

THE SYNOPTIC GOSPELS
SPRING 2025

Instructor: Catherine Murphy
Office: Varsi 217 / Kenna 323B
Office hours: M 4:00–5:30 p.m., and by appointment
Mobile Phone: (408) 391-9317

Class Number: PMIN 206.12103
Classroom: Zoom
Meeting Time: M 6:00-9:00 pm
E-mail: cmurphy@scu.edu

Required Books

New / Used / Rent New / Rent Used / Ebook

Catherine Murphy, *The Gospels: A Pastoral Handbook*. Privately printed, 2025. [\$20]

Kurt Aland, *Synopsis of the Four Gospels*, 2nd ed. Minneapolis: Fortress, 2010. [\$60]
[ISBN 9781585169429]

Warren Carter and Amy-Jill Levine, *The New Testament: Methods and Meanings*. [\$35.75 / \$19.99]
Nashville: Abingdon, 2013. [ISBN 978-1426741906]

Readings on Camino (no cost unless you print them)

Recommended Book (if you already own a Bible or New Testament, you do not need to purchase these)

The Catholic Study Bible (NABRE), 3d ed. New York: Oxford University Press, 2016. [ISBN 978-0190267230] [\$26.85/\$13.01 e]

Course Description

The New Testament texts that figure most prominently in the life of the Church are the Synoptic Gospels, that is, the three that tell the story of Jesus in largely the same way (“synoptic” means “seeing together”). These are the gospels that shape the three-year lectionary cycle of the Church, and thus the texts from which we receive most of our traditions about the life, ministry, death and resurrection of Jesus and the gospel message. This course introduces you to these central texts, to the figure of Jesus in them, and to the early Christian authors and audiences who wrote them. As the foundational New Testament course, it also introduces you to the spiritual and intellectual discipline of biblical studies through its focus on methods of inquiry and tools of study. The course privileges Catholic perspectives on the interpretation of scripture in the life of the Church, perspectives that amplify the voice of the poor and marginalized as we reflect on what the “good news” might mean today.

Program & Course Learning Objectives

The GPPM Program curriculum is designed around ten learning objectives distributed across your courses. This core New Testament course focuses on two, so that by the end of this course you will be able to:

1. Demonstrate an understanding of the New Testament according to the following competencies (*GPPM Objective 1.A*):
 - a. Articulate key features of Catholic biblical interpretation (quiz #1, class 2).
 - b. Identify the pastoral issues of a gospel through its literary or rhetorical themes (Final Paper).
 - c. Describe the overall structure, peculiar purpose, literary genre, theological themes and probable audience for one gospel (Final Paper).
 - d. Employ the basic tools for biblical exegesis (apparatus, concordance, synopsis, commentary, dictionary; Exercises 3, 4, 5 & 6; Final Paper).
 - e. Apply critical exegetical methods to at least two gospel texts (Exercises 2 & 5; Final Paper).
2. Integrate the perspective of the poor and marginalized in your reflection on theological and pastoral issues (Final Paper; *GPPM Objective 4.B*).

How to Prepare for Class

Reading and Study Prior to Class

The readings listed under each day's topic should be read before that class. They will provide the basis for our class discussion. Readings listed as "primary" are those from the gospels and ancient texts, while those listed as "secondary" are from modern scholars. If time is tight, prioritize the primary readings and the exercise for that night. (*learning objectives 1.a, b, d, 2*)

Where to Find the Readings

Most of our primary readings are in the Bible and Aland's *Synopsis of the Four Gospels*. Most of the secondary readings are in our course textbooks (*The Gospels: A Pastoral Introduction*, and *The New Testament: Methods and Meanings*). Occasionally, the reading will be on our course Camino page (links appear on the syllabus). You can access Camino using your SCU user ID and password in one of two ways: from the general SCU [login page](#), or from the Camino link on our course website.

Questions, Lecture and Discussion

Each class will include time for your questions and insights from the readings and exercises, along with formal presentations by the professor and small-group work. Each class will end with an introduction to the following week's readings and exercise. There will also be plenty of in-class discussion of your progress on your final paper, and the exercises and short papers are designed as steps toward and parts of your larger research project, to provide you with guidance and support along the way.

Course Resources

Course Website

A website complements the course, providing ready access to the course syllabus, lecture slides and supplementary videos, Camino, and other useful resources for your reading, reflection and research. The url is printed on the bottom of the first page of this syllabus, and a link to the site appears at the top of our course Camino page.

Camino

Camino is the University online learning management system. See "Where to Find the Readings" above for login directions. Course enrollment automatically adds our class to your list of classes on Camino. Camino is the repository for all course readings that are not in the required textbooks (links appear on the Camino syllabus; you can also find them at the "Files" tab under "Required Readings"). Camino is also the site where you will upload your papers for this class. Please upload all work in Microsoft Word format so that the professor can use the Review feature to provide feedback (let the professor know if you prefer Pages or Google Docs, and we'll work out an arrangement). Assignments are always due before 6:00 p.m. on the due date.

Assessment and Grading

Grade Components & Scale

Class Participation (attendance, quizzes, in-class work, oral comments)	30%
Written Exercises (6 @ 5 pts each)	30%
Final Paper	40%

<i>Scale</i>							
93.5–100	A	86.7–89.9	B+	76.7–79.9	C+	66.7–69.9	D+
90.0–93.4	A-	83.3–86.6	B	73.3–76.6	C	63.3–66.6	D
		80.0–83.2	B-	70.0–73.2	C-	60.0–63.2	D-

Class Participation

Regular attendance is expected, particularly in a class like this that meets only once a week. Students in the Dioceses of San Jose, San Francisco, and Oakland are required to attend class in person. Students in other locations may attend via zoom. If you're sick or something comes up, please notify the professor in advance by email or phone. You're allowed one excused absence like this with no impact to your grade. For each subsequent excused absence, and for any unexcused absence, your overall class grade (not just the class participation part) will be reduced by 5%. If you miss three classes (30% of our meetings), it will not be possible to pass the course. The class will be recorded for the benefit of those who are absent.

Class meetings will include some lecture and quite a lot of class discussion and small-group work. Please complete the readings and watch the videos in advance of the class for which they are assigned. Engaged attendance is expected (see below for attendance policy). 30% of grade. (*all learning objectives*)

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diverse identities (e.g., those based on gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, and culture). Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Written Exercises




There will be some type of written assignment for six of our eleven class meetings. One is a 3-page, double-spaced theological reflection, one is a 3-page, double-spaced paper exploring a critical method, two are one-page single-spaced assignments meant to help you build the bibliography for your final paper, and two are in-class exercises that require no paper at all. All of the assignments are designed and timed to scaffold the skills needed for your final paper. The assignment directions are in this syllabus and also on Camino. All typed papers will be due electronically on the course Camino page by 6:00 p.m. before class begins (links to the assignment drop boxes are on the Camino syllabus and also at the Assignments tab on Camino). On a few occasions you will also be asked to have a copy of your work on hand during class as a reference for small group discussion. 30% of grade. (*learning objectives 1.c, d, 2*)

Final Paper

A 12-15 page double-spaced exegetical research paper will be required. In it, you will examine a pericope (pə ri'kəpē)—literally, a piece “cut around,” or a small story) from a single gospel using one of the methods of higher criticism we have explored. The pericope selected should be one that allows you to consider *the social circumstances of or the gospel message for the poor and marginalized in (a) the world of Jesus, (b) the world of the gospel author, or (c) our own world.* You will integrate the perspective of the poor or marginalized of past or present into both the critical analysis and theological reflection portions of your paper. We will meet on Monday night of finals week (the 11th week, **Monday, June 9**) so that you can present a 10-minute oral summary of your research to your fellow students. The electronic copy of your paper is due to the Course Camino assignment drop box by 6:00 p.m. that evening. 40% of grade. (*learning objectives 1.c, d, 2*)

Assessment of Course

You will have a chance to assess the course through a short evaluation at mid-quarter (so that adjustments can be made to improve the course), and at the end of the course through an online numerical evaluation and a narrative evaluation.




Schedule			
Wk	Date	Pgs	Topic for Reflection & Discussion
1	3/31	[38]	THE CRITICAL STUDY OF THE SYNOPTIC GOSPELS
			<p><u>Secondary:</u> Murphy, <i>The Gospels: A Pastoral Handbook</i>, 1-22 (Camino); Carter & Levine, <i>The New Testament: Methods & Meanings</i>, 1-16 (please read all readings before our first class)</p> <p><u>Optional:</u> Donahue, "The Bible in Roman Catholicism Since <i>Divino Afflante Spiritu</i>," <i>Word & World</i> (Camino)</p> <p><u>In-class:</u> Theological Reflection (<i>you will do this exercise during class on a Google form</i>)</p>
2	4/7	[44]	THE GOSPEL OF MARK AS STORY
			<p><i>Method: Narrative Criticism</i></p> <p><u>Primary:</u> Mark 1:1–8:38 (literal translation on Camino)</p> <p><u>Secondary:</u> Murphy, <i>The Gospels: A Pastoral Handbook</i>, 23-28; Carter & Levine, <i>The New Testament: Methods & Meanings</i>, 36-53</p> <p><u>Optional:</u> Malbon, "Narrative Criticism: How Does the Story Mean?" in <i>Mark & Method</i>, 29-57, 248-50 (Camino)</p> <p><u>Homework:</u> Exercise #1 - <i>Method: Narrative Criticism, A Plotting Exercise</i> (prepare before class; due today. We will discuss your findings; you won't turn anything in)</p> <p><u>In-class:</u> Quiz #1 on 3 principles of Catholic biblical interpretation</p>
3	4/14	[42]	THE GOSPEL OF MARK
			<p><i>Method: Narrative Criticism</i></p> <p><i>Justice Focus: White Supremacy/Racism</i></p> <p><u>Primary:</u> Mark 9:1–16:8 (literal translation on Camino)</p> <p><u>Secondary:</u> Murphy, <i>The Gospels: A Pastoral Handbook</i>, 28-50; James H. Cone, "Conclusion: Legacies of the Cross and the Lynching Tree," in <i>The Cross and the Lynching Tree</i>, 152-66 (+ notes pp. 195-6; Camino)</p> <p><u>Homework:</u> Exercise #2 - <i>Method: Narrative Criticism, Plotting in the Passion Narrative</i> (this 3-page paper should be prepared before class; upload a copy in Microsoft Word to the Camino drop box by 6:00 p.m. [be sure to use the Style Sheet on the course website for format guidelines], have a hard copy with you in class for reference)</p> <p><u>In-class:</u> Introduction to Exercise #3 and to <u><i>New Testament Abstracts</i></u></p>




HAVE A BLESSED TRIDUUM!



Wk	Date	Pgs	Topic for Reflection & Discussion
4	4/21	[30]	<p>Q <i>Method: Redaction Criticism</i></p> <p><u>Primary:</u> Q (Peter Kirby, "The Sayings Gospel Q: The Text of Q," <i>Early Christian Writings</i> (2001–2018), online, http://www.earlychristianwritings.com/text/q-funk.html; link on Camino syllabus)</p> <p><u>Secondary:</u> Carter & Levine, <i>The New Testament: Methods & Meanings</i>, 19-22; review Murphy, <i>The Gospels: A Pastoral Handbook</i>, 12-14</p> <p><u>Homework:</u> <i>Exercise #3 - Tools: Using Biblical Research Tools (review your "tool" and jot notes in the exercise handout; we will discuss in groups and complete the exercise in-class)</i></p> <p><i>Exercise #4 - Tools: Using <u>New Testament Abstracts</u> (prepare before class; upload to Camino by 6:00 p.m.; no hard copy needed in class)</i></p> <p><u>In-class:</u> <i>Group discussion of Exercise #3; please bring Aland's Synopsis to class today so that you can learn how to navigate it; we will use it every day from now on</i></p>
5	4/28	[40]	<p>THE GOSPEL OF MATTHEW <i>Method: Redaction Criticism</i> <i>Justice Focus: Religion and Empire</i></p> <p><u>Primary:</u> Matthew 1:1–14:36</p> <p><u>Secondary:</u> Murphy, <i>The Gospels: A Pastoral Handbook</i>, 51-60; Carter, "Roman Imperial Theology," in <i>Matthew and Empire: Initial Explorations</i>, 20-34 (Camino)</p> <p><u>Optional:</u> Murphy, "Redaction Criticism: How and Why Authors Shape Their Stories," in <i>John the Baptist: Prophet of Purity for a New Age</i>, 23-39 (Camino)</p> <p><u>Homework:</u> <i>Exercise #5 - Tools: Using a Synopsis and Method: Redaction Criticism (prepare before class; upload to Camino by 6:00 p.m., and bring a hard copy to class for reference)</i></p> <p><u>In-class:</u> <i>In-class introduction to the ATLA Religion Database</i></p>
6	5/5	[53]	<p>THE GOSPEL OF MATTHEW <i>Method: Social-scientific Criticism</i> <i>Justice Focus: Christian Anti-Semitism</i></p> <p><u>Primary:</u> Matthew 15:1–28:20</p> <p><u>Secondary:</u> Murphy, <i>The Gospels: A Pastoral Handbook</i>, 60-82; Carter & Levine, <i>The New Testament: Methods & Meanings</i>, 17-35; Maurice Casey, "Some Anti-Semitic Assumptions in the <i>Theological Dictionary of the New Testament</i>," <i>Novum Testamentum</i> 41:3 (1999) 280-91 (Camino)</p> <p><u>Optional:</u> Runesson, "Conclusion: Divine Wrath and Salvation in Matthew's Narrative World," in <i>Divine Wrath and Salvation in Matthew: The Narrative World of the First Gospel</i>, 435-44 (Camino)</p> <p><u>Homework:</u> <i>Exercise #6 - Tools: Using the ATLA database and Submitting a Research Proposal (prepare before class; upload to Camino by 6:00 p.m.; no hard copy needed in class)</i></p>

Wk	Date	Pgs	Topic for Reflection & Discussion
7	5/12	[56]	<p>THE GOSPEL OF LUKE</p> <p><i>Method: Narrative, Redaction & Disability Criticisms</i></p> <p><i>Justice Focus: Disability</i></p> <p> zoom</p> <p><u>Primary:</u> Luke 1:1–12:59</p> <p><u>Secondary:</u> Murphy, <i>The Gospels: A Pastoral Handbook</i>, 83-94; Carter & Levine, <i>The New Testament: Methods & Meanings</i>, 54-71; John T. Carroll, “Disability and Disease: Body, Restoration, and Ethics of Reading in Luke’s Gospel,” in <i>Anatomies of the Gospels and Beyond</i>, 211-25 (Camino)</p> <p><u>Optional:</u> Murphy, “Baptist Vignettes in the Gospels: A Redaction-Critical Approach,” in <i>John the Baptist: Prophet of Purity for a New Age</i>, 41-84 (Camino)</p>
8	5/19	[61]	<p>THE GOSPEL OF LUKE</p> <p><i>Method: Social-scientific Criticism</i></p> <p><i>Justice Focus: Economic Ethics</i></p> <p> zoom</p> <p><u>Primary:</u> Luke 13:1–24:53; Acts 1–3</p> <p><u>Secondary:</u> Murphy, <i>The Gospels: A Pastoral Handbook</i>, 94-126; Susan A. Calef, “‘Prophet Margins’ in the Economy of Salvation: Having, Being, and Doing in the Gospel of Luke,” in <i>The Bible, the Economy, and the Poor</i>, 106-131 (Camino)</p> <p><u>Optional:</u> Carter, “Luke: The Kingdom of God,” in <i>Telling Tales about Jesus</i>, 179-212 (Camino)</p>
9	5/26	[20]	<p>MEMORIAL DAY HOLIDAY</p> <p><i>We will not meet at all given the holiday. Instead, a series of video lectures will be posted on Camino to introduce tonight’s material, and you can raise any questions about it in our class next week. Note that there is reading for this class.</i></p> <p>OTHER GOSPELS</p> <p><u>Primary:</u> Select one of the following non-canonical gospels to read: <i>Gospel of Thomas</i>, <i>Gospel of Mary</i>, <i>Gospel of Peter</i>, <i>Protogospel of James</i>, <i>Gospel of Judas</i>. You can find all of these except the <i>Gospel of Judas</i> in <i>New Testament Apocrypha</i> (see below); links to online versions are available on Camino</p> <p><u>Secondary:</u> Brown, “Jewish and Christian Writings Pertinent to the NT: Christian (and Gnostic) Writings,” in <i>An Introduction to the New Testament</i>, 835-40; read the introduction to your chosen gospel that precedes the translation in the document links on Camino</p>
10	6/2	[37]	<p>WOMEN IN THE GOSPELS OF MATTHEW & LUKE</p> <p><i>Method: Redaction & Feminist Criticisms</i></p> <p><i>Justice Focus: Gender Justice</i></p> <p> zoom</p> <p><u>Primary:</u> Matthew and Luke (focus on the passages that D’Angelo mentions)</p> <p><u>Secondary:</u> Mary Rose D’Angelo, “(Re)Presentations of Women in the Gospel of Matthew and Luke-Acts,” in <i>Women & Christian Origins</i>, 171-95; Karen L. King, “Canonization and Marginalization: Mary of Magdala,” in <i>The Postcolonial Biblical Reader</i>, 284-90 (Camino)</p>

Wk	Date	Pgs	Topic for Reflection & Discussion
11	6/9	[--]	RESEARCH COLLOQUIUM
			Final Paper due tonight (upload to Camino drop box). Bring a hard copy or outline to class for reference, as you will present a 6-minute summary of your paper to your colleagues (method, application of method, and theological reflection / pastoral application integrating the perspective of the poor and marginalized). The presentations will be strictly timed so that everyone has an equal amount of time, with limited time for Q&A.

Additional Policies & Protections for You

Respect for All

It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students of all backgrounds bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of all identities and perspectives. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Academic Integrity

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of—and commitment to—a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Academic integrity is part of your intellectual, ethical, and professional development. I expect you to uphold the principles of this pledge for all work in this class. If you have questions about what is appropriate on any assignment, please let me know before you hand in work. For more resources about ensuring academic integrity in your work, see this [LibGuide on Academic Integrity](#). Violations of academic integrity can result in a grade of "0 / F" on an assignment, and may result in a failing grade for the course.

Plagiarism

This refers to the act of taking words, ideas, data, or statements of another person or source, and presenting them as one's own. We all depend on others' ideas as we learn; your responsibility is to acknowledge your dependence with appropriate paraphrasing, footnoting, quotation, and other forms of citation, to ensure that the original source of the material used is clearly acknowledged. This is an important discipline in academic humility and in protecting the integrity of your own authentic voice. A style guide showing you how to cite different types of sources is available on the course website.

Use of AI

In this class, your unique voice—shaped by your cultural, linguistic, and religious background—is central to your writing. Your rich life experience is a primary text for this course; it will and should shape everything you say and every word you write. To support your development as a critical thinker and ministry leader, we will occasionally use AI tools like ChatGPT thoughtfully and with purpose. But please keep in mind that, while AI tools can be useful, they are built on mainstream and often white-dominant perspectives, and therefore don't always capture diverse voices or experiences. They are also often limited to available online resources, which range in accuracy, quality, and temporal range. AI can be used in this class to enhance your work in the following ways, but please do not use it to erase your authentic voice.

Allowed Use	Types of Tasks
Research assistance	summarizing articles, finding sources, or explaining complex topics
Data analysis	identifying patterns in datasets
Proofreading or grammar check	catching errors in grammar, punctuation, and style
Generating ideas for projects	providing new ideas for research projects, presentations, or assignments
Summarizing class notes	organizing and summarizing notes from lectures or reading materials
Studying and quiz preparation	creating study plans based on your learning styles or areas of difficulty

Use of Technology / Classroom Recordings

Cellphones and notifications should be silenced during class so that we can focus on our conversation. If you are joining online, please minimize the background noise and test your microphone and video in advance to optimize our class experience.

All online class meetings will be recorded and made available on Camino. As is stated in the [Student Conduct Code](#): "...Dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade."

Copyright Statement

Materials in this course are protected by the United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

Technology Support

SCU can provide you with technical assistance, and you can also reach out to our providers directly for questions. For Camino (SCU's branded instance of Canvas) support, contact caminosupport@scu.edu or call 408-551-3572.

You can also find support resources via the help button within the Camino platform (on the left-hand navigation) to access after-hours support via email, chat, or phone.

For Zoom assistance, contact Media Services at mediaservices@scu.edu or 408-554-4520. You can also get support from the [SCU website](#) or the [Zoom Help Center](#) website.

For SCU network and computing support, contact the SCU Technology Help Desk at techdesk@scu.edu or 408-554-5700. They can provide support for MySCU Portal, Eduroam, Duo, hardware and software issues, and more.

Office of Accessible Education

If you have a documented disability for which accommodations may be required in this class, please contact the [Office of Accessible Education](#) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through the OAE portal and discuss them with me during my office hours within the first two weeks of class. To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology.

Students with approved accommodations of time and a half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks' notice recommended) to schedule proctored examinations or to arrange other accommodations.

Accommodations for Pregnant and Parenting Students

Santa Clara University is committed to creating and maintaining a non-discriminatory learning environment for all students, including students who are pregnant or parenting. Absences due to medical conditions relating to pregnancy and childbirth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the [Office of Accessible Education](#) (OAE) or from the [Office of Equal Opportunity and Title IX](#). This [resource page](#) from the Title IX Office provides information regarding support for students and employees who are pregnant or parenting.

Safety Measures

In order to meet our learning objectives, we will adhere to the highest standards for safety and mutual respect. University policy allows faculty to require the use of face coverings in their classrooms. While we will be online this quarter, there may be occasions when I meet in-person with students who live near campus. I may request that students wear face coverings when we meet. Failure to comply with my request is a violation of the [Student Conduct Code](#), which I will need to report.

Discrimination, Harassment, & Sexual Misconduct Protections (Title IX)

Santa Clara University is committed to providing all students with a safe learning environment free of all forms of discrimination, sexual harassment, and sexual violence.

Please know that as a faculty member, California law and University policy require me to report any information brought to my attention about incidents of sexual harassment or misconduct to the SCU [Office of Equal Opportunity and Title IX](#) (408) 551-3043. This includes, but is not limited to, disclosures in writing assignments, class discussions, and one-on-one conversations.

Should you need support, SCU has dedicated staff trained to assist you in navigating campus resources, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and filing a formal complaint with the University or with law enforcement. Please see the [Student Resources](#) page for more information about reporting options and resources.

If you or someone you know has experienced sexual harassment or sexual violence and wishes to speak to a **confidential** resource who is not required to report, please contact one of the following SCU resources for support:

- [SCU Wellness Center](#)
- [CAPS](#)
- Any individual (clergy, counselors) acting in a professional capacity for which confidentiality is mandated by law.

I am happy to help connect you with any of these resources.

Wellness Statement

I know you will do the best you can in this class (and all of your classes); however, it should never be at the expense of your own mental and physical health and your overall well-being. Jesuit education is grounded in cura personalis, concern for the whole person—mind, body, and spirit. What does this mean for you? Be kind to others, and more importantly, be kind to yourself. Attend to your sleep (quantity and quality); drink lots of water; move; get outside; and pay attention to beauty that isn't coming to you on a screen. Eat good food, laugh, enjoy friends and family, look for opportunities to connect with others in new ways, pray, meditate, or otherwise attend to your spirit. And ask for help, even if you don't think you need it. Lots of folks, including me, are here to support you. It's never too late to reach out, and I am committed to helping you.

SCU has many resources and programs to support you. These resources may be especially helpful:

Wellness Center

The Wellness center provides resources to aid and promote student well-being across the eight dimensions of wellness, including student peer groups for healthful living, violence prevention, and recovery.

CAPS

Santa Clara students are provided confidential counseling sessions at no cost through Counseling and Psychological Services (CAPS). Students have access to clinically appropriate, short-term therapy; group therapy; and other resources for care. A new 24/7 support line is also available: **408-554-5220**.

SCU Culture of Care

If you are concerned for the mental or physical welfare of one of your peers, the [Office of Student Life Culture of Care](#) website provides resources for recognizing and helping someone in distress.

Academic Concerns

If you are concerned with your progress in this class, please contact me so that we can find solutions together. [Drahmann Center](#) can also offer support with issues regarding your academic progress more broadly.

SCU also has multiple options for free academic tutoring. The most relevant resource for this class is [The HUB Writing Center](#). You can make an appointment with them to discuss your writing assignments in this class.

Land Acknowledgment

Santa Clara University occupies the unceded ancestral homeland of the Ohlone and Muwekma Ohlone people.

Gender Inclusive Language

This course affirms people of all gender expressions and gender identities. If you go by a name different from what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see www.mypronouns.org.