

**Course Syllabus – Inter-Term 2014 - April 26-May 3rf 2014**

The mission of The Seattle School of Theology & Psychology is to train people to be competent in the study of text, soul and culture in order to serve God and neighbor through transforming relationships.

**I. General**

Course Number: **SFD 580 A&B**

Course Name: **Special Topics:** **Listening to the Heartbeat of God: A Spiritual Pilgrimage to Iona**

Units: **1 or** **2**

Professor(s): **Roy E. Barsness, PhD**

Professor(s) Contact Information: **rbarsness@theseattleschool.edu; 206-329-3370**

Professor Office Hours**: see Office Hour sign-up outside my office door.**

Class meets: **For one week on the Isle of Iona in Scotland**. *In addition there will be an orientation class prior to departure to review assigned readings and a “reunion” class following the pilgrimage to present assigned paper.*

Day and Time of Class: **One week intensive and two additional class periods**

**II. Course Description**

This course has four goals, a.) to facilitate student engagement with the spiritual practices of a Celtic spirituality, b.) to explore the Celtic tradition in its own history, context and cultural space c.) to reflect upon ways in which Celtic spirituality can be interwoven into the discipline of psychology and d.) to understand the history and place of Celtic theology in relationship to Augustinian theology. Through the means of a shared spiritual pilgrimage to the Isle of Iona with J. Phillip Newell, students will explore Celtic spirituality, and experience a contemplative week-long retreat that seeks “transformation in our lives and world by remembering life’s sacredness, addressing life’s brokenness, and serving earth’s oneness.” (J. Phillip Newell). Each day begins and ends with the rhythm of prayer and meditation, either at the Abbey or elsewhere on the island. The mornings are given to teaching on the Celtic tradition and sharing reflective insights and the afternoons to silence and hiking. On at least one of the days we walk the island pilgrimage route together to reflect on the journey of our lives and world. Students will be asked to consider the Celtic Spirituality tradition in contrast to their own, and as practice within their own cultural spaces. (Prerequisites: CSL 528)

**III. Mission Statement Alignment**   
This course aligns with the mission of The Seattle School, with its primary intent of listening and exploring the idea that the heartbeat of God exists in the **soul** of every person. The course will allow students to explore together “listening to the soul,” and consider how an anthropology and/or theology of persons might emerge from communal engagement and self-reflection. As Newell has stated, “to listen to God is to listen deep within ourselves, including deep within the collective life and consciousness of the world.” So as we attend to the depths of our being we also find our fellow brother and sister, our “anamchara – our soul friend. The Celtic historical tradition will be explored as an attempt to understand the contextual and **cultural** influences that have shaped this form of spirituality uniquely different from others in the Western tradition**.** Students will consider theology (**text)** and psychology of Celtic Spirituality with its emphasis on “listening for the goodness, listening within creation, listening for God in all things, listening with imagination, listening and acting.”( J. Phillip Newell).

**IV. Learning Outcomes**

**Course Goals**

The goal of this course is to facilitate students gaining an understanding into the tradition of Celtic spirituality, to conduct a personal spiritual pilgrimage and to reflect upon their footprint in the world, and to offer an opportunity for integrating Celtic theology/spirituality into their professional practices.

**V. Course Objectives**

Students will:

* Examine the ethos, worldview and value of Celtic spirituality as a practice of formation and spiritual development.
* Engage in spiritual enrichment through readings, contemplation and communal reflection
* Experience the value of community and formation through living, traveling and studying together through the means of a pilgrimage.
* Develop an understanding of the cultural factors that have shaped the Celtic Spiritual tradition
* Examine this tradition as a resource for theological and psychological reflection specifically:
  + to reflect upon ways in which Celtic spirituality can be interwoven into the discipline of psychology and
  + to understand the history and place of Celtic theology in relationship to Augustinian theology.

**VI. Course Requirements**

**Assignment I:** A 3-5 page book review on text: *Listening to the Heartbeat of God.* It is also highly recommended the student read *A New Harmony and Christ of the Celts.* See Student handbook for outline and sample of how to submit a book review. **Assignment is due April 15th, 2014. The paper is worth 35 points.**

**Assignment II:** Students will be required to keep a seven-day personal journal of their pilgrimage. Students will then be required to complete a 5 - page summary of their journal highlighting and present their experience to the class. **Note: an option (to be determined by the group) will be to offer an “Iona Experience” for the TSS community. This offering would fulfill this requirement.** Areas of emphasis are:

* their understanding of Celtic theology and its influence on their own theology, psychology, spirituality
* what they learned about their own soul/being,
* how their experience impacted them to towards a deeper understanding of the “common” good.
* How Celtic spirituality Celtic spirituality can be interwoven into the discipline of psychology and

to understand the history and place of Celtic theology in relationship to Augustinian theology.

Students will be required to present their Journal Summaries following the pilgrimage.

**Assignment is due following the pilgrimage at a date later to be determined. Paper and Presentation are worth 35 points.**

**Assignment III:** Students are required to attend the Pilgrimage at Iona with J. Phillip Newell in Scotland **April 27-May 4th 2013**. **Please note**: There are additional costs related to this trip which include air travel to Scotland, ground transportation to the Isle, and lodging at Columba Hotel on the Island. Details of trip will be held at informational meetings conducted as needed in preparation for the trip. Full disclosure of these costs will be given at information meetings. **Active participation in the pilgrimage earns the student 30 points**

**VII. Course Readings**

**Required Texts**

* Newell, J. P. (1997). *Listening to the Heartbeat of God.* Paulist Press. Mahwah, NJ. ISBN 0-8091-3759-3

**Recommended Texts:**

* Newell, J.P. (2011). *A New Harmony: the spirit, the earth and the human soul.* John Wiley and Sons. San Francisco. ISBN: 978-0-470-55467-8.
* Newell, J.P. (2008). *Christ of the Celts.* John Wiley and Sons. San Francisco. ISBN: 9780-470 -18530-2
* There are also texts on doing pilgrimages available in the library.

**VIII.** **Course Learning Outcomes Assessment Grid** (how each learning outcome will be assessed)

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Outcomes** | **Book Review** | **Journal/Presentation** | **Pilgrimage** |
| Examine the ethos, worldview and value of Celtic Theology/Spirituality | X | X | X |
| Explore spiritual enrichment through readings, contemplation and community | X | X | X |
| Participate and learn to value the place of community through living together traveling together and studying together through the means of a pilgrimage. | X | X | X |
| The use/value of this tradition in shaping a view of persons | X | X | X |
| Examine this tradition as a resource for theological and psychological reflection specifically to reflect upon ways in which Celtic spirituality can be interwoven into the discipline of psychology and to understand the history and place of Celtic theology in relationship to Augustinian theology. | x | x | x |

**IX. Course Policies**

**\*Please note Course Policy #2 below as it is an additional policy to the Regular Policies of The Seattle School of Theology and Psychology.**

1. Grading Policy:

Assignment I:     35

Assignment II:             35

Assignment III:            30

**Total                            100 pts.**

**\*2.** As this course is off-site, this course will meet all requirements that are required by the State Board of Higher Education including:

* Syllabus approval three months in advance of conducting the course off-site
* Waivers of liability signed prior to conducting the course off-site.

**As this course requires additional costs such as travel, prior to registration, students will be fully informed of all costs related to the course and will sign a statement indicating they were given full disclosure, and agree to the additional required costs.**

3. Grading Scale:

**A** - The grade A represents an unusually competent paper that clearly makes its argument, contains extraordinary style, cleverness of argumentation, and/or thoroughness of research.

**B** - The grade B represents a competent and thorough response to the assignment.

**C** - The grade C represents a paper that is less than competent by a clear failure to communicate or to support arguments.

The Grade Scale for all courses receiving letter grades is as follows:

A 97-100 4.0 Excellent-superior achievement of course objectives

A- 94-96 3.7

B+ 91-93 3.3

B 88-90 3.0 Good – competent and commendable achievement of course objectives

B- 85-87 2.7

C+ 82-84 2.3

C 79-81 2.0 Poor – less than competent achievement of course objectives

C- 76-78 1.7

F 75 or below Failing – unacceptable achievement of course objectives

This grading scale is posted in all course syllabi and is used in the submission of final grades for a course (reflected on a student’s transcript). All courses, unless noted otherwise, are required to give letter grades.

4.  It is expected that written products will be legible, professional in appearance, and error free.  Papers are to be typed and double-spaced, and the pages are to be numbered and stapled.  Place your name the back (verso) of your paper; do not write your name on the front of your paper.  **If you have any additional questions about paper format, refer to the standards found on the Writing Center website at** <http://theseattleschool.edu/CURRENT-STUDENTS/Writing-Center/Paper-Formatting-Guidelines>.

5. Papers must be turned in at the start of class directly to the professor (or AI if the class has one) on the date they are due. Papers due outside of class time should be turned in to the Academics Office Mailbox at the Front Desk by 4:00 p.m. on the due date unless an earlier time is indicated by the instructor. All papers turned in to the Academic Office Mailbox are date stamped. If you are unable to turn in your paper in person, you must make prior arrangements with your AI (or professor if the class does not have an AI).

6. Requests for extensions must be submitted in writing to the professor and will be granted without penalty only under extenuating circumstances (such as a grave illness or family death). Other extensions granted will be assessed a penalty for late submission at the discretion of the instructor.

7. By agreement of the faculty, instructors at The Seattle School determine their own attendance policy. To confirm registration for the purposes of the Registrar and Student Financial Services, the instructor or the AI will take attendance during the first class with the roster provided by the Academic Office. Participation is expected.

8. Plagiarism, cheating and duplicating assignments are considered academic offenses and are expressly prohibited. See the *Academic Catalog* and *Student Handbook* for specific information on Academic Integrity and definitions of these offenses.

9. Courses must be officially added or dropped in person on **MyCampus**. Please refer to the Tuition Refund Policy in the *Academic Catalog* for more information.

10. Part of your responsibility in this class is to complete a course evaluation at the end of the term. Feedback from the evaluations is used to evaluate and improve our course offerings.

11. The Seattle School would like to assist students who have disabilities for which they are eligible to receive accommodations so that they get the most from their The Seattle School experience. Students seeking support services should request assistance from the Registrar. All requests for such assistance are reviewed on the basis of a formal diagnosis of a disability (including [ADD] attention deficit disorder & [AD/HD] attention deficit/hyperactivity disorder). Students are required to submit documentation to verify eligibility.

12. This syllabus may be changed at any time with notification. Check the revision date at the bottom of the page to ensure that you have the most recent version.