General Education Submission Form

Electronic submissions are preferred.

A. GE component for which course is being proposed:
   Serving Society; Enacting Justice

B. Submitted by  Caryn Reeder

C. Ideally, submissions should be discussed by the entire department prior to submittal.
   Chair has reviewed and approved the course.

D. Course being proposed (please attach syllabus):
   RS 113: The Church in the New Testament

E. This course
   [ ] Has not been modified, but is being submitted to check its suitability
   [ ] Has had its syllabus rewritten to communicate the course’s contribution to GE
   [ ] Has had its contents modified to address the relevant GE issues
   [X] Is a new course designed to fulfill the GE requirement

F. This course is being submitted as
   [ ] A Template. Applicable to courses with multiple sections which require only general
     training in the discipline. The submission should come from the department chair and
     should clearly identify what course content and what elements of the syllabus the
     department has agreed will common to all sections. Upon approval by the GE
     Committee, any course whose syllabus is determined by the department to meet the
     specifications of the template is approved to satisfy this area requirement. A copy of
     each syllabus should be forwarded to the G.E. committee for record keeping purposes.

   [X] An Individual Course. Applicable to courses requiring specialized training in the
     discipline or are typically offered by a particular instructor. The course should be
     resubmitted and reassessed in the event of a change in staffing or syllabus.

G. Statement of rationale:
   RS 113 will require students to engage with “issues of justice grounded in social class,
   gender, ethnicity or human disability; the environment; or the impact of technology”
   (Serving Society; Enacting Justice GE document statement) in the Santa Barbara
   community. The service element is closely tied to the course content; as students learn
   about the story and praxis of the church in the first century, they will have the
   opportunity to practice and embody the church today.

   The course meets the criteria and learning outcomes for Serving Society; Enacting
   Justice:
   Criteria: Orientation
   Learning outcome: Students will identify the needs of the population; the effects and
   affects of needs; and causes of needs.
   During the first week of class, one class session will be given over to learning about the
   needs of the community and the possible service projects that seek to meet these needs.
Jon Lemmond will be visiting class to speak with us about the community and the various ‘needy’ populations, and as a class we will reflect on the sources and causes of the needs and their impact on the lives of the ‘needy’ and the Santa Barbara community. We will discuss the requirements, expectations, and motivations for the service component.

Criteria: Service that provides exposure to issues of economic disparity and class, gender and ethnicity, environmental stewardship/remediation, etc.
Criteria: The service component takes the form of direct contact or in a setting addressing systemic and structural concerns.
Criteria: 12 hours of service.
I am working with Jon Lemmond to identify appropriate service opportunities for students to participate in. The plan is that students (alone or in groups of 2-3) will participate in a single project for 10 hours through the semester, and the class as a whole will participate in a 2 hour project at the end of the semester.

Criteria: The service component should be embedded in a class.
Learning outcome: Students will identify theological motivations for service.
The service component of RS 113 will give students the opportunity to put into practice (or praxis) the object of their study: the life of the church in the New Testament. We will address the question of service during the first week of class, explicitly connecting the class content with the service projects. We will continue to address this element of the life of the early church throughout the semester, cementing the connections and helping students understand the ways the church (then and now) is called to respond to social concerns.

Criteria: System of reporting
Learning outcome: Students will reflect on how they have been affected by their experience and how their experience might inform their calling.
Students are required to keep a Serving Society journal recording their activities and their reflection on the connections of their work in class and in their service project as well as the theological implications of their project. The journal will be collected several times through the semester and marked according to the Serving Society; Enacting Justice rubric. Students will be particularly encouraged to engage with the material on a personal level, questioning how their studies and service are impacting and changing their understanding of the church’s praxis, and how their new/developing understanding will impact their lives outside RS 113.