

**DePaul University  
School for New Learning**

**SYLLABUS**

**AI 347 From The Sandbox to Ethics**

**FACULTY:** Barbara Donnelly  
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**LOCATION:** O'Hare Campus  
Day: Monday  
6:30-9:30 p.m.  
June 15 – August 17, 2009

**COURSE DESCRIPTION:**

This course studies one's assumptive worldview: where it came from, how it has changed and why it is important to you. In the course of the ten weeks we will ask two questions. First, who am I? You begin the process by stepping back and taking a look at your own assumptive worldview. This will help you identify 1) how you see the world, 2) what you profess as your values and 3) where you learned those values. You will begin exploring why you have retained the values you continue to hold. You may even decide it is time to eliminate some assumptive worldviews that are no longer useful in your life. The second question you will ask is--what do I need? You will use some right brain techniques (images, story telling etc.) to dig out some current information about your values, not only what they are but also how you relate to them and why they are important to you. During this process, you will examine your theology, your ethics and your spirituality. You will examine the connections between these three areas of your life. You will compare your views with those of others in the class.

**FACULTY:** Barbara Donnelly earned a Doctor of Ministry from the University of St. Mary of the Lake and a Master of Religious Studies from Mundelein College. She is a graduate of SNL. She has worked in the Archdiocese for over 30 years and has worked with disabled children and adults for over 25 years. She is presently doing free lance work in spirituality, theology and discernment.

**Competencies:**

H3X Can explain how one's assumptive world view how it came into being and how it forms the values and assumptions that a person professes throughout life.

Objectives: Learners will be able to:

- A. Clearly state their own assumptive worldview.
- B. Understand how their assumptive worldview has changed and why.
- C. Recognize the relationship between the values they hold today and the assumptive worldview of their childhood.

This competency will be achieved the writing of 3 reflective papers, class participation and either the writing of a final paper (5-6 pages in length) or by giving an oral presentation. For this final paper or presentation, you will choose a character from a story (fictional or biographical) from any media and: 1) explain the assumptive world view of that character, 2) explain how the person developed through the various identities that were discussed in class and 3) describe the crisis of limits that character experienced and state whether it was a developmental or traumatic crisis of limits. This paper or presentation will count for 1/3 of your grade.

A-3-X Can analyze, compare and contrast two opposing theological systems and reflect on one's own personal theology.

Objectives: Learners will have:

- A. A basic understanding of theological reflection.
- B. An ability to analyze the difference between two or more theologies with regards to the spirituality behind each.
- C. An understanding of their own theology of God, salvation, forgiveness, and death
- D. An ability to compare their theology with other theologies presented in class.

You will achieve this competency by learning to compare the different theologies of God, salvation, forgiveness, and death You will develop an ability to analyze the difference between two opposing theologies and understand how each would affect your spirituality. Through the art of theological reflection, you will acquire the skills needed to understand your own theology and your personal spirituality. You will demonstrate this competency through the writing of 3 reflective papers. You will also demonstrate this competency by writing a final paper (5-6 pages in length) or by giving a final presentation. You will choose a story (fictional or biographical) from any media and define the different theologies of two characters from that story. These theologies must differ from each other. You will include the components of each theology and the spirituality within each. This paper or presentation will count for 1/3 of your grade.

A-3-B Can explore a model of spiritual development and apply it to oneself or

others.

Objective: Learners will be able to:

- A. Discuss the assumptions and implications of one or more models of spiritual development.
- B. Discuss the value and purpose of spiritual development.
- C. Discuss the models in relation to one's own experience or the experiences of others.

You will achieve this competency through the study of the various theologies of God, salvation, forgiveness, and death. You will also develop an understanding of how these theologies affect your spirituality. Through the art of theological reflection, you will acquire the skills needed to understand your personal spirituality. You will demonstrate this competency by the writing of 3 reflective papers and your work within the class. You will also demonstrate this competency by writing a final paper or giving a final presentation. You may choose to work with the model of spiritual development presented in class or you may choose one of the many models presented in today's culture, i.e. Eastern, twelve step, feminist, etc. For this paper or presentation you will, 1) discuss in detail the model of spiritual development you have chosen, 2) present the meaning of the spiritual and the value and purpose of spiritual development that this particular model emphasizes and 3) discuss the implications that this model offers for living one's life. This paper will count for 1/3 of your grade.

A4 Can analyze a problem from two different ethical systems.

- A. Identify and describe an ethical problem
- B. Describe the distinctive assumption of the two different ethical systems.
- C. Analyze the given problem or issue by comparing and contrasting how these two systems would apply to that particular ethical situation.

Having studied the different theologies of God, salvation, forgiveness and death, you will develop an understanding of how one's theology impacts one's ethical decisions. You will demonstrate this competency by writing 3 reflective papers and participating in the discussions in class. Further you will demonstrate this competency by writing a final paper (5-6 pages in length) or giving a presentation. The ethical issue we will work on will be decided in the first weeks of class. You will be expected to apply 2 different views to that issue and to state each view and explain how theology impacts the issue. You will be expected to reflect on your own experience of the ethical problem and how you arrived at your moral decision.

### **LEARNING EXPERIENCES.**

Strategies used in class.

1. Brief lectures.

2. Assigned readings.
3. Video presentations.
4. Small and large group discussions.

**Required reading.**

1. Remen MD, Rachel Naomi, *My Grandfather's Blessing*, NY, NY. Penguin Putnam Inc. 2000
2. Shea, John, *Stories*, Skokie, IL. Acta Publ. 2008
3. Class handouts on theological reflection, collaborative learning, and other pertinent material.

**Class attendance:**

Missing class not only hurts your learning, but also hurts the learning of the other members of your class. If you must miss class, it is YOUR responsibility for communicating with BOTH the professor and someone from the class. This communication is to take place BEFORE and AFTER class. Failure to do this could affect your grade.

Reflective Papers will be due week 3, 7, and 8. Each paper will be 3-4 pages in length. Each entry will be graded.

**EVIDENCE THE STUDENTS WILL SUBMIT**

1/3 of the grade will be from the 3 papers and 1/3 will be from the contribution to and cooperation with your classmates.

For H-3-X learners will receive 1/3 of their grade for the final paper or presentation on the story they chose which is detailed above.

For A-3-X learners will receive 1/3 of their grade from the final paper or presentation on the story they chose which is detailed above.

For A-3-B learners will receive 1/3 of their grade from the final paper of presentation on their chosen model of spirituality.

For A4 learners will receive 1/3 of their grade from the paper or presentation on the ethical issue we have studied.

**Incomplete Grades:**

**Students must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will only be considered after satisfactory completion of at least 75% of the coursework. ALL PAPERS MUST BE TURNED IN BY THE LAST CLASS.**

In assigning grades, I follow the University's guidelines: A stands for a high degree of excellence, and in this course should represent a high standard both for written work and classroom participation; B represents a superior standard of

performance, both in written work and class participation. Grades lower than a C are not acceptable as evidence for demonstrating competence in SNL. Finally, I stand by the University's published policies regarding plagiarism (found in the University bulletins and the student handbook) and other forms of cheating. Students are expected to be familiar with these policies.

### **CRITERIA FOR ASSESSMENT:**

At the end of the quarter you will be able to:

1. Demonstrate competence.
2. Verify accuracy of statements regarding course material and your own outside reading.
3. Integrate life experience and theory.
4. Analyze the rationale behind your choices.
5. Work collaboratively with others

Learners will also be evaluated on completeness, clarity, attendance and contribution to team members. The assessment of each learner will embody the qualities of clarity, integrity, flexibility and empathy.

### **Criteria used for:**

1. The readings--Did you complete the assignments on time? Did the class discussions and teamwork indicate an understanding of the reading material? Did your papers indicate a clear understanding of the readings?
2. The Reflective Papers --How well did you relate the readings, lectures, and activities to your personal experience? If you disagreed, with any of the material i.e. the readings, lectures, discussions did you include a clear rationale for your position? Did you include what was standing in the way of your learning? Were your entries consistently 3-4 pages in length?
3. The class discussions--Did you consistently contribute to the discussions? Were you consistently active in the team discussions and presentations? How well did you support the other members of your team?
4. Final paper or final presentation--How well did you express your understanding of the core material of the class? How well did you express your understanding of the outside reading? How well did you integrate the material from class to life experience--yours or others? Was your paper clear, concise and complete?

**A WRITTEN OUTLINE FOR EACH COMPETENCY WILL BE DUE BY SESSION SIX (6) ANY LATE ASSIGNMENT MUST BE NEGOTIATED WITH THE PROFESSOR PRIOR TO THE DEADLINE.**

**According to the policies of DePaul University:**

**All students must be registered and listed on the class roster by the beginning of the second week of the term. Students not on the roster by this time cannot stay in the class under any circumstances. Please contact**

the SNL Advising Center or the Office of Financial Aid ([finaid@depaul.edu](mailto:finaid@depaul.edu)) to work out your particular situation.

**Students who need to withdraw from the course must do so by the end of the second week in the quarter. After that point has been reached, 100% of the tuition is charged. It is possible to withdraw from a course or competency through the end of the seventh week of the quarter, but there is no tuition refund after the end of the second week.**

In certain circumstances (such as illness, death of family member, natural disaster, etc) a late withdrawal will be refunded tuition. These circumstances must be documented, and presented to the University through the SNL Exceptions Committee ([snlexceptions@depaul.edu](mailto:snlexceptions@depaul.edu)). In no case is such a refund allowed more than once during a student's career at DePaul.

#### **TOPICS AND TIME FRAMEWORK:**

Session	Topic
1.	Introduction, syllabus, exercises in theological reflection.
2.	Required reading – <i>My Grandfather's Blessing</i> , pages 1-78, assumptive worldview, theological reflection.
3.	Required reading, – <i>My Grandfather's Blessing</i> , pages 81-130, <i>Stories</i> , pages 1-45, theology, images of God, various identities, reflective paper due.
4.	Required reading - <i>My Grandfather's Blessing</i> , pages 133-189, <i>Stories</i> , pages 45-80, Video, crisis of limits, theology of salvation, where is the ethics in this? What ethical system is demonstrated?
5.	Required reading- <i>My Grandfather's Blessing</i> , pages 193-243, <i>Stories</i> , pages 81-122, discussion of team work, more on ethics.
6.	No formal class. Students are expected to meet with their perspective team members to plan a presentation for week seven. Topics for

the presentation will be given out in week five. In addition the professor will contact each student individually to discuss his/her progress and the topic of the final paper or presentation.

7. Required reading-*My Grandfather's Blessing*, pages 247-321, Stories, 123-189, theology of death, team presentations, video and reflective paper due.
8. Required reading-*My Grandfather's Blessing*, pages 325-374, Stories, pages 190-233 theology of forgiveness, review of differing theologies review of ethics and reflective paper due.
9. What do different theologies tell us about Spirituality? About ethics? Video, Stories, pages 234- 271, a look at the different competencies
10. Individual and/or group presentations, video, **ALL** papers due, summary and critique.

**Note:** Class 8 will be online and class 9 is Memorial Day so there is no class. We will make arrangements for class nine at the beginning of the term.