MRE 490–01: Topics in Religion/Christology: Who is Jesus Christ?
Spring 2017

Credit Hours: 3
Prerequisites/ Department consent:
400 Level Course and Junior Standing and Metropolitan College Students Only

Classroom:
Pangborn G024

Days and hours of class meetings:
Monday, 5:30 – 9:45 pm

Instructor contact information: (same information for co-teachers or TAs)
   Full name and title: David M Browning, Teaching Fellow
   Office location: TBD (Please contact instructor to arrange an appointment)
   E-mail: 55browning@cua.edu
   Office Hours: Appointment only. Please contact by email to schedule an appointment.

Course Description (from Cardinal Station http://cardinalstation.cua.edu)
   Intensive study of a selected religious topic. Prerequisites: At least one 400-level course and junior standing.

Instructional Methods
   • Lecture
   • Class Discussion
   • Blackboard Discussions/Journals

Required Text
   • The Bible (preferably, an NRSV translation, though any translation is permitted); a free online edition of the NRSV may be found at: http://bible.oremus.org
Recommended Texts:


Reading materials, web materials with full citations:
*With the exception of the Gospel texts, all reading assignments will be posted in pdf format on Blackboard; the reading assignments are listed below with the corresponding due date.*

Course Reserve:
(helpful resource for first paper)

Libraries:
The CUA Libraries' wide range of resources and services, including databases, online journals, and FAQs are on the main web site. For assistance on papers and assignments, consult the research guides or schedule an appointment with a subject librarian.

Course Goals:
The goals of this course are:

- to provide a comprehensive introduction to Christology
- to explore the identity of Jesus Christ in the Christian Scriptures (i.e. the New Testament), especially in the four canonical gospels
- to introduce the distinction between the Jesus of History and the Christ of Faith
- to engage with contemporary Christological perspectives

Goals for Student Learning:
By the end of this course the student will be able to:

- Describe the difference between the Jesus of History and the Christ of Faith (and/or the Quest for the Historical Jesus)
- Trace the Christological portrait that unfolds in each of the four canonical Gospels
- Understand key concepts of Christology
- Comprehend various contemporary approaches to Christology
- Be able to develop his/her own Christological perspective
Professional Standards Addressed:

- Students are expected to be mindful of the context of their peers, and strongly encouraged/required to be respectful of differences in gender, orientation, race, ethnicity, and cultural backgrounds in class interactions.
- Students are encouraged to foster a respectful environment for discussion by being mindful of inclusive language.
- Students are expected to use either MLA or Chicago (or SBL) Style Guides for citations and format of all written work. (Further instructions will be given in class)
  - Note: Gender inclusive language is expected on all written work.

Course Requirements:

- Punctual attendance and active participation (10%)
- Mid-Term Exam (20%) January 30, 2017
  An essay and multiple choice exam will be given on February 6, 2017 during the first two-hours of class.
- Essay 1 (20%): Jesus at the Movies (Due: January 30, 2017 in class)
  Each student should submit a five to seven-page paper that compares the portrayal of Jesus in films with their own study of the Gospel texts in the first section of the course. A list of suggested films will be provided in class, along with a more detailed description of the expectations for this essay.
- Essay 2 (20%): Examine a Christological Perspective (Due: February 20, 2017 in class)
  Each student should submit a five to seven-page paper that summarizes and critiques a Christological perspective that is considered in the second half of the course. A more detailed description of the expectations for this essay will be provided in class.
- Class Journal on BB (10%) In order to stimulate class discussions, students will post their reflections of the readings on the Friday before each class. Each journal should be (about) 250 words in length. The instructor may call on some students to share their entries. The journal entries are private and can only be accessed by the instructor. More than 2 missed posts will lower the grade.
- Final Exam 20% (February 20, 2017) in regular classroom

Expectations and policies:

**Academic Integrity** Academic integrity is not merely avoiding plagiarism or cheating, but it certainly includes those things. More than anything, having academic integrity means taking responsibility for your work, your ideas, and your effort, and giving credit to others for their work, ideas and effort. If you submit work that is not your own – whether test answers, whole papers or something in-between – I have a responsibility to hold you accountable for that action. I also have a responsibility to treat you with respect
and dignity while doing so.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty:

“The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student’s past record, a more serious sanction, such as suspension or expulsion, would be appropriate. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”

or

“The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”

At times, I may ask you to do group work for an in-class presentation or group project. For that specific assignment, you are allowed to share material, ideas and information; however, for any related work that is to be submitted on an individual basis, I expect your submission to be your own in its entirety.

For more information about what academic integrity means at CUA, including your responsibilities and rights, visit http://integrity.cua.edu.

Accommodations for students with disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support (dss.cua.edu) to coordinate reasonable accommodations for students with documented disabilities.

Academic Support Services:
The university’s primary academic support resources are located on the 2nd floor of the Pryzbyla Center. These affiliated offices and services include:

Kenneth Killiany is MSPS’s internal writing tutor who provides individualized writing support. He can be reached at killiany@cua.edu. Please put “Metro SPS Writing Help” in the subject line.

The Center for Academic Success provides academic support services for all students through a broad base of programs and services, including Tutoring Services, Workshops, Academic Coaching, Individual Skills Meetings, Peer Mentoring, and more. Phone: (202) 319-5655 Email: cua-academicsuccess@cua.edu Web: success.cua.edu

The Writing Center provides free, one-on-one consultations with trained graduate
instructors for writing projects across all disciplines at any stage of the process, from brainstorming to revising. Appointments in the main location, Mullen 219, can be scheduled in advance online (http://english.cua.edu/wc/). Drop-in appointments are also welcome based on availability (see website for days and hours).

**Phone:** (202) 319-4286  **Email:** cua-writingcenter@cua.edu  **Web:** english.cua.edu/wc/

**Disability Support Services** provides programs and services designed to support and encourage the integration of students with disabilities into the mainstream of the university community.

**Phone:** (202) 319-5211  **Email:** cua-disabilityservices@cua.edu  **Web:** dss.cua.edu

**The Counseling Center** provides free individual and group counseling services, psychiatric consultation, alternative testing, and emergency services to CUA students. In addition, we provide consultation services and outreach programs to the CUA community. Appointments can be scheduled in person in 127 O’Boyle Hall, or by phone.

**Phone:** (202) 319-5765.  **Web:** counseling.cua.edu

### Assessment:

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University grades:
The University grading system is available at http://policies.cua.edu/academicundergrad//gradesfull.cfm#II for undergraduates and http://policies.cua.edu/academicgrad//gradesfull.cfm#iii for graduate students. Reports of grades in courses are available at the end of each term on http://cardinalstation.cua.edu.

Course Schedule:

**Part 1: The Person and Work of Jesus Christ – The Biblical Witness**

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<tr>
<th>January 9, 2017</th>
<th>Introduction to Course and Christology in Mark</th>
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<td>Reading assignments due by start of class:</td>
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<td>- “The Gospel According to Mark” (Please come to class having read the entire gospel text. Any Bible translation is permitted, but the NRSV is preferable. A free edition of the Bible in multiple translations may be found here: <a href="http://bible.oremus.org">http://bible.oremus.org</a>)</td>
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<td>- Graham Stanton, “From the Gospels to Jesus,” in <em>The Gospels and Jesus</em> (pp. 3 – 12) [Blackboard]</td>
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<td>- _____, “What is a Gospel?,” in <em>The Gospels and Jesus</em> (pp. 13 – 36) [Blackboard]</td>
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<td>- _____, “Mark’s Gospel: The Way of Jesus,” <em>The Gospels and Jesus</em> (pp. 37 – 57) [Blackboard]</td>
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**January 16, 2017   Rev. Dr. Martin Luther King, Jr. Day – University Holiday [No Classes]**

*In observance of the Rev. Dr. Martin Luther King, Jr. Holiday, class will not meet on January 16\(^{th}\). This will mean that the reading assignment for the next class (January 23, 2017) will be larger than normal. Please spend the 16\(^{th}\) considering how the author of The Gospel of Matthew presents Jesus Christ as a liberator, and how Rev. Dr. King understood and applied this important Christological perspective. But, it is highly recommended that the rest of these two weeks be spent preparing for the next class so that the assignment is not overwhelming.*
January 23, 2017

Christology in Matthew: From Righteousness to Liberation

Reading assignments due by start of class:
- “The Gospel According to Matthew” (Please come to class having read the entire gospel text. Any Bible translation is permitted, but the NRSV is preferable. A free edition of the Bible in multiple translations may be found here: http://bible.oremus.org)

January 30, 2017

Midterm Exam

Reading assignments due by start of class:
- “The Gospel According to Luke” (Please come to class having read the entire gospel text. Any Bible translation is permitted, but the NRSV is preferable. A free edition of the Bible in multiple translations may be found here: http://bible.oremus.org)
  - Stanton, Graham. “God’s Way Triumphs,” The Gospels and Jesus (pp. 79 – 96) [Blackboard]
February 6, 2017

Christology in John: Prophet, Priest, and King; begin Part 2 of course: Beyond the Canonical Gospels

Reading assignments due by start of class:
- “The Gospel According to John” (Please come to class having read the entire gospel text. Any Bible translation is permitted, but the NRSV is preferable. A free edition of the Bible in multiple translations may be found here: [http://bible.oremus.org](http://bible.oremus.org))
- Stanton, Graham. “John’s Gospel: ‘I am the Way’,” *The Gospels and Jesus* (pp. 97 – 121) [Blackboard]

**Part 2: Exploring Christology: “Who do you say that I am?”**
- Stanton, Graham. “Why Four Gospels?,” *The Gospels and Jesus* (pp. 122 – 135) [Blackboard]

February 13, 2017

Current Christological Perspectives

Reading assignments due by start of class:
Feminist Christology:

Womanist Christology:

Black Liberation Theology:

Queer Theology:

February 20, 2017

Christology in Literature
Group Discussion
Review for Final Exam
Final day to submit any late work
Reading assignments due by start of class:

February 21, 2017
Cumulative Final Exam

Final Exam: February 20, 2017 (in regular classroom)

Course Bibliography: (All sources below will be posted to blackboard in pdf format)


