**CLSG 601 History of Spirituality**

**Professor Frank Macchia, D.Theol. D.D.**

**Mondays 4:00 - 7:00 pm**

**3/8 – 4/26**

Email: [**fmacchia@vanguard.edu**](mailto:fmacchia@vanguard.edu)

Website: **frankdmacchia.com**

**VANGUARD UNIVERSITY**

**I.  Readings:**

Robin Maas and Gabriel ODonnell, *Spiritual Traditions for the Contemporary Church*(Nashville, TN: Abingdon Press, 1990), ISBN: 10 0687392330.

Robert Webber, Ancient-Future Time: Forming Spirituality throughout the Christian Year (Grand Rapids, MI: Baker Books, 2004), ISBN: 10 0801091756.

Robert Webber, The Divine Embrace: Recovering the Passionate Spiritual Life (Grand Rapids, MI: Baker Books, 2006), ISBN: 10 0801065550.

**II.  Course Description:**

The purpose of this course is to critically explore the history of spirituality and the significant evolutions that took place from ancient to modern times as Christianity engages philosophical, economic, political and social change.  The Biblically rooted spirituality of the Old and New Testament will serve as a paradigmatic lens by which to appreciate and critique the spirituality of the ancient, monastic, medieval, Protestant and Catholic Reformations, Protestant spiritual movements (pietism, revivalism, Wesleyanism) and Pentecostalism in the twentieth century.

**III. Objectives:**

1. To identify and describe the major themes of spirituality in the Biblical canon.
2. To analyze the development of spirituality and spiritual movements as well as the major factors involved their growth from the ancient to the modern period.
3. To compare, contrast and evaluate at least three Biblically rooted traditions of spirituality.
4. To evaluate one’s own spirituality and his/her church tradition.
5. To pursue a research interest in terms of its original context, its substantial insights, and its relevance for the church today.

**IV. Assignments:**

**A. Paper on introduction to Spirituality, its overall meaning and history**:  Read Webber’s, *The Divine Embrace*. In this book, you will find an expansive introduction to the spiritual life. You will receive a rich definition of spirituality, its major elements, and a bird’s-eye view of its history. Write an eight page paper on this book. Spend about six to seven pages summarizing the main points of the book’s arguments. Don’t just give me broad, sweeping summary statements, but also dig in here and there to probe some of the specifics or nuances of Webber’s arguments. Then spend a full page or two at the end of the paper evaluating the book and raising one or two questions. What most intrigued you about his presentation and why? Or, what did you find most unclear or otherwise problematic (if anything) and why? What questions did the book raise for you? Explain the reason for your question and discuss it. **Due 3/22 (by midnight on Canvas).**

**B. Paper on History of Spirituality**: To gain a richer exposure to the history of spirituality, read carefully the entirety of Robin Maas and Gabriel ODonnell, *Spiritual Traditions for the Contemporary Church* (**you will need at the start of your paper to confirm that you have read the entire book**). There are three major parts to this book. As you read each part, select one chapter (major person or movement) to summarize and evaluate (include the Practicum). Write three pages summarizing and evaluating each of your three choices (one from each major part of the book). Total paper: ca. 9 pages. **Due 4/5 (by midnight on Canvas).**

**C. The Worship Calendar (shorter paper)**: Read Webber’s book on the worship calendar (*Ancient-Future Time*) and write a ca. 5 page paper summarizing the major points that Webber makes about the sacred space and time of worship (the significance of the church calendar) and also addressing how much importance you feel should be attached to this. Spend about four pages summarizing the book and a full page evaluating it (see letter A above for more specific instructions). **Due 4/12 (by midnight on Canvas).**

**NOTE: NO LATE PAPERS ALLOWED!**

**D. Class Presentation (15 minutes in length). More on this the first day of class. For now, think about which three topics you would favor. The topic could be a biblical text, a classic book that you wish to explore in the area of spirituality, or a topic. A list of possible topics are given below. Select your top three choices in order of preference. You will send your three choices to Prof. Macchia and he will choose one and assign it to you. Due 4/19 and 4/26. Those who present on the 19th will not have to do their paper on the Worship Calendar until after their presentation (during the from the 19th to the 26th).**

Presentation Rubric:

The text, book, or movement must be contextualized in its (his/her) time and place including the major philosophical, social, economic, political or religious factors involved, whichever is relevant. (60 pts.).

The major substantive insights of your text, book, or movement in relation to the history of spirituality must be clearly and forcefully explained (100 pts.).

The relevance of your text, book, or movement for spiritual life and ministry today should form the conclusion (40 pts.).

List of Possibilities

The Shema: Deut. 6:4-9)

Psalm 13

Psalm 23

Psalm 51

Psalm 119:9-16: The Law of God and Spirituality

The Lord’s Prayer: Mt. 6:5-15

Jesus and Worry: Matthew 6:25-34

Paul’s Prayer for the Church: Ephesians 3:14-21

The Jesus Prayer in Eastern Orthodox tradition

St. Anthony (Antony) the Great (founder of Monasticism)

ST. Pachomius the Great (another monastic founder)

Spirituality of St. Francis of Assisi

St. Ignatius of Loyola’s Spiritual Exercises

Tuomo Mannermaa, Christ Present in Faith: Luther’s View of Justification (Faith and spirituality)

John Wesley on Sanctification (Including his essay, A Plain Account of Christian Perfection)

Dennis Bennett, Nine O’Clock in the Morning (A testimony of Charismatic renewal)

Jack Hayford, The Beauty of Spiritual Language (chapters 1-10) (about speaking in tongues).

Andrew Murray, God’s Chosen Fast (on fasting)

Thomas Merton, New Seeds of Contemplation

Thomas Merton, Thoughts in Solitude

James Cone, The Spirituals and the Blues (chapters 1 – 5) (on African American spirituality)

Elizabeth Geitz, Gender and the Nicene Creed (feminist spirituality)

**V. Course Evaluation:**

Paper: Defining Spirituality (Webber): 300 pts.

Paper: History of Spirituality (Maas and O’Donnell): 300 pts.

Paper: Ancient-Future Time (Webber): 200 pts.

Class presentation: 150 pts.

Attendance: 50 pts.

(Total 1000).

**VI.  Course Outline:**

**Session 1: March 8th** - The spirituality of the Old and New Testaments.

**Session 2: 15th** - The witness of the martyrs and monasticism.

**Session 3: 22nd** - Reformation Spirituality (Luther, Calvin, and the Anabaptists).

**Paper on Webber, The Divine Embrace, due (by midnight on Canvas).**

**Session 4: 29th** - Pietism, Wesleyanism, and American Revivalism

**Session 5: April 5th** - Pentecostalism

**Paper on Robin Maas and Gabriel ODonnell, Spiritual Traditions for the Contemporary Church, due (by midnight on Canvas).**

**Session 6:** - **12th -** Contemporary Issues

**Paper on Webber, Ancient Future Time, due (by midnight on Canvas).**

**Session 7: 19th** - Class Presentations Pt. 1

**Session 8**: **26th** -  Class Presentations Pt. 2

**VII.  Course Grade Scale**

Students will be evaluated on the grading system as detailed below:

Percentages Points Grade

93-100%  930-1000                A Exceptional 4.00

90-92.9% 900-929                  A- 3.67

87-89.9% 870-899                  B+ 3.33

83-86.9% 830-869                  B Above Average 3.00

80-82.9% 800-829                  B- 2.67

77-79.9% 770-799                  C+ 2.33

73-76.9% 730-769                  C Average 2.00

70-72.9% 700-729                  C- 1.67

67-69.9% 670-699                  D+ 1.33

63-66.9% 630-669                  D Below Average 1.00

60-62.9% 600-629                  D- 0.67

00-59.9% 000-599                  F Failure 0.00

**LEARNING ENVIRONMENT:**

The learning experience consists of lectures, classroom discussions, small group interaction, group presentations, and interaction on Canvas.  There are some important expectations to share with you, which are all intended to ensure your success.  I would like for you to make note of the following:

1. You will need to establish your Canvas account if you have not already done so, and please do upload a picture of yourself.  Check the site weekly for any changes/ corrections/ or clarifying comments concerning assignments or student questions.  You will also be asked to upload certain assignments as well.
2. *Online Class Punctuality and Participation*:  This is absolutely essential to your overall success in the course.  Please be on time and refrain from leaving early unless you have properly notified me beforehand.  Make sure to email me if you arrive late or have to leave early for some unforeseeable reason!!!  Leaving early without a prior agreement will result in deducting participation points from your grade. If a student is absent for any reason for more than 40% of the scheduled class experience, he/she will receive an “F” in the cours
3. *Late Papers will not be accepted.*
4. You will complete a research paper level video presentation for this course.  Your topic must be posted on the discussion board for approval.  The research topic must be approved by the professor in order for you to receive credit for the assignment.
5. Reading and critically engaging the texts are crucial. Your ability to recognize, comprehend, apply, analyze, evaluate, and synthesize the material are all founded upon your commitment to read the texts.
6. *WRITING EXPECTATIONS:* You are expected to submit written **work**that reflects thoughtful content as well as high quality writing standards according to Chicago style guide (Check out The Chicago Manual of Style Online Website:  [http://www.chicagomanualofstyle.org/tools\_citationguide.html (Links to an external site.) (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.](http://www.chicagomanualofstyle.org/tools_citationguide.html)). The Word Program in Office 365 has “References” in the ribbon with Chicago style guide that has built-in citations, footnote inserts, and bibliography.

**Vanguard University Attendance Policy:**

*Regular and punctual class attendance is expected and is essential to optimum academic achievement. Students who miss more than 40% of the total class time LIVE online will be dropped from the course and receive an F.*

Absences occasioned by participation in a college-approved activity (e.g. field trips, athletic contests) are governed *by the following:*

* *Students are responsible for initiating the process of makeup work. Work must be submitted when due whether or not the student is present.*
* *Scheduled events (games, concerts, tournaments) constitute an excuse to miss class; however, practices do not.*
* *Students should clear their class schedules with coaches or directors before registering for classes to minimize potential conflicts.*
* *Missed classes for authorized events will count toward the one-fifth absence allowance. Student athletes and others affected by excused absences should be particularly careful not to miss other class sessions for unauthorized reasons.*
* *Students shall not be penalized for missing class for authorized college activities by loss of attendance points. On the rare occasion it would be impossible to make up a missed class or lab; the student should miss the activity and not be penalized by the coach or director.*

**Writing Center**  - Heath 214

Writing Center Consultants work with students one-on-one at any stage of the writing process. They can help organize notes, develop outlines, revise thesis statements, and work on various aspects of your revision. Our Christ-centered, culturally responsive, collaborative learning environment offers constructive feedback with the long-term goals of improved writing and critical thinking skills**.**The Writing Center is located in Heath 241 and is available Monday - Thursday, 9 a.m. to 5 p.m., Fridays, 9a.m. to 1 p.m. Closed during Chapel Hour. Appointments are required.

**Classroom Diversity Statement:**

As students and faculty at Vanguard University of Southern California, and foremost as Christian believers, we endeavor to communicate with honesty and confidentiality, to speak with encouraging and edifying words, and to create a safe environment where we shelter one another with love when vulnerabilities arise.  This classroom intends to foster a Christ-centered community that promotes appreciation and respect for individuals, enhances the potential of its members, and values differences in gender, ethnicity, race, abilities, and generation.  
  
The university expects its students to excel in four diversity learning outcomes:

* **Knowledge:** Demonstrates knowledge of multiple cultural perspectives and global experiences by articulating the value of diversity through reports, presentations, examinations, field-work, and discipline-appropriate projects.
* **Self-Examination:** Examines one’s own attitudes, values, and assumptions and examines their impact. Evaluates one’s own attitudes, assumptions, and behavior towards diversity concerns and issues by recognizing, examining, and challenging underlying assumptions and prejudices through coursework such as self-reflective essays, reading responses, and journal entries, with the recognition that such work is a life-long endeavor.
* **Personal Engagement:** Engages others with civility, empathy, honesty and responsibility with awareness of equity issues such as power dynamics and social privilege in these interactions. Demonstrates respectful and appropriate behavior when interacting with people of different genders, generation, ethnicity, race, national origin, socioeconomic status, and ability by developing sensitivity to equity issues (such as power dynamics and social privilege) through field experience, research, and analytical reading and writing.
* **Social Engagement:** Challenges past, present and future discrimination and privilege of individuals, societies, groups and institutions. Identifies and begins to seek out transformative and redemptive opportunities in the church, in society, and in the evolving realities of global change through academic, co-curricular, internship, and vocational opportunities.

**Disability Statement:**

The Disability Services Office offers resources and coordinates reasonable accommodations for students with disabilities.  Reasonable accommodations are established through an interactive process between you, your instructor(s) and the Disability Services Office.  If you have not yet established services through the Disability Services Office, but have a temporary or permanent disability that requires accommodations (this can include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impairments), you are welcome to contact the Disability Services Office at 714-619-6484 or disabilityservices@vanguard.edu

**Academic Dishonesty:**

Academic dishonesty, either cheating or plagiarizing (presenting as one’s own, the words or opinions of others), is regarded as a serious violation of both the academic and moral standards of VUSC. Dishonesty in a class assignment or test may result in disciplinary action ranging from a failing grade on the assignment or test to dismissal from the program. It is the prerogative and responsibility of the instructor to determine if academic dishonesty has occurred and the seriousness of the infraction. The Dean and Provost are to be notified of instances of academic dishonesty.  Please also refer to the “Statement on Plagiarism” appearing in this syllabus.

**Vanguard University Statement on Plagarism** (from the catalog)

***Definitions***

To plagiarize is to present someone else’s work—his or her words, line of thought, or organizational structure—as our own. This occurs when sources are not cited properly, or when permission is not obtained from the original author to use his or her work. By not acknowledging the sources that are used in our work, we are wrongfully taking material that is not our own. Plagiarism is thus an insidious and disruptive form of dishonesty. It violates relationships with known classmates and professors, and it violates the legal rights of people we may never meet. Another person’s “work” can take many forms: printed or electronic copies of computer programs, musical compositions, drawings, paintings, oral presentations, papers, essays, articles or chapters, statistical data, tables or figures, etc. In short, if any information that can be considered the intellectual property of another is used without acknowledging the original source properly, this is plagiarism.

1. *Minimal plagiarism* is defined as doing any of the following without attribution:
   1. inserting verbatim phrases of 2-3 distinctive words.
   2. substituting synonyms into the original sentence rather than rewriting the complete sentence.
   3. reordering the clauses of a sentence.
   4. imitating the sentence, paragraph, or organizational structure, or writing style of a source.
   5. using a source’s line of logic, thesis or ideas.
2. *Substantial plagiarism* is defined as doing any of the following without attribution:
   1. inserting verbatim sentences or longer passages from a source.
   2. combining paraphrasing with verbatim sentences to create a paragraph or more of text.
   3. repeatedly and pervasively engaging in minimal plagiarism.
3. *Complete plagiarism* is defined as doing any of the following without attribution:
   1. submitting or presenting someone’s complete published or unpublished work (paper, article, or chapter).
   2. submitting another student’s work for an assignment, with or without that person’s knowledge or consent.
   3. using information from a campus file of old assignments.
   4. downloading a term paper from a web site.
   5. buying a term paper from a mail order company or web site.   
      f. reusing or modifying a previously submitted paper (e.g., from another course) for a present assignment without obtaining prior approval from the instructors involved.

**Consequences**

*Minimal plagiarism.* When instances of minimal plagiarism are detected, the instructor can use these situations as an educational opportunity to discuss with the student the nature of plagiarism and the values of a scholarly, Christian community. At the professor’s discretion, assignments may be rewritten and resubmitted, with or without a grade penalty. Repeated instances of minimal plagiarism may, at the professor’s discretion, be treated as substantial plagiarism. If the professor plans to exercise his or her discretion in cases of minimal plagiarism, procedures and consequences should be clearly described in the course syllabus.

*Substantial plagiarism.* For a first offense, the student typically receives a failing grade on the assignment that has been plagiarized, and a Report of Plagiarism (see Appendix D) is submitted to the Provost’s Office. For a second offense, the student typically receives a failing grade in the course, and a Report of Plagiarism is submitted to the Provost’s Office. For a third offense the student should be recommended for expulsion from the University. Action is taken at the discretion of the Provost.

*Complete plagiarism*. For a first offense, the student typically receives a failing grade in the course, and Report of Plagiarism is submitted to the Provost’s Office. For a second offense, the student is typically expelled from the college. Action is taken at the discretion of the Provost.