



Department of Instruction: General Education ; Course Number: SOC2320; Section: 01
 Course Name: Cultural Anthropology: Introduction to Early Christian Context; Hours Credit: 3
 Syllabus Registration Period: Spring Blitz 2009, Location: VS W108; Mon-Fri 1:00-5:00 p.m.
 Instructor: Bill Snodgrass, BSEd, MS, EdS.; Office Number: W112; Phone Contact: 901.351-9362
 email: bsnodgrass@VISIBLESCHOOL.COM

VISIBLE SCHOOL FOUNDATIONAL STATEMENTS

MISSION STATEMENT

VISIBLE SCHOOL exists to train and equip artists, technicians, ministers, and business professionals in skill and character for effective service in the arts industries and in the church.

COURSE DESCRIPTION

This course examines the social, political, and cultural factors from which the first century Christian church emerged. The end of the first temple era in Judaism will serve as a starting point, influences from the Greek and Egyptian Ptolemaic Empires will be examined, but the focus of the class will be the first centuries BCE and CE. The roles of Judaism and the Roman Empire in creating the context from which Christianity emerged will comprise the bulk of the course, but other influences will also be considered.

COURSE TEXT, RESERVE, AND SUPPLEMENTARY MATERIALS:

A variety of readings will be provided.

GOALS FOR THIS COURSE:

1. The primary goal for this course is to immerse the student into the cultural (political, social, religious, etc.) context out of which the early Christian church emerged. From this immersion the student will gain insight and understanding that will aid in interpretation of the New Testament and any other First Century CE documents they might encounter.
2. Students will develop skills relevant to the scholarly process. For example, they will encounter primary and secondary sources and be able to differentiate between them and their uses, and they will demonstrate acceptable methods of source citation.
3. Students will develop cooperative learning skills.

LEARNING OUTCOMES AND REQUIREMENTS OF THE COURSE:

Learning Outcome: Upon successful completion of this course, students will be able to:	Related Goal(s)	Assignment	Assessment Rubric	% of Grade	Points Possible	Due Date
Demonstrate insight into the political, social, and religious context of the first centuries BCE and CE.	1, 2, 3	Reading Response Journal	Informal Writing Rubric and specific guidelines to be provided	40%	40	Jan 16, 2009
Demonstrate the ability to integrate class discussion with the readings and the students' life experiences.	1, 2	Class Discussion Reaction Journal	Informal Writing Rubric and specific guidelines to be provided	40%	40	Jan 16, 2009
Demonstrate how course content is relevant to the student and the students' personal goals. Demonstrate understanding of culture as it applies to the creation of writings, particularly the New Testament. Demonstrate understanding of the methods and limitations related to study of ancient peoples.	1, 2	Summary Reflection	Numeric Examination Rubric	20%	20	Jan 16, 2009

ALL ASSIGNMENTS WILL BE EMAILED TO BSNODGRASS@VISIBLESCHOOL.COM IN ELECTRONIC FORM, EITHER RTF, WORD@ OR PAGES@ FORMAT.

Paper Requirements: VISIBLE SCHOOL has adopted the Turabian (Chicago) style of paper formatting and documentation. Please see the *VISIBLE SCHOOL Paper Writing Guide, A Manual for Writers of Research Papers, Theses, and Dissertations, Seventh Edition: Chicago Style for Students and Researchers (Chicago Guides to Writing, Editing, and Publishing)* by Kate L. Turabian, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams (April 15, 2007), or *The Chicago Manual of Style by University of Chicago Press Staff (Hardcover - Aug 1, 2003)* for further information.

COURSE OUTLINE:

The following outline is a plan for the course that may be adjusted, expanded, and otherwise altered. For details, refer to the document, *Course Outline*, which is an official extension of this syllabus. The students will be advised of changes to *Course Outline*, and an updated version will be maintained and readily available to the students.

DATE	TOPIC	ASSIGNMENT
Jan 5, 2009	1:00-5:00: Class Orientation and Introduction	
		For Next Class: Refer to Course Outline Document
Jan 6, 2009	Refer to Course Outline Document	
		For Next Class: Refer to Course Outline Document
Jan 7, 2009	Refer to Course Outline Document	
		For Next Class: Refer to Course Outline Document
Jan 8, 2009	Refer to Course Outline Document	
		For Next Class: Refer to Course Outline Document
Jan 9, 2009	Refer to Course Outline Document	
		For Next Class: Refer to Course Outline Document
Jan 12, 2009	Refer to Course Outline Document	
		For Next Class: Refer to Course Outline Document
Jan 13, 2009	Refer to Course Outline Document	
		For Next Class: Refer to Course Outline Document
Jan 14, 2009	Refer to Course Outline Document	
		For Next Class: Refer to Course Outline Document
Jan 15, 2009	Refer to Course Outline Document	
		For Next Class: Refer to Course Outline Document
Jan 16, 2000=9	Refer to Course Outline Document	

OTHER VITAL POLICIES:

Please refer to the current Academic catalog for college-wide policies concerning the following:

- ATTENDANCE POLICY
- GRADING SCALE
- ACADEMIC DISHONESTY
- DISABILITY POLICY
- NON-DISCRIMINATION POLICY
- COMPUTER USE POLICY

Please note: Distributed to the class at the beginning of the semester, the syllabus is an agreement between the faculty member and the student that affords protection to both the student and faculty member against academic abuse. Academic abuse is defined as improper use of educational authority, academic goodwill or maltreatment of faculty by students, or students by faculty. Due to unforeseen circumstances or tailoring the course to the class, some changes in course calendar and assignments may occur. This will never increase the workload, however it may be diminished due to unpredictable changes.

