THEO 496—SEMINAR SEMINAR: THEOLOGY AND SOCIAL ISSUES

THE CONCEPT OF FRIENDSHIP

Azusa Pacific University, Haggard School of Theology, Undergraduate Division of Religion and Philosophy
Fall 2006, MWF 2:10-3:05 p.m., 3 units

The following statements on this page are required by the University and the Department

THE APU MISSION STATEMENT: “Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.”

CATALOG COURSE DESCRIPTION: This course provides a study of the major developments in the history of Christianity from the early church to the Protestant Reformation. Emphasis is placed on the growth of Christian doctrine. Meets general studies core doctrine requirement for God’s Word and the Christian Response.

DESIRED LEARNING OUTCOMES:
1. Undergraduate students will demonstrate an ability to give thoughtful consideration to current and historical issues in the light of the church’s Scriptures and traditions.
2. Graduates should demonstrate a practice of continual intellectual growth through personal scholarship and development.

DESIRED FAITH INTEGRATION OUTCOME: Most students will demonstrate growth in the ability to think critically about the historical, doctrinal, biblical and practical aspects of the Christian faith, including appreciation, understanding, and valuing the Church. Students will grow into a greater awareness of the personal and social relevance and spiritual richness that informed, disciplined theological reflection can bring to their Christian existence and their own impact upon the world in which they live. This is an application of the university-wide student learning goals that graduates should be able to articulate a Christian worldview of truth and life; should be able to apply biblically-based ethical reasoning skills to problems; should appreciate, understand, and value the Church; should practice a respect for the worth of all persons, with appreciation of individual and cultural differences, demonstrating truth-telling and grace in their relationships; and should be able to articulate the importance of extending genuine community to all peoples locally, regionally, nationally, and globally.

*NOTE: The Department of Theology and Philosophy is involved in assessing student learning, and your paper may be chosen for this. If your paper is one of those randomly selected for evaluation, your name will be removed so that the process is completely anonymous and does not affect your grade.

THE APU ACADEMIC INTEGRITY POLICY: “The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the
Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

Expectations for this course regarding academic integrity in this class are consistent with those outlined in the academic integrity policy unless specific instructions in this syllabus allow exceptions.

Consequences for violations of academic integrity in this class are consistent with those outlined in the academic in the academic integrity policy; see specific instructions in this syllabus.

COURSE DESCRIPTION: This senior seminar is designed for those who wish to further their understanding of an important issue facing Christians today. The course consists of a seminar format, including a major paper and oral presentation. Students combine Christian theology, biblical studies, and ethics to examine various ways in which the Christian faith can be lived out today. Meets the general studies senior seminar requirement. [catalog]

MY COURSE OBJECTIVES:

1. To explore an important concept (in this case, friendship) in a systematic way, tracing its historical development, using biblical, philosophical, and theological resources, and, along the way, seeing how a sophisticated understanding of friendship is similar to and different from current popular concepts.

2. To explore the ethical implications of friendship and particularly of the practice of Christian friendship, such as how it affects community, relates to marriage and other formal relationships, encourages the development of virtue, commits us to the recreation of the world in justice, and so forth.

3. To explore a particular facet of friendship and its ethical implications.

COURSE OUTCOMES:

When you leave this course you will have accomplished several things: (1) you’ll have traced a concept through more than 2000 years of development; (2) you’ll have compared contemporary conceptions of friendship with philosophical and theological concepts of it in the past; (3) you’ll see the relevance of this concept for the ways we think about how we are to grow and act in the world as Christians; and (4) you’ll have examined in detail one issue related to friendship that you want to investigate in detail and with some precision.

COURSE TEXTS:

Michael Pakaluk (ed.). Other Selves: Philosophers on Friendship. Hackett. (MP)
Aelred of Rievaulx. Spiritual Friendship. Cistercian Publications. (AR)

Other readings to be made available:
COURSE REQUIREMENTS:

1. Attend the seminar regularly and participate.

2. Read assigned portions of the textbooks. This seminar can not function unless you read what is assigned and come prepared and willing to discuss what you read.

3. Write response papers answering a question related to the reading. Most weeks you will bring a brief paper (2-3 pages, double-space) responding to a question given the week before and related to the text under discussion. (Seminar sessions will be a combination of lecture and discussion.) You may “skip” one response paper with the exceptions of Stegner, Rievaulx, Wadell, and Meilander.

4. Write a term paper* that relates friendship to some aspect of social or moral life (and/or your discipline). (E.g., see how this is modeled in our text by Wadell. Also, I will provide a list of topics that have been pursued by students in the past.) We’ll talk more about this as the seminar progresses, but by the middle of October you should know what you are going to pursue in this paper and have some idea how you are going to “attack” it. Please follow a manual of style that you prefer or that is expected of your discipline (e.g., APA for Psychology majors). You should aim for a paper that is about 15 pages in length (12 pitch, double spaced), using footnotes and appending a bibliography. You will give us a 10-minute synopsis of your paper during the final weeks of the course using a 600-word précis (which will be submitted with your paper); your paper is due at the time of your presentation.

*NOTE: The Department of Theology and Philosophy is involved in assessing student learning, and your paper may be chosen for this. If your paper is one of those randomly selected for evaluation, your name will be removed so that the process is completely anonymous and does not affect your grade.

RELATIVE WEIGHT OF ASSIGNMENTS:

Weekly papers 50% of final grade
Term paper 40% “
Seminar participation & oral report of term paper 10% “

GRADING SCALE:

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<tr>
<td>A</td>
<td>100-96%</td>
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<td>A-</td>
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MY COURSE POLICIES:

Attendance: It is essential that you attend class and group meetings. I reserve the right to penalize your grade if you have excessive unexcused absences. If you are absent you are responsible to find out what you missed and to make up any work affected by your absence. Attendance may be taken randomly.

Class decorum: In the interests of creating an optimal atmosphere for learning and out of respect for your peers, please observe the following during class sessions:
(1) Do not eat food. Drinks are okay.
(2) If you have a cell phone, turn it off, smash it, or throw it out a window.
(3) Refrain from “coming and going.” Please do not get up and leave during the class period unless you’ve let me know you have to leave early, you are hemorrhaging, or the building is on fire.

**Late work:** In this seminar, papers cannot be turned in late, because the purpose they serve is to prepare you for discussion. The final research paper will be devalued by one letter grade for each day late. (NB: Saturday and Sunday count as one day.)

**Cheating and Plagiarism:** Cheating is the use of someone else's work which the student ought to have done personally. Plagiarism is the use of ideas and information (not commonly known) from a specific source without giving credit to that source by allusion, footnoting, or bibliography. Cheating or plagiarism will result in an automatic “F” for the assignment or exam affected.

**Sundays:** "Business as usual" should not be an option on Sundays (except in cases of unforeseeable circumstances). Please plan ahead in all of your work, and reserve Sundays ("Little Easters") for worship, rest, recreation, and celebration! God made you that way (viz., to work six and rest one) and God expects you to live your life accordingly for your own benefit (Deut 6:24). I have ensured that no essays are due on Mondays.

**Submitting papers:** Written work should be submitted to me in a hardcopy format unless you have made other arrangements with me and the circumstances warrant an exception. I only accept emailed work if you have made prior arrangements with me and received my permission.

**Students with disabilities:** Students who have a disability that might prevent them from fully demonstrating their learning should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the class and the successful completion of course requirements. It also helps for me to know at the beginning of the semester of any special needs.
## COURSE OUTLINE AND ASSIGNMENT DATES:

<table>
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<tr>
<th>Dates</th>
<th>Topic</th>
<th>Reading Assignment</th>
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<tr>
<td>9/6-13</td>
<td>Orientation: Who are we? Some questions to prime the pump. <em>The Four Seasons</em> — opening a dialogue.</td>
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| 9/15-20     | Beginning a serious investigation with the help of a popular novel and two essays: What are the elements of a friendship? What destroys friendships? | Stegner’s *Crossing to Safety*
Essays by Abel and Chenoweth
(response due for Stegner on 9/15; list due for Abel/Chenoweth on 9/20)
[consult PW, chap. 2] |
| 9/22-25     | Musing over biblical material                                         |                                                                                     |
| 9/27-29     | The classical tradition                                               | **MP**: Plato, *Lysis*                                                            |
(response due on 9/27)                                                                 |
| 10/2-4      | The classical tradition                                               | **MP**: Aristotle, *Nicomachean Ethics, Books VIII & IX*                          |
(response due on 10/4)                                                                 |
| 10/6-11     | The classical tradition                                               | **MP**: Cicero, “On Friendship”                                                    |
[consult GM, chap. 4]                                                                 |
(response due on 10/11)                                                                 |
| 10/13-18    | The Christian tradition                                               | **PW**: chap. 4 on Augustine                                                       |
(no written response required)                                                                 |
(response due on 10/25)                                                                 |
| 10/27-11/1  | The monastic tradition                                               | **AR**: *Spiritual Friendship*, pp. 45-132                                         |
[consult PW, chap. 5]                                                                 |
(response due on 11/1)                                                                 |
| 11/3-6      | The Christian tradition                                               | **MP**: Aquinas: “Questions on Love and Charity”                                   |
(no written response required)                                                                 |
| 11/8-10     | The modern period                                                     | **MP**: Immanuel Kant, “Lecture on Friendship”                                      |
(response due on 11/8)                                                                 |
(response due on 11/15)                                                                 |
| 11/17-22    | Recent Christian thinkers: Christian friendship and ethics            | **GM**: prologue, chaps. 1-3                                                      |
(response due on 11/22)                                                                 |
| 11/27-12/1  | Recent Christian thinkers: Christian friendship, worship and the reign of God in the world | **PW**: intro., chaps. 1, 3, 6-8. [review chaps. 2,4, 5]                               |
(response due on 12/1)                                                                 |
| 12/4, 6, 8, 15 | Student presentations of papers (using 600-word précis)               | (NB: a response paper will be required at the final class period reflecting on how your thoughts about friendship have evolved over the semester; it will be graded “pass/fail”) |