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sDRAFT SYLLABUS

CL 661 Introduction to the Study of Spirituality

Spring, 2020

Wednesday, 1:30pm – 4:30pm

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Course Description

Examines the ways in which “spirituality” has been defined, the issues at stake theologically and pastorally, the approaches taken to the study spirituality, and critical issues in the study and practice of spirituality.

Course Objectives

- The student will demonstrate a sound, understanding of the complexities associated with defining spirituality
- The student will demonstrate a knowledge of the diverse approaches that have been taken to the task of defining spirituality
- The student will be able to identify the theological issues at stake in the study of spirituality
- The student will be able to identify the pastoral issues at stake in the study of spirituality
- The student will demonstrate a knowledge of the class with the critical issues at stake in the study of Christian spirituality

Text

Dreyer, Elizabeth A. and Burrows, Mark S. *Minding the Spirit: The Study of Christian Spirituality*. Baltimore: The Johns Hopkins University Press, 2005. **ISBN-10:** 0801880777, \$27.93

Please note: The prices listed above are as posted at Amazon.com and in paperback. All three texts have been widely used and are available in other forms and at other prices.

Assessment

Attendance & Participation

Given the nature of the course material, attendance is essential. Students are expected to prepare and participate in class discussions. Taking notes will be indispensable in performing the other assignments.

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Reading Journal

Each student will be required to keep a reading journal. One entry for each class session is required and each entry should be a minimum of one page (type-written). The entry should record items from the reading that provoked questions or insights and the student should plan to bring her / his journal to class in order to contribute to in-class discussion of the readings. The journal, in its entirety is due the last day of class. There are 13 entries and should be submitted as a single document with each entry clearly labeled. The journal must be complete and conform to the requirements in order to receive credit. 15% of the assessment will be devoted to the journal.

Integrative Essays

Each student will be required to complete two integrative essays. Each essay will address a question drawn from the material and students will be expected to respond, drawing in an integrative fashion on the reading and class material. The essays should not quote material from either source at length, but students will be required to demonstrate a familiarity with the reading and course material (citing the relevant author, title, and page numbers or dates).

Each essay must be between 6 and 8 pages in length (typewritten, double-spaced, one inch margins, 12 point font). The essays should draw critically and thoughtfully from the material, but advance an argument, not simply summarize, list, or report on what was heard or read. N.B.: The language “critically and thoughtfully” is chosen intentionally here. These are analytical essays and language involving how the student “feels” about the material is not germane. Note, too, that these assignments will only be manageable if students remain current in their reading and actively participate in the class. 85% of the assessment is devoted to the student’s work on these essays.

Classroom Expectations

During class, the use of cell phones is strictly prohibited.

Students may use computers to take notes. Answering emails and internet browsing are prohibited. Such activities will distract from participation in class and inhibit the student’s ability to complete assignments effectively.

Recording devices are prohibited.

Students for whom English is not a second language will be expected to submit their work on the date due and have an additional week to submit an edited version of their work.

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The grade given for assignments that are late will be docked 3 points for each day or part of the day that the assignment is late. All assignments are due at class time on the date designated in the calendar.

Taking notes will be essential to this class, both as a means of integrating the material and as a means of incorporating classroom discussion into the assignments. The instructor will not be posting lecture content or outlines.

Calendar: Topics, Readings, and Due Dates for Assignments

February 5: Spirituality as Academic Discipline

Reading: Dreyer & Burrows, Chapters 1 and 2.

February 12: Spirituality as Academic Discipline

Reading: Dreyer & Burrows, Chapters 3 and 4.

February 19: The Self-Implicating Nature of the Study of Spirituality

Reading: Dreyer & Burrows, Chapters 5 and 6.

February 26: Ash Wednesday, No Class

March 4: The Self-Implicating Nature of the Study of Spirituality

Reading: Dreyer & Burrows, Chapters 7 and 8.

March 11: The Self-Implicating Nature of the Study of Spirituality

Reading: Dreyer & Burrows, Chapters 9 and 10.

March 18: Interpreting the Tradition

Reading: Dreyer & Burrows, Chapters 11 and 12.

March 25: No class, Spring break is March 23-27

Mid-term Integrative Essay due March 27.

April 1: Interpreting the Tradition

Reading: Dreyer & Burrows, Chapters 13 and 14.

March 22 and 29: Spring Break, No class

April 8: Interpreting the Tradition / Spirituality and Healing

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Reading: Dreyer & Burrows, Chapters 15, 16 and 17.

April 15 and : Spirituality and Healing

Reading: Dreyer & Burrows, Chapters 18, 19 and 20.

April 22 and 29: Spirituality and Aesthetics

Reading: Dreyer & Burrows, Chapters 21, 22 and 23.

May 6 and 13: Spirituality and Aesthetics / Trajectories

Reading: Dreyer & Burrows, Chapters 24, 25 and Afterword.

Final Integrative Essay and Completed Journal due at 9am on Wednesday, May 20.

Garrett-Evangelical is committed to providing a quality theological education and will provide reasonable accommodations for documented conditions. Students requiring specific assistance such as classroom changes, alternative ways of note-taking, different classroom procedures, or alternative testing formats are urged to request the appropriate accommodations from the director of academic studies/registrar. The director of academic studies/registrar can advise students on other support services and resources, for example, diagnostic testing. Students must complete a request for accommodations using the form available from the director of academic studies/registrar or through MyGETS documenting their condition(s) through appropriate verification methods.