Psychology and Spirituality, this course will utilize an autobiographical examination of one’s own formation from early childhood to adulthood, critically reflecting on the power of family systems in human becoming, awakening to a sense of self, how one constructs images of God and the power of transformation through the experience of loss, healing and hope. Using the mystics and historical figures as a guide, we will look to the movement of human unfolding, flowing from introspection to a communal vision, which links the shared journey of transformation for both the individual and society. We will dive deeply into two related questions: 1) What constitutes optimal human growth and development from the perspectives of both psychology and Christian spirituality? 2) What constitutes a holistic Christian spirituality that integrates wholeness and holiness?

STUDENT LEARNING OUTCOMES

At the completion of the course, students will be able to:
- Critically reflect on one’s own experiences and how they impact human flourishing.
- Acquire basic fluency with regard to basic psychological terms and concepts related to human growth and development, as well as basic theological terms related to spirituality and transformation.
- Integrate theology and psychology in a creative way so as to further understand one’s own developmental journey.
- Develop critical thinking and reading skills.
- Examine and evaluate critically the diverse ways in which religious traditions impact personal and social transformation over time.

PREREQUISITES/RECOMMENDED BACKGROUND

Lower level theology course recommended

REQUIRED TEXTS

David Brenner, *Spirituality and the Awakening Self*
Carl Jung, *The Undiscovered Self*
Helen LaKelly Hunt, *Faith and Feminism*

COURSE WORK/EXPECTATIONS

1. Engagement with all course readings so as to actively participate and contribute to class discussion.
2. Personal integration reflections on readings.
3. Midterm exam
4. Final synthesis project on area of choice regarding human development.
COURSE TITLE: Psychology, Spirituality and Transformation

COURSE NUMBER/SECTION: THST 3250.01

TIMES/DAYS: Wed 4:20-7:20

INSTRUCTOR: Juliette Marsh

CORE AREA: Faith and Reason: Integration

FLAGGED: none

COURSE DESCRIPTION/PRINCIPAL TOPICS

This course will explore the developmental journey of becoming more oneself. As we look to the intersection of Psychology and Spirituality, this course will use an autobiographical examination of one’s own formation from early childhood to adulthood, critically reflecting on the power of family systems in human becoming, awakening to a sense of self, how one constructs images of God and the power of transformation through the experience of loss, healing and hope. Using the mystics and historical figures as a guide, we will look to the movement of human unfolding, flowing from introspection to a communal vision, which links the shared journey of transformation for both the individual and society. We will dive deeply into two related questions: 1) What constitutes optimal human growth and development from the perspectives of both psychology and Christian spirituality? 2) What constitutes a holistic Christian spirituality that integrates wholeness and holiness?

STUDENT LEARNING OUTCOMES

At the completion of the course, students will be able to:

• Critically reflect on one’s own experiences and how they impact human flourishing.
• Acquire basic fluency with regard to basic psychological terms and concepts related to human growth and development, as well as basic theological terms related to spirituality and transformation.
• Integrate theology and psychology in a creative way so as to further understand one’s own developmental journey.
• Develop critical thinking and reading skills.
• Examine and evaluate critically the diverse ways in which religious traditions impact personal and social transformation over time.

PREREQUISITES/RECOMMENDED BACKGROUND

Lower level theology course recommended

REQUIRED TEXTS

David Brenner, *Spirituality and the Awakening Self*
Carl Jung, *The Undiscovered Self*
Helen LaKelly Hunt, *Faith and Feminism*

COURSE WORK/EXPECTATIONS

1. Engagement with all course readings so as to actively participate and contribute to class discussion.
2. Personal integration reflections on readings.
3. Midterm exam
4. Final synthesis project on area of choice regarding human development.
COURSE TITLE: Practice of Everyday Life

COURSE NUMBER/SECTION: THST 3251.3 or THST 3251.4

TIMES/DAYS: T/Th 4:20-5:45 or 5:55-7:20

INSTRUCTOR: Jason Sexton

CORE AREA: INT: Faith & Reason

FLAGGED: Flag: Engaged Learning

COURSE DESCRIPTION/PRINCIPAL TOPICS

This course will provide “a critical examination of ordinary practices of everyday life as a source for spiritual knowledge and social-political transformation” [from the catalog].

What does it mean to see? What does it mean to see well, and to think deeply about what is seen, in ways that allow the whole of reality to be seen holistically, in a single, encompassing gaze? This question has long vexed artists, philosophers, theologians, and writers. In their work one encounters a continuous effort to truly see and form a relationship with what matters most, and what matters most for human flourishing? What ways of understanding everyday life—philosophical, theological, sociological—can help contribute to the meaningfulness of life, its vitality, for persons, communities and society as a whole? And what practices--from ordinary, mundane practices such as working, cooking, gardening, and walking (the “arts of doing”) to more specialized, ritual practices such as contemplative practice, accompaniment and participation in civic and political life—are most significant in the process of creating a meaningful life and a more just and sustainable world?

In this course, we will focus on the application of critical thinking skills in our everyday lives, in both private and public settings. The challenge is to examine both what you think and especially how you think. In other words, to pay attention, becoming aware, cultivating understanding, empathy, and compassion while standing in an open-hearted relationship with oneself, others, the world, and God. As you proceed through your personal, academic, and professional lives, cultivating these skills while becoming more competent human beings. We will consider the question of what it means pay attention in such a careful way as to become a person (as Henry James described) “on whom nothing is lost.” For ancient philosophers, paying attention in this way was central to what it meant to learn to live in the present, to recognize the infinite value of each moment.

During this semester, we will inquire into the moral and spiritual meaning of the work of seeing—why it matters to try to look at things carefully and deeply, what the consequences are of not paying attention, how our often-clouded vision of things can be transformed into a way of seeing (and living) that is clearer, stronger and more capacious. We will also consider how consciously adopted practices of paying attention can become what Michel de Certeau calls tactics or means of creative resistance to the dehumanizing structures that deeply impact our lives. These questions form the heart of this course and will comprise the subject of a semester-long inquiry into the moral, philosophical and spiritual meaning of practice in everyday life.

University Core fulfilled: Integrations: Faith and Reason; Flag: Engaged Learning.

STUDENT LEARNING OUTCOMES

1. To develop a capacity for reflecting critically on the fundamental meaning of practice in every day life, as a way of being and as a dimension of consciousness, drawing on the disciplines of philosophy, theology, Christian spirituality, and other literature to interpret these elements of experience.
2. To learn to reflect critically on what it means to integrate intentionality or awareness into ordinary activities (as part of the work of learning what a practice is and ought to be). Here, we will pay particular attention to the grounding metaphor of learning to pay attention, *regarde*, to “see.”

3. To learn how to form critical judgments about the relative meaning and value of disciplined practice (whether spiritual, artistic, social, political), undertaken repeatedly, over time. What kind of transformation does such practice make possible? In behavior? In thought? What is the significance of *shared* practice? How does such practice reshape the identity of a community and of individuals?

4. To deepen one’s capacity to see both the surface and the undercurrent of charged contemporary social and political realities, and to consider the kind of tactics that might enable one to respond to them in a meaningful way.

PREREQUISITES/RECOMMENDED BACKGROUND

N/A

REQUIRED TEXTS

Fred Sanders and Jason S. Sexton, *Theology and California: Theological Refractions on California’s Culture* (Routledge, 2014).

COURSE WORK/EXPECTATIONS

Readings/discussion: 40 Points
Engaged Learning: Experiments with Practice: 40 Points
Research Project and Presentation: 70 Points
Final Exam: 50 Points
COURSE TITLE: Buddhism

COURSE NUMBER/SECTION: THST3282.1 or THST3282.2

TIMES/DAYS: MWF 08:00-09:00 or MWF 09:10-10:10

INSTRUCTOR: Eric H. Swanson

CORE AREA: Faith & Reason

FLAGGED: Engaged Learning, Writing

COURSE DESCRIPTION/PRINCIPAL TOPICS
This class introduces the basic elements of Buddhist thought, practice, and historical communities and will explore various case studies that will illustrate how the foundational tenants of the Buddhist tradition were re-conceptualized as it spread throughout Asia, and recently to the rest of the world. With a focus on exploring the diversity of Buddhism as a lived religion, this course will follow the thread of three foundational aspects of the tradition as expressed through the “Three Jewels” of Buddhism: its religious figures and their visual representations (buddha), its teachings and practices (dharma), and its religious communities (sangha). Key themes that will be discussed are the relationship between self and other, the various methods prescribed to attain awakening, the social and cultural roles of Buddhist temples, the visual and material culture of the Buddhist tradition, and guidelines on how to live ethically as a member of the Buddhist faith.

STUDENT LEARNING OUTCOMES
SL01: Identify, elaborate, and discuss various Buddhist traditions, historical figures, and texts in different geographical areas and assess the key issues addressed in their specific historical and cultural contexts;
SL02: Be able to critically analyze how various cultures and traditions across time and place articulated their own understanding of the Buddhist tradition;
SL03: Learn to appreciate and engage with ideas of the Buddhist tradition without exoticizing its teachings and cultures;
SL04: To familiarize oneself with the Buddhist communities in the greater Los Angeles area;
SL05: Identify Buddhist figures and motifs in visual art and literature;
SL06: Construct a coherent argument concerning the Buddhist tradition based on consultation and engagement with scholarly sources;
SL07: Produce an annotated bibliography on a topic related to the course;
SL08: Express and interpret ideas through oral communication;
SL09: Prepare, practice, and deliver an original oral presentation.

PREREQUISITES/RECOMMENDED BACKGROUND
None

REQUIRED TEXTS
All materials will be available as PDFs on Brightspace

COURSE WORK/EXPECTATIONS
The workload is consistent with a four-unit writing intensive engaged learning course. One unit is defined by LMU as a minimum of three hours of work by an average student per week for a fifteen-week semester. The course consists of interactive lectures and in-class discussion and exercises. Students should be prepared to actively contribute to conversations on the assigned readings and class discussions.
COURSE TITLE: Hinduism, Jainism, and Yoga
COURSE NUMBER/SECTION: THST 3283 01
TIMES/DAYS: MWF 1130 to 1230
INSTRUCTOR: Christopher Miller
CORE AREA: Faith and Reason
FLAGGED: Writing; Engaged Learning

COURSE DESCRIPTION/PRINCIPAL TOPICS

In this course students will study the Hindu, Jain and Yogic traditions, with a special focus on the history, theory, and practice of Jainism and its relationship with Hinduism and Yoga. Students will become comfortable reading and discussing key concepts found in Hindu, Jain, and Yoga traditions. Particular emphasis will be placed on the roles of meditative, yogic, and ascetic practices in Jainism and how they affect human action (karma) and lead towards an ethic of non-violence (ahimsa) aimed toward the goal of liberation (moksa).

STUDENT LEARNING OUTCOMES

Students will develop critical thinking and writing skills, allowing them to articulate key features of Hinduism, Jainism, and Yoga in a historical context and in terms of these traditions’ contemporary relevance. They will also gain direct experience of these traditions by practicing yoga, visiting temples, centers, and speaking with practitioners. They will improve their online social media writing skills and research writing skills, and the skills they develop in these areas will be broadly applicable for their individual career interests. By the end of this course, students will be able to:

SLO 1. Identify the beliefs and practices of Hinduism and Jainism.
SLO 2. Understand the richness and complexity of theological and religious traditions of Hinduism and Jainism, including in light of contemporary issues and diverse voices.
SLO 3. Examine and evaluate critically the diverse ways in which religious beliefs and practices change across time and space.
SLO 4. Practice basic yoga practices from the Hindu and Jain yoga traditions.
SLO 5. Use social media and blogging platforms responsibly to produce effective and informative posts pertaining to their specific areas of interest in Hinduism and Jainism.
SLO 6. Integrate theological and religious questions and problems through the careful study of a major research topic and write about these questions and problems in effective short- and long-form online articles.

PREREQUISITES/RECOMMENDED BACKGROUND
Undergraduate Upper Division

REQUIRED TEXTS

COURSE WORK/EXPECTATIONS
One unit is defined by LMU as a minimum of 3 hours of work by an average student per week for a 15-week semester. Because being a college student is the equivalent of a full time job, this 4-unit course should average a minimum of 12 hours of work a week and total of 180 hours of work for the semester (inclusive of class contact time). This means that your time spent outside of the classroom including reading, studying, writing, discussing with friends, and visiting field sites will average 9 hours of work per week. All students are also expected to attend a one-time visit to the Jain Temple in Buena Park, California.
COURSE TITLE: WOMEN AND RELIGION

COURSE NUMBER/SECTION: THST 3285.01

TIMES/DAYS: TR 9:40-11:10 AM/ STR 239

INSTRUCTOR: Leah Marie Buturain, Ph.D.

CORE AREA: Faith and Reason

FLAGGED: Oral Skills and Information Literacy

COURSE DESCRIPTION/PRINCIPAL TOPICS
Women and Religion examines the ways humans search for God in many names including the feminine divine. THST 3285 addresses the spiritual hunger for community while asking ultimate questions of meaning. Religions are embedded in cultural, social, and political realities, ones historically conditioned by androcentrism. How are women of faith resourceful in resisting patriarchal prejudices while appropriating their tradition in life-giving ways? What does an aging demographic of women mean in a consumerist culture? Course content includes examples of wisdom literature from each contemplative tradition, focusing on discernment, resistance, and prophetic witness.

STUDENT LEARNING OUTCOMES
To appreciate the roles that women play in shaping and re-shaping their religious traditions
To practice gratitude, exercise mindfulness, and cultivate a capacity for practicing presence
To demonstrate an ability to compare and contrast theological and religious analysis of a relevant issue in a chosen religious tradition.

PREREQUISITES/RECOMMENDED BACKGROUND
For upper-class students who have completed one theological core.

REQUIRED TEXTS

COURSE WORK/EXPECTATIONS
The course work challenges students to develop critical tools in faith and reason as they are expressed in theology and religion by writing weekly in a gratitude journal, three take-home quizzes, interviewing two older relatives from different faith traditions and reflecting on their
experience by citing and integrating course readings, and writing a mission statement in light of one’s own questions of meaning.
COURSE TITLE: Christian Marriage & Sexuality

COURSE NUMBER/SECTION: 74687/3561.01

TIMES/DAYS: 7:10 pm -10:10 pm T

INSTRUCTOR: Sheilah M. Jones, Ph.D.

CORE AREA: Ethics and Justice

FLAGGED: Writing

COURSE DESCRIPTION/PRINCIPAL TOPICS: This course offers you the time, safe space, intellectual resources, and support to discern your own moral norms and boundaries for sex and romantic relationships. You will explore dominant Christian teachings including Catholic Social Teaching and Virtue Ethics and compare them to exciting up-to-date insights on human sexuality from the physical and social sciences. You will articulate your personal conclusions about what constitutes morally good sex as these have been informed by our study as well as your own individual, familial and cultural experiences.

STUDENT LEARNING OUTCOMES:
- Analyze and evaluate the moral principles and norms of dominant Christian churches regarding sex/uality and human relationships
- Compare/contrast dominant Christian teachings on sexuality and marriage to current knowledge on human sexuality from the physical and social sciences
- Analyze and evaluate the impact of those Christian moral teachings on contemporary American culture and social policy
- Describe the role you want the dominant Christian moral teachings regarding sex/uality to play in your behavior and relationships

PREREQUISITES/RECOMMENDED BACKGROUND: None

REQUIRED TEXTS
- Required articles and Christian documents will be available on Brightspace, through the Hannon Library databases, or free online as noted on the schedule of topics and assignments.

COURSE WORK/EXPECTATIONS:
- 20% Attendance
- 25% Quality of Participation.
- 30% 4 Unit Essays of 5 pages each
- 15% Final: Big Idea Essay of 5 pages
- 10% Weekly 1-page Essays
COURSE TITLE: Contemplatives in Action  
COURSE NUMBER: PSYC 3998.01 / THST 3752.01  
SECTION TIMES/DAY: T 4:20 to 7:20  
INSTRUCTOR: Profs. Jennifer Abe and Douglas Christie

COURSE DESCRIPTION/PRINCIPAL TOPICS
This course is an interdisciplinary, team-taught course that is cross-listed in Psychology and Theological Studies. It may fulfill either the THST upper division core requirement or be used as a Psychology major elective. The course includes a five day immersion trip to the Camaldolese Hermitage in Big Sur and will also include an engaged learning component in Los Angeles. The trip is required of all students enrolled in the course. Students will need the permission of one of the instructors to enroll in the course. The course will include a fee to partially cover the costs of the spring break trip. The fee will be about $350 for the 5-day experience, not including transportation expenses (students are expected to carpool). Students needing scholarship assistance are encouraged to discuss their needs with the instructors.

STUDENT LEARNING OUTCOMES
(1) Develop an integrated understanding (e.g., historical, spiritual, psychological, experiential) of the fundamental relationship between contemplation and action.
(2) Demonstrate a critical understanding of the Ignatian spiritual tradition as it has developed historically, in particular its articulation of the ideal of “contemplatives in action.” What does it mean to be “men and women for and with others”?
(3) Develop an appreciation for the monastic tradition and contemplative living, including self-reflection on one’s own spiritual development and awareness.
(4) Understand the significance of liberation psychology (including its relationship to various expressions of liberation theology and spirituality) with its emphasis on examining relationships between individuals, communities, societies, and the natural world, as interconnected elements of an integrated “whole.”

PREREQUISITES/RECOMMENDED BACKGROUND
Junior standing. Completion of lower division Theological Studies course and General Psychology courses recommended.

REQUIRED TEXTS
Weekly readings available on MYLMUConnect.
COURSE WORK/EXPECTATIONS

- Students will complete assigned readings every week and prepare short critical-responses to the reading.
- Students will participate fully in the alternative spring break trip.
- Students will take a mid-term exam, focused on the key psychological, theological and historical ideas and texts from the first half of class.
- Students will be invited to write a personal, integrative, reflective (contemplative) essay on the main themes of the class and make a formal presentation of this work to the class.
- Students will write a final paper, inclusive of the central themes of the course and their own felt sense of how the course as a whole has shaped their understanding of the fields and their self-understanding.
COURSE TITLE: World Religions and Ecology

COURSE NUMBER/SECTION: THST 3780-01

TIMES/DAYS: T 7:10 pm - 10:10 pm

INSTRUCTOR: Prof. John Becker

CORE AREA: Interdisciplinary Connect

FLAGGED: Writing

COURSE DESCRIPTION/PRINCIPAL TOPICS
In this four-unit interdisciplinary class we will explore a broad range of voices as they appropriate issues of the environment from within various religious traditions. Although a comprehensive number of the world traditions will be addressed, special attention will be placed upon Indigenous, Feminist, and Christian perspectives. The class will seek to uncover fundamental concepts within each tradition’s theoretical worldview that creatively addresses our current ecological predicament as potential modes for engagement. Questions to be explored are: What is the relation between humanity and earth? What is the responsibility of humanity towards nature, non-human lifeforms, society and others as expounded by the world’s religions? Why do our worldviews matter?

STUDENT LEARNING OUTCOMES
SLO1: Value the existential importance of ultimate questions
SLO2: Better understand the interplay between society, the environment, and faith
SLO3: Become efficient in the process of academic writing
SLO4: Become better acquainted with World Traditions
SLO5: Appreciate theological inquiry and reflection as to pertains to contemporary Issues
SLO6: Interpret various religious sources critically and creatively
SLO7: Prepare, practice, and deliver an original oral presentation
SLO8: Engage in dialogical learning

PREREQUISITES/RECOMMENDED BACKGROUND
None

REQUIRED TEXTS
TBA

COURSE WORK/EXPECTATIONS
- Attendance 15%
- Participation 15%
- Spiritual Reflections 15%
- Quiz (x 2) 25%
- Final/Presentation 20%/10%
Title: Migration and the Border  
Course Number: THST 3998-03  
Section Times/Days: Mondays/Wednesdays, 12:40 pm - 2:10 pm, St. Robert's Hall 369  
Instructor: Dr. Brett C. Hoover  
Core: Faith and Reason, Engaged Learning flag

Description: In this course, students study migration and the border, coming to terms with the empirical reality of contemporary immigration while constructing their own theological response. The course begins with an examination of the social science of migration, with special emphasis on sociological study of migration and immigrant adaptation. Students then critically examine biblical and other historical texts that treat migration and movement, followed by a deep engagement with Christian theologies of migration, with a comparison to Jewish and Muslim approaches to migration. The course requires a visit to the U.S.-Mexico border on February 28-March 1, observing and discussing the institutions of border control and the stories of immigrants and deportees on both sides of the border (for those unable to go, an equivalent engaged learning experience will be arranged).

Learning Outcomes: As a result of this course, students will be able to:
- value the existential importance of ultimate questions raised by migration and/or border control;
- articulate reasons rooted in sociological and historical research as to why people migrate to the United States and what challenges they face;
- understand and value biblical and theological approaches to migration and critically evaluate them as a Christian response to the global phenomenon of migration in particular historical and cultural contexts;
- be able to compare different perspectives on migration from distinct religious and spiritual traditions;
- construct their own “theology” or “spirituality” of migration as a human phenomenon, and develop a practical response to migration in terms of public speech, activism, or public theology.

Pre-requisites: None.

Required Texts:
- Other articles as assigned.

Course Work:
Expectations for this class include keeping a reading journal, writing a reflection paper in response to a book, participating in a trip to both sides of the San Diego-Tijuana border (or an
equivalent engaged learning experience), offer an oral presentation to other students, and a final integrating research paper.
COURSE TITLE: Introduction to Near Eastern Religions
COURSE NUMBER: CLAR 3330.01 / THST 3998.04
SECTION TIMES/DAYS: 1:50-2:50PM / MWF
INSTRUCTOR: Roy A. Fisher, Ph.D.

CORE AREA: Faith & Reason

FLAGGED: Information Literacy

COURSE DESCRIPTION/PRINCIPAL TOPICS
This course will provide an introduction to the religious beliefs, practices and mythical stories of the Ancient Near East from the Neolithic period to the middle of the first millennium BCE. We will particularly focus on the Levantine coast and Mesopotamian area (modern day Syria, Lebanon, Israel, Jordan, Iraq and Iran, with glimpses at the Anatolian region).

Through general overviews of creation myths, pantheons, afterlife beliefs and magical practices, this course will address the role of religion in society and its political implications for kings and empires, as well as its economic power.

Primary sources in English translation will be read, and ancient artefacts from the University’s museum collection will supplement the illustrated lectures.

STUDENT LEARNING OUTCOMES
By the end of the semester students will know how archaeology and historical sources can help understand the development of ancient religions. They will:
- Know the most important deities and their worship centers,
- Be familiar with the evolution of funerary & religious rituals over time and in different regions
- Be able to identify the main deities,
- Be familiar with the latest scholarship on the topics covered in class,
- Be able to question and challenge the exclusive use of one type of material (i.e. texts vs. archaeology vs. iconography) when constructing theories in religious ideology,

PREREQUISITES/RECOMMENDED BACKGROUND: NONE

REQUIRED TEXTS

COURSE WORK/EXPECTATIONS
Each student is expected to do the weekly readings, thoroughly participate in discussions, and take notes during class. Readings DO NOT ONLY include the required textbooks. The work load will be at least six hours per week of individual study, including:
- Reading each week, including primary texts in translation
- Review for the midterm and final exam
- Study for quizzes
- Preparation and writing of reading reflections and short papers
- Preparation and writing of a research paper
- Small-group assignments undertaken outside of class
COURSE TITLE: The Politics of Architecture and Religion

COURSE NUMBER: POLS 3998 / THST 3998

SECTION TIMES/DAYS: Tuesdays and Thursdays, 2:40PM – 4:10PM

INSTRUCTORS: Andrew Dilts and Gil Klein

COURSE DESCRIPTION/PRINCIPAL TOPICS

Its role in defining the relationships between private and public, sacred and profane, as well as nature and culture, makes architecture an important factor in the formation of social and political order. Although its function is often tacit, architecture both shapes and is shaped by human relationships. Houses speak of family and neighborly relations; marketplaces and industrial zones participate in the development of economic structures and conditions of work and labor; streets delimit freedom of movement and communal ties; city squares determine the forms of congregation and protest; government buildings constitute authority and power; campuses and museums serve to control knowledge and its distribution; parks are used in the administration of natural resources; public and municipal buildings manage access and participation in governance; neighborhoods structure class, ethnic, and racial formations; and temples establish and guard access to the divine.

This course will explore the rich interface between the built environment and its civic and religious orders from an interdisciplinary perspective, engaging with theories from fields such as political science, urban studies, architectural history, religion and philosophy. Students in this course will acquire broad knowledge of political theories and architectural works as well as the critical tools to analyze their correspondence. The course will include intensive reading, class discussions, lectures, field trips and writing assignments.

REQUIRED TEXTS

To be determined.
COURSE TITLE: The Cross and The Lynching Tree; BLACK LIBERATION AND WOMANIST THEOLOGY

COURSE NUMBER/SECTION: 73356 THST- 3998- 07 and 73028 CATH – 3998- 11

TIMES/DAYS: Monday/Wednesday/Friday 3:00pm-4:00pm University Hall 1218

INSTRUCTOR: Kim Harris PhD

CORE AREA: Faith and Reason

COURSE DESCRIPTION/PRINCIPAL TOPICS

Historically and contemporarily, the cross, a foundational image of Christian faith, has also been associated with political terror. In this course, beginning with the landmark theological work of Black liberation theologian Dr. James Cone, we will explore the meaning of the cross during the Roman Empire and in the post Reconstruction American South. We will ask who are crucified, and the affect of Black and Brown people being framed as crucifiable. We will reflect on what the cross and the lynching tree mean to Christians and to followers of other traditions, and examine what role we play as the narrative of crucifixion and empire is played and replayed.

This course examines questions of faith, God, religious practice, humanity, spirituality, and liberation in light of diverse African American experiences, ideas, and practices. By an analysis of diverse sources in both Black and Womanist theology, the class explores the complex dynamics between race and religion and highlights how Black voices contribute to the human search for God.

STUDENT LEARNING OUTCOMES

Students will be able to compare different perspectives on religious, ecclesial, and spiritual traditions. Students will understand and interrelate theology and critical race theory. Students will examine diverse Black and Womanist theological sources and assess the significance of Black and Womanist contributions to religious thought and practice.

PREREQUISITES/RECOMMENDED BACKGROUND: This course is open to Juniors and Seniors.

REQUIRED TEXTS

- James Cone, *A Black Theology of Liberation*
- James Cone, *The Cross and the Lynching Tree*
- James Cone, *The Spirituals and the Blues*
- Amir Hussain, *Muslims in the Making in America*
- Bryan Massingale, *Racial Justice and the Catholic Church*
- Stephanie Y. Mitchem, *Introducing Womanist Theology*

COURSE WORK/EXPECTATIONS

| CLASS DISCUSSION and PARTICIPATION (20%) | READING ANALYSES and WRITTEN WORK (20%) | QUIZZES and FINAL EXAM (20%) |
| SITE VISIT AND ANALYSIS PAPER (20%) | FINAL PROJECT and PRESENTATION (20%) |
COURSE TITLE: Cross and the Lynching Tree
COURSE NUMBER/SECTION: THST 3998.7
TIMES/DAYS: MWF 3:00-4:00pm
INSTRUCTOR: Dr. Kim Harris
CORE AREA:
FLAGGED:

COURSE DESCRIPTION/PRINCIPAL TOPICS
Contact Professor

STUDENT LEARNING OUTCOMES

PREREQUISITES/RECOMMENDED BACKGROUND

REQUIRED TEXTS

COURSE WORK/EXPECTATIONS
COURSE TITLE: Medieval Religious Thought & Practice

COURSE NUMBER/SECTION:  3998

TIMES/DAYS: TR 1:00-2:30pm

INSTRUCTOR: Anna Harrison

CORE AREA:

FLAGGED:

COURSE DESCRIPTION/PRINCIPAL TOPICS

This course examines select topics in medieval religious thought and practice, from the eleventh through the fourteenth century. Our study is comprised of six units: ways of living and institutional containers; God; Mary and the saints; the afterlife; rituals; gothic art and architecture. We proceed through a close reading of medieval texts, written by women and men, in a variety of genres, including commentaries on scripture, formal theological treatises, prayers, miracle collections, and visionary literature. We will situate our study in the larger context of medieval religious attitudes and devotional practices.

STUDENT LEARNING OUTCOMES

PREREQUISITES/RECOMMENDED BACKGROUND

REQUIRED TEXTS

COURSE WORK/EXPECTATIONS