SCU GRADUATE PROGRAM IN PASTORAL MINISTRIES

PMIN 208

THE HEBREW BIBLE AND SOCIAL JUSTICE
FALL 2025

ONLINE CLASS: WEDNESDAY EVENINGS, 6:00-9:00 pm PST
ZOOM CONVERSATIONS

BASIC COURSE INFO

Instructor: J. David Pleins, Ph.D. (call me "David")
Email: jpleins@scu.edu
Office Location and Hours: Zoom by appointment
Class Meeting Times: Wednesday Evenings, 6:00-9:00 pm (PST)
Zoom Link: To be provided to course participants with registration.

COURSE OVERVIEW: CENTRAL FOCUS AND THEMES

Welcome to this course and conversation!

Justice is Our Central Concern

Main Course Question: Does the Hebrew Bible speak to justice issues today?

Focus: Hebrew Bible and Social Justice Conversations

This issues-driven, project-based class invites us to join in conversation around the Hebrew Bible's concern for social justice, both in the past and in relation to the pressing concerns of our own time—especially in your ministry context.

Major Course Themes: Four Dimensions

(1) **Unmasking the Powers:** The Bible in Times of Dislocation
(2) **Envisioning Exodus Freedom:** Building a Just Society and Covenant Community
(3) **Protesting the Plight of the Poor:** Let Justice Roll Down!
(4) **Acting in Solidarity:** Suffering and Hope

Connecting Scripture to Ministry: Meaningful Projects

The three module-based Ministry Projects and the Final Individual Project/Presentation engage these course themes by having you relate them directly to your ministry situation. This is a practical course!

INSCRUCTOR BIO

Why I teach this course and enjoy it!

- **Teaching:** I taught full-time at SCU before retiring in 2016 after thirty years. Now, I teach once a year for GPPM the course that is my favorite and most meaningful to me: "The Hebrew Bible and Social Justice."

- **Writings:** I have written several books on religion, including the social ethics of the Hebrew Bible; Charles Darwin's views on the evolution of religion; and a book the ancient Hebrew language.

- **Archaeology:** During my time at SCU, I did archaeological work on the Roman trade network in Jordan. Think "Indiana Jones" without the hat!

- **Faculty Mentoring:** I have once again retired after working for the past five years as Assistant Director of Faculty Initiatives for the Walker Center for Teaching and Learning at the University of Tennessee at Chattanooga. There, I mentored new faculty, hosted pedagogy book clubs, facilitated Faculty Fellow groups, and oversaw their teaching-innovation grants program.

- **Hobbies:** When I'm not engrossed in ancient texts, you'll find me playing classical guitar and watching British murder mysteries!

COURSE TEXTBOOKS

REQUIRED TEXTS (New / Used / Rent New / Rent Used / Ebook)

- Walter Brueggemann, *The Prophetic Imagination.* Second Edition. (Fortress Press, 2001). ISBN 978-1506449302.
- Michael D. Coogan, *A Reader of Ancient Near Eastern Texts: Sources for the Study of the Old Testament* (Oxford University Press, 2013). ISBN 978-0-19-532492-1.
- Stephen Mitchell, *The Book of Job* (Harper, 1994). ISBN 978-0060969592.

RECOMMENDED TEXT (New / Used / Rent New / Rent Used / Ebook)
- Elyse Goldstein, editor, *The Women's Torah Commentary* (Jewish Lights, 2000). 978-1-58023-370-5.
- *Tanakh* (Jewish Publication Society, 1985). ISBN 978-0827603660.

COURSE MAP AND CAMINO MODULES

I. Unmasking the Powers: The Bible in Times of Dislocation

Sept 24: Exilic Realities: Social Dislocation Then and Now

Oct 1: God and the Immigrants: Genesis in a New Key

Oct 8: Unit Project

II. Envisioning Exodus Freedom: Building a Just Society and Covenant Community

Oct 15: Torah Talks: Building a More Just World

Oct 22: Exodus Freedom: Liberation Then and Now

Oct 29: Unit Project

III. Protesting the Plight of the Poor: Let Justice Roll Down!

Nov 5: The Monarchy: Warts and All

Nov 12: Prophetic Social Criticism: From Grief to Hope

Nov 19: Unit Project

Nov 26: Thanksgiving Break (No Class)

IV. <u>Acting</u> in Solidarity: Suffering and Hope

Dec 3: The Book of Job: From Protest to Action

Dec 10: Suffering and Hope: Final Individual Presentations

SCU GPPM COURSE LEARNING OUTCOMES

Goal 1: Theological Foundation

Knowledge of the broad intellectual foundation for ministry in the areas of **scripture**, systematic and contextual theology, and spirituality; and incorporate **theological reflection** to enrich their ministerial practices across varying contexts.

Goal 2: Pastoral Proficiency

Familiarity with ministerial practices in various manifestations of church life, expressed in **concrete pastoral applications** which include discernment, compassion, and ministries of accompaniment.

Goal 3: Servant Leadership

A commitment to **identify injustices** and developing skills to work individually and in collaboration with other ministers, in **accompanying those in need and in service to the poor, the marginalized, and the alienated**, both within and outside the Church.

Goal 4: Diversity Fluency

Awareness of and critical engagement with how **one's own culture** influences ministry, and then to engage in ministries that build the community of Christ and are **sensitive to and respectful of all cultures and traditions**, **and individuals** who vary by **race, ethnicity, gender, sexual orientation, and dynamics of wealth, poverty, and power**.

COURSE ASSIGNMENTS: MINISTRY PROJECTS AND FORMATS

Making Ministry Connections: Doing meaningful projects matters!

- **Ministry Connection:** Rather than focusing on points and pointless papers, this class encourages you to develop projects that will be directly useful in your ministry setting.

- **Variety of Projects:** You can select from thirteen Unit Ministry Project Formats (listed below), such as designing retreats, workshops, Lectio Divina sessions, guided meditations, music compositions, and the like.

Project Assignments: There are two types of project assignments in this course.

1. **Ministry Projects**: There are 3 of these unit assignments.

2. **Final Project and Presentation**: 1 presentation (individual).

Ministry-Related Projects: 3 Unit Projects, 13 Format Options

- **Overview:** Below you will find 13 Format Options for the Ministry Projects. These formats offer a variety of ways to experiment with different approaches for grappling with the readings and related theological questions. **Limit: No more than 2 Ministry Unit in any one format.**

- **Projects with a Purpose:** These Ministry Projects are intended to invite you to deepen your knowledge of the subject and for you to develop materials or activities that will be useful to you in your ministry/work. The Ministry Projects are not intended to be "busy work" or a waste of your time: Remember, only you can make choices that matter to you in your learning and ministry! Consult with the instructor as needed.

- **Selection Guidelines:** For each of these Ministry Projects, **indicate the format number and category** you select. You may repeat formats throughout the quarter, but no more than two times for any specific format. (Exceptions can be made for Artistic Expression projects with the

approval of the instructor.) This will ensure that you produce a range of ways to engage course issues.

- **Hebrew Bible Focus:** Ministry Projects (and presentations) **must** focus on the Hebrew Bible, **not** the New Testament. Find Hebrew Bible equivalents for any New Testament theme or idea that you wish to cover.

- **Content and Effort:** Ministry Projects should represent the equivalent amount of work one might put in for a paper of no more than 500 words in length. When referencing sources, use fragment quotes from the readings (indicating source and page numbers) rather than whole sentence to economize.

Unit Ministry Project Format Options: Note the Number and Title

- Format 1: **Workshop** (Outline, Activities, Aims, PowerPoint).
- Format 2: **Seasonal Retreat (or Session)**: Lent, Advent, Triduum, etc.
- Format 3: **Guided Meditation:** Based on Biblical Text (PowerPoint encouraged)
- Format 4: **Artistic Expression:** Music, Painting, Film, Sculpture, Poetry

- Format 5: **Scripture: Passage Study:** Specific Segment from One Biblical Book.
- Format 6: **Scripture: Book Study:** Key Texts and Overall Themes.
- Format 7: **Scripture: Theme or Issue Study**: Across Several Books.
- Format 8: **Scripture: Lectio Divina or Visio Divina**
- Format 9: **Scripture: Homily** (Based on the Lectionary)

- Format 10: **Class Learning Activity or Unit:** K-12, University, Campus Ministry

- Format 11: **Research Paper:** Use External Commentaries, Articles, Books
- Format 12: **Personal Reflection Essay:** Put Your Own Experience and the Course Issues in Dialogue

- Format 13: **Free Choice:** Invent a Setting or Format Not Found in Formats 1-12!

Two Submissions to Camino: Grade Submissions vs. Discussion Board Posts

Note that you **submit the same Unit Ministry Project in two places**!

- **Ministry Project:** For the Zoom sessions that have a Unit Ministry Project, you are to prepare and post your Unit Ministry Project assignment for grading by the deadline in the assignments page.

- **Discussion Board Post and Comments:** You are also to post your assignment in the Discussion Board and comment on the Unit Ministry Projects of others in the class.

Final Project and Presentation (Goal 1, A and Goal 4, A-B).

- **Final Individual Ministry Project and Presentation:** For finals week, each student will develop an individual Ministry Project and Presentation on any aspect of the Hebrew Bible and Social Justice. These final Ministry Projects and Presentations should adapt one of the regular Ministry Project formats as a retreat presentation for the final class session. The final presentation is similar to the other Unit Projects but do not need to focus on the Book of Job.

MASTERY GRADING: COACHING FOR SUCCESS

What is Mastery Grading?

This course uses Mastery Grading which is a grading system that focuses on mastering skills and information in an effective and practical way in relation to the ministry work of the student.

- **Are Points the Point?:** Rather than focusing on accumulating points and writing pointless papers, the mastery approach focuses on attaining mastery in the field. Such mastery is concretely demonstrated through practical projects, such as designing retreats, workshops, Lectio Divina sessions, guided meditations, music compositions, and the like (as found in the Thirteen Formats).

- **Coaching and Leveling Up Process:** As you work on the modules and assignments in this course, think of yourself as an athlete being coached to improve your field performance abilities. Revising assignments is much like holding another sports practice session to improve skills. Since improvement is part of the mastery grading learning process, you will likely be asked to revise your material to "level up." You are asked to revise and resubmit the material as soon as you are able after receiving feedback from the instructor.

- **Two-Way Feedback Response:** Feedback is a two-way process, and you are also asked to respond by email to the instructor by taking into account the affirmations and suggestions offered in the instructor's feedback to your assignment. You will be given feedback for reflection at every level of mastery. Please respond to the instructor's feedback by email regardless of whether you have attained Full Mastery or not.

Grading Percentages

- Unit Ministry Projects: 60%
- Final Ministry Project and Presentation: 20%
- Class Participation/Contribution: 20% (One Letter Grade at Discretion of Instructor)

Mastery Grading Scale

Please be aware that this class uses a **quality based scale** factored against three levels of quality. Each assignment will be given a number designation (3, 2, 1, 0) and the final grade will be calculated in relation to these numerical designations (as an average of the total quality factors received).

For your convenience, the numerical grade is also given here in relation to its letter grade equivalent.

- 3 = Full Mastery Attained = A
- 2 = Approaching Mastery = B
- 1 = Not Yet (Requires Revised Assignment Material) = C
- Less than 1 = Has Not Achieved Mastery= F

Proportional Points Grading: Numbers Represent Levels of Mastery

Keep in mind that "3" points per Unit Ministry Project may seem rather small, but this number actually indicates a level of mastery and not points as such. Each assignment could instead be 30, 300, or 3000 as the proportional math would not matter. However, bear in mind that each assignment contributes proportionally to the total course mastery level and thus the final course letter grade. Work toward and aim for Full Mastery!

Scale Percentages Related to Grades

According to the mastery scale used here: .66 is a B and .33 is a C since this is a mastery based scale and **not** the typical 100% scale where .80 is a B, .70 is a C, etc. A mastery scale is not curved grading despite the broad range of percentages.

Assignment Completion

Students are to complete the Camino modules and Ministry Projects prior to the class for which they are assigned. Students are also encouraged to complete revisions suggested by the instructor to improve their level of mastery.

Class Contribution and Participation

- **Discussion Board Posts: Ideas Sketch:** For each thematic session related to content modules, students will post a half page "Ideas Sketch" of a possible Ministry Project based on the 13 formats. This sketch can simply be a series of bullet points in which you take the module content for the week and think out loud about how the content could be translated into a future-related Ministry activity. These sketches will serve as a basis for conversation during the Zoom session and might become a Unit Project.

- **Discussion Contribution:** The theological exploration in this class occurs through dialogue rather than lecture. Thus, regular contributions to class discussions are expected. Class meetings can include brief lectures but will mainly be structured with periods of silent reflection, breakout groups for small-group conversation, and large group discussions.

- **Instructor's Role:** The instructor is a guide raising questions for class exploration (with occasional lecturing) and not a sage dispensing answers through lecture. You may wish to select a different section of this course if this approach does not suit you. In this class, all informed opinions matter as well as knowledge based on ministry experience.

- **Zoom Attendance:** Engaged attendance and participation (with Zoom video on) is expected (see below for attendance policy). It is not a substitute for engaged attendance to watch a recording of the class; this will still count as an absence because you are not present to interact with and learn from your colleagues.

- **Discussion Boards:** Engaged participation also includes making comments on the submissions of other students on the discussion board. These comments are posted prior to the class session.

- **Class Participation/Contribution:** 20% of grade. (We will practice all learning objectives in class.) Active participation in the class Discussion Board is a key element in participation. Listening and active engagement in the course in-class conversations is important here as well. Engaging in the feedback response process helps to solidify this contribution.

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CAMINO COURSE MODULES

What is Camino?

Camino is the University online learning management system (sometimes called Canvas). 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. Camino is also the website where you will upload your written work for this class. Please upload all work in Microsoft Word format (not Apple Pages) so that the professor can use Track Changes to provide feedback as needed.

How to Access Camino?

When the reading is on the Camino course page, you can access Camino using your SCU user ID and password in one of three ways: directly from the Camino login page (https://camino.instructure.com), from the general SCU login page (https://www.scu.edu/login/), or from the Camino link on our course website.

What Will You'll Find in Each Module?

- **Mix of Media and Materials:** The Camino course modules offer a mix of questions, videos, images, and text content to make the topic and themes come alive in a compelling way. Work through these modules to prepare for each class session and use them as a springboard for your Projects. Be sure to jot notes down as indicated to give yourself time to make meaningful connections, absorb new material, and reflect on the questions that arise in the module.

- **Modules as Main Material:** The website on Camino forms the core of the course, providing ready access either on or off campus to the course syllabus and other overview materials. While there are assigned textbooks for this course, most of the information will be found in the Camino course session modules.

How are the Module Pages Structured?

- **Module Overview Pages:** Every class session has a module with an overview page on Camino. This page gives session information, the readings, background information on the topic, and describes the assignments.

- **Links to Topic Pages:** The overview page will give links to several topic pages. As you work through these pages, be sure to answer in writing any questions for reflection that are posed. Keep in mind that the brain makes connections by writing out thoughts rather than just thinking about them.

- **Reading Before Sessions:** The readings listed under each day's session should be read *before* that class. These readings will also provide the basis for written assignments and class discussions. Note that the online materials are a combination of "primary" sources (e.g., biblical texts), and "secondary," those of modern scholars (e.g., Brueggemann). Try to skim each reading if time is tight and also focus on segments that appear to be most useful for your Ministry Projects.

INSTRUCTOR POLICIES SPECIFIC TO THIS COURSE

Writing Assistance

Graduate level writing can be a challenge, but you do not have to go it alone. Writing assistance is available for all students.

Any student who is experiencing difficulty meeting the program's expectations for written work can receive support at SCU's Writing Center Center, called "The HUB." The Writing Center is located on the lower level of the Santa Clara University Library/Learning Commons and has online support. for additional information, please see the Writing Center website (http://www.scu.edu/provost/writingcenter/)

Please seek appropriate writing assistance before submitting assignments. You should feel permitted to use the free version of Grammarly to be sure that punctuation and grammar are addressed before submitting an assignment to either the instructor or the writing mentor.

Evaluation of the Course

You will have a chance to assess the course at the end of the course through an online numerical evaluation, a narrative evaluation, and a Student Assessment of Learning Gains (SALG).

Attendance

If you are sick or some event prohibits participation, please notify the professor in advance by email. You are allowed one absence with no impact to your grade. If you miss three classes (30% of our meetings), it will not be possible to pass the course. The class will not automatically be recorded for viewing unless a student gives several days' advance notice of the absence. Note that viewing a recorded class is not a substitute for your engaged presence in class and will be considered an absence (except in the case of illness).

Zoom Policy

Zoom etiquette and practices are indicated on the Camino pages for each session. In general, this is a participatory class that expects video to be on during the session.

AI Use Statement (Artificial Intelligence)

Bearing in mind the university statement on Academic Integrity (see below), note that the use of Artificial Intelligence (AI), such as ChatGPT and other generative programs, is permitted in this course with certain limitations.

- AI can be useful for generating ideas and outlines when you are stuck. But the overwhelming percentage of any work you submit must be self-created and independently researched apart from an AI writing generator.

- Spellcheck and grammar check are certainly recommended!

- To be clear about AI usage in assignments, be sure to indicate in your assignment the AI generator that you used and which elements resulted from the use of AI (citing this information in much the same way as you would cite a research source).

- Bear in mind that supposed sources generated by AI (such as article quotes and citations) are often simply made up by the platform (essentially fake sources) designed to fill out the writing and may not actually exist or be quoted accurately when they do exist!

- It falls to the student to do actual research into the sources and to ensure that they are quoted accurately.

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UNIVERSITY POLICIES AND STATEMENTS

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. I will clarify expectations on academic integrity -- including the use of AI tools such as ChatGPT and course sharing sites for all assignments and exams in this course. 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](#).

Discrimination, Harassment, and Sexual Misconduct (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 SB 493 requires me to report any information brought to my attention about incidents of sexual harassment or misconduct to the SCU [Equal Opportunity and Title IX Office](#) (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.

Accommodations for Pregnant and Parenting Students

Santa Clara University does not discriminate against any student on the basis of pregnancy or related medical conditions. 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 Office. This resource page from Title IX provides information for students and faculty regarding pregnancy rights.

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 oae@scu.edu, https://www.scu.edu/oae) 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 your my 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.

In light of shifting health advisories related to COVID-19, exams may be administered online. Students with approved testing accommodations should contact me (at least two weeks' notice recommended) prior to the exam date to notify me of their intent to use their testing accommodations on the upcoming exam to ensure their accommodations are effectively implemented.

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. I may request that students wear face coverings occasionally or throughout the academic term. Failure to comply with my request is a violation of the Student Conduct Code, which I will need to report.

Use of Classroom Recordings

Online class meetings may 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.

In addition to the required syllabus statements above, statements addressing diversity, equity and inclusion, and student wellness such as those below are strongly recommended.

Syllabus Statements on Diversity, Inclusion, Wellness

Santa Clara University syllabi are encouraged to include information for students to promote a more inclusive classroom. Below are recommended examples of syllabi statements that faculty may use. For more on developing an inclusive syllabus and course see this campus resource on [Inclusive Teaching](#) and this [Toolkit from the Association of College and University Educators (ACUE)](#).

Land Acknowledgment

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

Respect for Diversity

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.

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

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: https://www.scu.edu/wellness/

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: https://www.scu.edu/cowell/counseling-and-psychological-services-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: https://www.scu.edu/osl/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.

Tutoring
SCU also has multiple options for free academic tutoring. Students can make appointments to discuss work in a range of courses:

- Drahmann Tutoring (for many courses in the College of Arts & Sciences including Natural Sciences, Modern Languages, Economics, and Computer Science)
- The HUB Writing Center (Writing and Public Speaking)