

FFYS 1000.21 (First-Year Seminar) “On Faith and Politics”	Dr. Jeffrey S. Siker (jsiker@lmu.edu) & Robert Haas (Robert.Haas@lmu.edu)
Meeting Time: T/Th 9:25 – 10:50 am Classroom: University Hall 2001	Office (Siker): University Hall 3761 Office (Haas): University Hall 3217
	Phone (Siker): 310-338-4556 Phone (Haas): 310-258-8816
Fall Semester 2013	Office Hours (Siker): T/Th 1-3 & by appt. Office Hours (Haas): Th 1-2 & by appt.

Course Description

The goal of the First Year Seminar is to engage students in intellectual rigor, critical thinking, and effective writing skills while laying the foundation for a life-long commitment to learning. Through the collaborative teamwork of full-time faculty, writing instructors, and LMU librarians, we aim to improve students’ skills in written and oral communication and information literacy. We invite students to a rich environment of scholarly reflection and discourse.

First Year Seminars seek intentionally to integrate subject areas about which faculty are passionate with the development of effective skills in writing and oral presentation, along with a sophisticated understanding and use of information literacy. As such the course has three components: a particular subject area presented by the faculty member, a set of writing skills presented by the writing instructor, and a set of information literacy modules developed by LMU librarians. Each component of the course has dedicated learning outcomes that are articulated below.

Course Texts:

- A Bible (preferably the NRSV, NAB, or NIV); see also the apps for www.accordancebible.com/ and www.youversion.com/. The King James Version of the Bible is *not* an acceptable translation.
- Richard Bauckham, *The Bible in Politics*, 2nd ed. (Westminster, 2011)
- Frank Lambert, *Religion in American Politics: A Short History* (Princeton, 2010)
- Rebecca Moore Howard, *Writing Matters: A Handbook for Writing and Research*, (McGraw Hill, 2011) – *tabbed* online version
- Readings on Electronic Reserves (all Eres readings are marked with an asterisk *)

Materials:

- An LMU E-mail account
- Large envelopes for essays

Course Requirements:

All of your written work for the course will contribute to a final course portfolio for each student. At the end of the semester, you will hand in your portfolio. Late portfolios will not be accepted. All portfolios will comprise the following materials:

1. Online Blog

Students are required to keep on ongoing and informal online blog in response to readings and class discussions. These blogs (managed through Connect software) will be open for others to read and to respond. There should be at least one blog entry for each student every week. The purpose of the blogging is to delve further into the readings, to raise questions, to inquire about presumptions, and to engage with other students. Blog entries should be long enough to develop an idea in a brief and succinct paragraph. You might pose a question, with the rationale behind the question. Or you might suggest a thesis, again with some rationale. Or you might present what you see as a problem in the logic of an argument. In addition to your own blogging, you are welcome to respond to the blogs of other students. The blog entries should be posted each week no later than Friday at 5 pm. Blogs will be evaluated on the basis of timeliness, clarity of thought, and how well they engage the material addressed.

2. Information Literacy Modules

During the course of the term students are required to work through four web-based modules on Information Literacy developed by LMU librarians. Following each module you will take an online quiz on the material covered. The four quizzes may be taken only one time each. The modules and completion dates are:

- Starting Your Assignment - complete by 9/3/13
- Types of Information - complete by 9/10/13
- Finding and Evaluating Information - complete by 9/24/13
- Using Information Ethically - complete by 10/1/13

The modules may be found through my.lmu.connect. Just follow these three steps:

- a. Log in to MyLMU Connect and click on the course title (“On Faith and Politics,” FFYS 1000.21) to enter the course site.
- b. Click on the “Information Literacy” link in the menu on the left-hand side of the page.
- c. Click the link for the Information Literacy tutorial you have been assigned. The tutorial will open in a new window.

3. Reading Quizzes

There will be two short 15-minute quizzes based on the assigned readings up through and including the day of the quiz: Sept 19 & Oct 24.

4. Midterm Exam

On October 8 there will be a Midterm Exam covering all of the course material to date. The Exam will be 30% objective (like the quizzes) and 70% essay. A study guide with essay questions will be distributed a week before the exam.

5. Position Papers

During the course of the term each student will write *two* Position Papers on the relation of faith and politics: a) one on Sept 17, "The Politics of Jesus and Paul," and b) one on the Nov 12, "The President, Faith, and Politics." Position Papers should be 4-5 pages in length, and should briefly summarize the primary and secondary source materials, followed by an articulated statement/argument responding to the readings. These papers will form the basis for class discussions on the assigned materials. Students will be evaluated both for their oral presentation and for the written work. Guidelines for the two Position Papers may be found at the end of the syllabus. The final versions of each paper is due at the beginning of class one week following the discussion.

6. Oral Debate

Towards the end of the semester there will be two class debates (Nov 14 & 19), based on particular case studies of church/state relations as reflected in important decisions by the United States Supreme Court regarding the non-Establishment and Free Exercise of religion clauses in the First Amendment. Each student will participate in one of the debates. Teams of students will be formed (4 or 5 to a team), and in preparation for the debates each team will be provided with the same resources for addressing the cases in question. Guidelines and rubrics for the debates will be distributed and discussed shortly after the mid-point of the semester. The focus here is on oral presentation and argument. (Notes for your participation in the debate should be included in the Portfolio.)

7. Final Paper

Each student will write a 10-12 page final paper addressing an aspect of faith and politics. Paper *proposals* are due November 5, a month before final papers are due. Proposals should include a working title, a paragraph description, and a working bibliography of 5-7 titles (books and articles). Students will give brief oral presentations of their final papers on Dec 3 & 5. The evaluation of final papers will include both oral presentation and written work.

Grading:

<i>Online Blog</i>	-	<i>5%</i>
<i>Information Literacy</i>	-	<i>10%</i>
<i>Reading Quizzes</i>	-	<i>10% (5% each)</i>
<i>Position Papers</i>	-	<i>20% (10% each)</i>
<i>Midterm Exam</i>	-	<i>15%</i>
<i>Oral Debate</i>	-	<i>10%</i>
<i>Final Paper</i>	-	<i>25%</i>
<i>Participation & Att.</i>	-	<i>5%</i>
		<i>100%</i>

Letter grades and percentage equivalents are as follows:

A 93.0%-100%
A- 89.5%-92.9%
B+ 88.0%-89.4%
B 83.0%-87.9%
B- 79.5%-82.9%
C+ 78.0%-79.4%
C 73.0%-77.9%
C- 69.5%-72.9%
D 60% - 69.4%
F 0 - 59.9%

You must earn a “C” or better to pass this course. LATE WORK IS NOT ACCEPTED.

1. Subject Area: Faith and Politics

The interaction of faith and politics is one of the most complex and important aspects of societies both ancient and modern. The goal of this course is to explore a variety of correlations between faith and politics from antiquity to the current day. The objectives of the course include having students develop both an overarching understanding of the various ways in which faith and politics have been related, and deeper insight into particular articulations of how faith and politics intersect through case studies. The course will focus on faith and politics within the Christian tradition, though components of Judaism and Islam will also be incorporated. The topics we will examine include:

- the notion of theocracy in ancient Israel,
- the political defeats of Israel and the theologizing about the destruction of the Temple and exile from Israel,
- the Roman conquest of Palestine and the Jewish War of 66-70 CE,
- emerging Christianity as a persecuted minority,
- the shift to Christianity as a state-endorsed imperial religion (313 CE),
- church/state relations through the Middle Ages
- Reformation and Enlightenment shifts in church/state relations
- Church and state in the United States

Subject Area Learning Outcomes

Students will know the history of church/state relations, ancient, medieval, and modern.

Students will be able to read and engage in written and oral analysis of primary sources on various aspects of the interplay between faith and politics.

Students will value a variety of perspectives on the relationship between faith and politics, both on an individual and on a more corporate basis.

2. Writing Emphasis

Composition Requirements:

The Writing Instructor (Mr. Haas) will work with students on all written assignments for the class, particularly the Position Papers and the Final Paper. He will collect drafts and respond to them in conference sessions and after final polished essays are turned in. You are welcome to turn in a draft to him at any time. Each essay will have three drafts leading up to the final polished draft. Polished essays must follow MLA guidelines, incorporate research, and be error-free. Part of your grade depends on your success at writing an organized, coherent presentation of your ideas and research material with a clear and meaningful purpose. Your polished essay must be in an envelope large enough to accommodate all drafts leading up to it, responses from your group, a works consulted page if applicable. Essays submitted as polished must have gone through three demonstrated, substantial revisions.

DRAFT RESPONSES: After reading the drafts given to you by your group members, you will write directly on the draft, providing your name and the date, highlighting and marking elements throughout the text with annotations in the margins and the backs of the pages. On the back of the last page of the draft you will summarize your thoughts in a pointed and direct critique that will facilitate the writer's revision process. During workshops, you will discuss your thoughts and return the marked up draft to author followed by lively discussion. Your responses should include specific advice, suggestions, reactions, and encouragement. Drafts cannot be emailed later for credit. If you are absent on one of these days you need to find a way to get your drafts to class without you.

PAPER FORMAT: All drafts must be typed, double-spaced with one-inch margins on all sides. All documents must include your name, date, course name, and document type in the upper right corner. All documentation will be in MLA style unless you can prove a need for, or competence in, another discipline's format. Late papers will not be accepted.

READINGS: Each week you will be expected to read the assigned sections from both the composition textbook (*Writing Matters*) and the assigned subject readings (See schedule below).

FINAL PAPER CONFERENCES: Each student will meet with me individually in my office to discuss drafts and concerns as related to their final paper. When you come to these conferences, please bring two copies of your draft as well as an author's note that describes the status of your piece and the areas of the draft you would like to concentrate on during our meeting. Missing a conference, or being unprepared, is equivalent to missing one class period.

CONFERENCES: Group conferences are required for the writing component of "On Faith and Politics." There will be four conferences scheduled throughout the semester. Come to these conferences prepared. Provide two copies of your draft and your

workshop revisions. Missing a scheduled conference, or showing up unprepared, is equivalent to missing one class period.

Writing Emphasis Learning Outcomes

The following objectives build competencies and skills in composition. They will be used as benchmarks for grading all your work in this class.

Composing and Process

- Develop personal opinions into public statements suitable to the anticipated rhetorical situation.
- Develop and use flexible, practical strategies to research, revise, and edit persuasive public statements.
- Evaluate the authenticity, logic, and persuasive force of information, arguments, and sources in the work of others and in your own writing.

Academic Discourse

A student should be able to demonstrate an understanding of academic discourse in the following ways:

- Identify and understand the development and use of academic conventions and practices specific to literary analysis.
- Integrate the conventions and practices of literary critical discourse in your own writing.
- Compose a persuasive, critical argument making use of primary and secondary sources.

Research Practices and Conventions and Documentation Theory

A student with a good understanding of research and documentation should:

- Formulate research questions and develop a plan of investigation.
- Limit topic scope, define research objectives, and clarify a thesis informed by genre conventions and reader expectations.
- Accurately document sources and use notes in a minimum of one academic documentation style.

To fulfill these objectives, students will write essays, revisions, peer responses, and final papers.

Prerequisites: There will be a diagnostic writing test at the very beginning of the semester. As a result of this test, some students may be referred for additional Academic Resource Center support.

3. Information Literacy

Information literacy skills include the ability to select information that provides relevant evidence for a topic; to find and use scholarly and discipline-specific professional information (and understand how it differs from popular information); to evaluate

resources for reliability, validity, accuracy, authority, and bias; and to document research in an appropriate, consistent, and ethical way. We will be spending some time in the course on information literacy as it relates to the study of faith and politics.

Information Literacy Learning Outcomes

- Select information that provides relevant evidence for a topic.
- Find and use scholarly and discipline-specific professional information.
- Differentiate between source types, recognizing how their use and importance vary with each discipline.
- Evaluate resources for reliability, validity, accuracy, authority, and bias.

General Course Information & LMU Policies

COMMUNICATION: You are encouraged to visit or call Dr. Siker and/or Mr. Haas during office hours, and to communicate by email. Due to the Family Educational Rights and Privacy Act (FERPA) we are only able to reply to LMU email addresses. FERPA also prohibits us from discussing your course performance or class activities with anyone outside the university, including your parents, without your prior written permission.

ACADEMIC DISHONESTY: Presenting someone else's words, work, or ideas as your own is a serious offense in the university. Even unintended plagiarism can result in penalties as severe as dismissal from the university. Often students plagiarize because they fear trying out their own ideas; they procrastinate until they have no other option, or they do not understand how to cite a source. If you find yourself in one of these situations, call Mr. Haas or Dr. Siker. Do not submit a previously written paper or a paper written for any previous course.

SPECIAL ACCOMMODATIONS:

Students with special needs who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services Office. Any student who currently has a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office (Daum Hall # 224, x84535) as early in the semester as possible. All discussions will remain confidential. Please visit <<http://www.lmu.edu/dss>> for additional information.

This syllabus represents the planned schedule for the semester, but it may be changed at the discretion of the professor.

Class Schedule

<u><i>Date</i></u>	<u><i>Topic & Reading</i></u>
Aug 27	Orientation to the Class Read: The Syllabus! Diagnostic Writing: What do you think <i>should</i> be the relationship between religion and politics?
Aug 29	Biblical Foundations: Ancient Israel, Faith, & Political Realities Read: Bible Exodus 1-12 (Slavery & Freedom) Leviticus 19 (The Holiness Code) 1 Samuel 8-9 (A King: Whose Idea?) Jeremiah 27-28 (Foreign Occupation) Bauckham, <i>The Bible in Politics</i> , pp. 3-40 <i>Writing Matters</i> , Chapter 1: Writing Today <i>Writing Matters</i> , Chapter 33: Choosing Effective Words
Sept 3	Biblical Foundations: The Politics of Jesus & the Kingdom of God Read: Bible Mark 4:1-34 Matthew 5 http://www.religioustolerance.org/sla_bibl1.htm# *Raymond Brown, <i>An Introduction to the New Testament</i> (New Haven: Yale University Press, 1987), chapters 4 & 5, pp. 55-96 Complete Library Information Literacy Module 1 & Quiz
Sept 5	The Bible & Interpretation: Slavery & Religion in America Read: Bible 1 Corinthians 7:21; Philemon; Ephesians 6:5-8; Colossians 3:22-25; 1 Timothy 6:1; Titus 2:9-10; 1 Peter 2:18-25 Bauckham, <i>The Bible in Politics</i> , pp. 103-117 *Mark Noll, "Battle for the Bible," <i>The Christian Century</i> 123:9 (2006) pp. 20-25 Stephen Haynes, "Original Dishonor: Noah's Curse and the Southern Defense of Slavery," <i>Noah's Curse: The Biblical</i>

Justification of American Slavery (New York: Oxford University Press, 2002)

<http://www.oxfordscholarship.com/view/10.1093/0195142799.001.0001/acprof-9780195142792-chapter-4> (*recommended*)

Writing Matters, Chapter 3: Reading Critically (with Reading Comprehension Quiz)

Sept 10 **The Bible & Interpretation: Jesus, Paul, & Taxes**

Read: Bible

Matthew 17:24-27; Mark 12:13-17; Luke 20:20-26;
Romans 13

Bauckham, *The Bible in Politics*, pp. 73-84, 142-150

*Francois Bovon, "Caesar's Denarius and God's Domain," *Luke*, vol. 3 (A Commentary on the Gospel of Luke 19:28 – 24:53; Minneapolis: Fortress Press, 2012) pp. 47-57

*Joel Green, "The Question of Caesar's Authority" (Lk 20:20-26), *The Gospel of Luke* (Grand Rapids: Eerdmans, 1997) pp. 710-716

*Ched Myers, "Whose Coin? Roman State Power," *Binding the Strong Man: A Political Reading of Mark's Story of Jesus* (Maryknoll: Orbis Books, 2008) pp. 310-314

*Victor Furnish, "The Church in the World," *The Moral Teaching of Paul*, 3rd ed. (Nashville: Abingdon, 2010) pp. 131-165

Writing Matters, Chapter 10: Writing in College: Comparing the Disciplines

Writing Matters, Chapter 29: Writing Concisely

Complete Library Information Literacy Module 2 & Quiz

Sept 12 Persecution in Early Christianity

Read: Martyrdom of Perpetua & Felicitas

<http://www.pbs.org/wgbh/pages/frontline/shows/religion/maps/primary/perpetua.html>

*Jeffrey S. Siker, "Christianity in the Second and Third Centuries," *The Early Christian World*, vol 1. ed., P. Esler (London & New York: Routledge, 2000) pp. 231-257

*W.H.C. Frend, "Martyrdom and Political Oppression," *The Early Christian World*, vol. 1., ed. P. Esler (London & New York: Routledge, 2000) pp. 815-839

*Ross S. Kraemer & Shira Lander, "Perpetua and Felicitas," *The Early Christian World*, vol. 2., ed. P. Esler (London & New York: Routledge, 2000) pp. 297-314 (*recommended*)

Writing Matters, Chapter 4: Planning & Drafting Your Project

Writing Matters, Chapter 5: Crafting & Connecting Your Paragraphs

Writing Matters, Chapter 11: Analyzing and Crafting Arguments

Sept 17 **Position Paper Discussion #1:** The Politics of Jesus and Paul
(See Guidelines for Position Paper #1 at end of syllabus; the final version of the position paper will not be due until Sept 24)

Sept 19 From Imperial Persecution to Imperial Church
Read: Eusebius, *Life of Constantine*, Book 1, chapters 27-32
<http://www.fordham.edu/halsall/basis/vita-constantine.asp>

*Bill Leadbetter, "Constantine," *The Early Christian World*, vol. 2., ed. P. Esler (London & New York: Routledge, 2000) pp. 315-330

QUIZ 1

Sept 24 Nicaea: Reacting to the Past
<http://rttp.org/drupal/user/register>
Read: Edict of Milan (<http://gbgm-umc.org/umw/bible/milan.stm>)

Writing Matters, Chapter 14: Finding Information
Writing Matters, Chapter 15: Evaluating Information

Complete Library Information Literacy Module 3 & Quiz

Sept 26 Nicaea: Reacting to the Past
<http://rttp.org/drupal/user/register>

- Oct 1** Augustine, Church, and State
Read: *C. Harrison, "Augustine," *The Early Christian World*, vol. 2., ed. P. Esler (London & New York: Routledge, 2000) pp. 1205-27
- *R. Dodaro, "Church and State," in *Augustine through the Ages*, ed. A. Fitzgerald (Grand Rapids, MI, 1999) pp. 176-84
- Writing Matters*, Chapter 13: Planning a Research Project
- Writing Matters*, Chapter 17: Writing the Research Project
- Complete Library Information Literacy Module 4 & Quiz
- Oct 3** The Christian State and the Jews
Read: http://people.bu.edu/dklepper/RN470/augustine_jews.html
- *E. Flannery, "A Critical Century," *The Anguish of the Jews: Twenty-Three Centuries of Antisemitism* (New York: Paulist Press, 1999) pp. 47-65
- Oct 8** **MIDTERM EXAM**
- Oct 10** The Crusades
Read: *C. Tyerman, "The Origins of Christian Holy War," *God's War: A New History of the Crusades* (Cambridge: Harvard University Press, 2006) pp. 27-57
- Pope Urban II's Speech of 1095 calling for a crusade
<http://www.fordham.edu/halsall/source/urban2-fulcher.html>
- Writing Matters*, Chapter 6: Revising Editing and Proofreading (with Reading Comprehension Quiz)
- Oct 15** Aquinas, Christian Faith, and Politics
Read: *T. Renick, "Aquinas" in *The World's Great Philosophers*, edited by Robert Arrington (Blackwell Publishing, 2003) pp. 1-8.
- Short Bio of Aquinas:
<http://www.biography.com/people/st-thomas-aquinas-9187231>

*Thomas Aquinas, "On Princely Government," Robin Gill, ed., *A Textbook of Christian Ethics*, 3rd ed (London: T & T Clark, 2006) pp. 122-129

Writing Matters, Chapter 16: Using Information Responsibly
Writing Matters, Chapter 58: Italics and Underlining

Oct 17

Luther, Calvin, and the Protestant State

Read: Short Bio of Luther:

<http://www.biography.com/people/martin-luther-9389283>

Short Bio of Calvin:

<http://christianity.about.com/od/presbyteriandenomination/a/John-Calvin.htm>

*Martin Luther, "Against the Murdering, Robbing Horde of Peasants," *Christian Social Teachings*, 2nd ed. (G. Forell, ed., rev. & updated by James M. Childs; Minneapolis: Fortress Press, 2013) pp. 114-118

*Martin Luther, *Against the Jews and Their Lies*

*John Calvin, *Institutes of the Christian Religion* (Book IV, Chapter XX, Nos. 1-3, 24, 31-32), *Christian Social Teachings*, 2nd ed. (G. Forell, ed., rev. & updated by James M. Childs; Minneapolis: Fortress Press, 2013) pp. 125-128

Oct 22

The Enlightenment, Church, and State

Read: Overview of the Enlightenment (Stanford Encyclopedia of Philosophy) <http://plato.stanford.edu/entries/enlightenment/>; especially Section 2 on "The Good"

*Baron d'Holbach, "No Need of Theology... Only of Reason," *The Portable Enlightenment Reader*, ed., I. Kramnick (New York: Penguin Books, 1995) pp. 140-14

*Thomas Jefferson, "Religion...My Views of It," *The Portable Enlightenment Reader*, ed., I. Kramnick (New York: Penguin Books, 1995) pp. 160-165

The American Declaration of Independence

http://www.archives.gov/exhibits/charters/declaration_transcript.html

Writing Matters, Chapter 18: Citing Expertly

Writing Matters, Chapter 19: Creating MLA-Style List of Works Cited

Writing Matters, Chapter 20: Preparing MLA-Style List of Works Cited

Oct 24 Founding Fathers and Church/State in America
Read: F. Lambert, *Religion in American Politics*, 1-73

QUIZ 2

Oct 29 The Gospel of Wealth vs. The Social Gospel
Read: F. Lambert, *Religion in American Politics*, 74-103

William Lawrence, "The Relation of Wealth to Morals"
<http://academic.brooklyn.cuny.edu/history/dfg/amrl/lawrence.htm>

*Walter Rauschenbusch, "A Theology for the Social Gospel,"
Christian Social Teachings, 2nd ed. (G. Forell, ed., rev. & updated
by James M. Childs; Minneapolis: Fortress Press, 2013) pp. 245-
251

Writing Matters, Chapter Formatting a Paper in MLA Style

Oct 31 Faith vs. Science – The Scopes "Monkey" Trial
Read: F. Lambert, *Religion in American Politics*, pp. 104-129

Transcript of The Scopes Trial, day 7
<http://law2.umkc.edu/faculty/projects/ftrials/scopes/day7.htm>

Nov 5 From New Deal to Civil Rights: Religion and Politics Enmeshed.
Read: F. Lambert, *Religion in American Politics*, pp. 130-183

M.L. King, "Letter From a Birmingham Jail"
http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

Writing Matters, Chapter 54 Using Quotation Marks
Writing Matters, Chapter 55: Using End Punctuation

FINAL PAPER PROPOSALS DUE!

Nov 7 From President Reagan to President Obama: City on a Hill?
Read: F. Lambert, *Religion in American Politics*, pp. 184-250

- Nov 12** **Position Paper Discussion #2:** The President, Faith, and Politics
See Position Paper 2 Guidelines at end of syllabus.
- Writing Matters*, Chapter 31: Engaging Readers with Variety and Emphasis (with Reading Comprehension Quiz)
Writing Matters, Chapter 32: Choosing Appropriate Language
Writing Matters, Chapter 39: Maintaining Agreement
- Nov 14** **Debate 1** Case Study: The Establishment Clause of the U.S. Constitution
**Everson v. Board of Education* (1947) pp. 47-54
**McCollum v. Board of Education* (1948) pp. 165-169
**Lee v. Weisman* (1992) pp. 249-259
**Zelman v. Simmons-Harris* (2002), Souter dissent (1-34)
- Nov 19** **Debate 2** Case Study: The Free Exercise Clause of the U.S. Constitution
**Cantwell v. Connecticut* (1940) pp. 420-426
**Wisconsin v. Yoder* (1972) pp. 466-479
**Employment Division v. Smith* (1989)
http://www.law.cornell.edu/supct/html/historics/USSC_CR_0494_0872_ZO.html
- Nov 21** Student Individual Writing Conferences with R. Haas
Peer Edits of Final Papers with class
- Nov 26** Student Individual Writing Conferences with R. Haas
Conference Edit of Final Papers with Instructor (scheduled)
- Nov 28** **No Classes: Thanksgiving Break**
- Dec 3** Student Paper Oral Presentations of Final Papers (5-7 minutes)
- Dec 5** Student Paper Oral Presentations of Final Papers (5-7 minutes)
Final Papers Due

Guidelines for Position Paper #1: The Politics of Jesus and Paul

1. Review the assigned readings for Aug 29, Sept 3, 5, and 10, especially the readings from the Bible.
2. In addition, read the following essays on Electronic Reserve:
 - a. *F.F. Bruce, "Render to Caesar," *Jesus and the Politics of His Day*, ed. E. Bammel (Cambridge: Cambridge University Press, 1984) pp. 249-265,
 - b. *J.H. Yoder, "Let Every Soul Be Subject: Romans 13 and the Authority of the State," *The Politics of Jesus*, 2nd ed (Grand Rapids: Eerdmans, 1994) pp. 193-211
3. Think about the following questions:
 - a. What are the various Roman and Jewish political contexts within which Jesus and Paul operated, and why are these contexts important?
 - b. What do Jesus and Paul have to say about the relation between faith and politics? How are their perspectives similar and/or different?
 - c. Do the teachings of Jesus and Paul apply more to relations between faith and the Roman Empire, to faith communities (churches), or to individual believers?
 - d. To what degree can or should the correlation of faith and politics found in the teachings of Jesus and Paul be applied to a modern context?
 - e. What does it mean to translate the attitudes of Jesus and Paul towards faith under imperial Rome to the role of faith in a modern democracy?
4. In your position paper (no longer than 4-5 typed pages, double-spaced) address the following questions, anticipating objections to as best you can.
 - a. What is most important to know about how Jesus and Paul addressed the relation of faith and politics in their day?
 - b. What is the significance of the teachings of Jesus and Paul on faith and politics for Christians today?

Guidelines for Position Paper #2: The President, Faith, and Politics

1. Read the following materials, on Electronic Reserve:
 - a. *O. Hendrix, “In Word or in Deed? The Politics of Jesus and the Politics of Politicians: The Case of Ronald Reagan,” *The Politics of Jesus* (New York: Three Leaves Press) pp. 191-206, OR

*O. Hendrix, “In Word or in Deed? The Politics of Jesus and the Politics of Politicians: The Case of George W. Bush,” *The Politics of Jesus* (New York: Three Leaves Press) pp. 207-247
 - b. *Barack Obama, “Faith,” *The Audacity of Hope* (New York: Random House, 2006) pp. 305-354
 - c. United States Conference of Catholic Bishops, “Forming Consciences for Faithful Citizenship: A Call to Political Responsibility” (USCCB: Washington, DC; 2011) pp. 1-18
<http://www.usccb.org/issues-and-action/faithful-citizenship/upload/forming-consciences-for-faithful-citizenship.pdf>
 - d. *J. Siker, “President Obama, the Bible, and Political Rhetoric,” *Political Theology* 13 (2012) pp. 586-609
2. Think about the following questions:
 - a. How would you compare and contrast the approaches to faith and politics between President Reagan (or President George W. Bush) and President Obama?
 - b. What is the position of the US Catholic Bishops on the meaning of “faithful citizenship”? What do you see as the strengths and weaknesses of this position?
 - c. To what extent should Christians seek to legislate public policy grounded in Christian moral convictions?
 - d. How should elected officials integrate their religious convictions with their public responsibility as legislators?
3. Answer the following questions:
 - a. Describe the approaches of President Reagan or President Bush to faith and politics in contrast to the approach of President Obama.
 - b. How should people of faith (understood broadly) apply their religious convictions to matters of public policy (e.g., health care, war, immigration, economic policy, taxes, laws affecting marriage)?