THEO 1017.01
Introduction to Christian Theology II
Summer Session II 2015 (3 Credits)

Instructor: James Daryn Henry
Email: henryjg@bc.edu
Class Meetings: MW 6:00-9:15 PM
Office Hours: MW 3:30-5:30 PM or happily by appointment

Boston College Mission Statement:

Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description:

This is a two-semester course that fulfills the Theology core requirement. This sequence of courses considers significant questions in conversation with some of the most important writings in the tradition of Western Christian thought. Its purpose is to encourage students by drawing systematically on primary sources of historical significance to uncover the roots of the Christian faith and life and to delineate the values for which this tradition of faith stands. Students considering a minor course of study in the Faith, Peace, and Justice Program will find this course of special interest.

*Introduction to Christian Theology II fulfills the second semester of the university’s two-semester core requirement in theology. Completing the requirement requires taking the second section of this particular sequence: Introduction to Christian Theology II. Classes in other sequences in the theology department (e.g., Biblical Heritage I or Comparative Perspectives II) will not meet the core requirement (see Academic Catalog, 217). There are no exceptions.*

*TH1017: This course comprises the second component of the two-semester course, core-curriculum course: Introduction to Christian Theology. Building on the historical foundation of the TH1016, this semester we explore a selection of some major contemporary concerns for*
Christian theology, specifically: (1) global pluralism & World Christianity, (2) the secular age, (3) the environmental situation, (4) scientific reason & culture, (5) feminism & changing notions of gender, (6) the digital world, (7) theology & sport, (8) art, beauty & culture. For each topic, we will interact with one leading presentation of the theological issues involved.

**Course Objectives:**

Upon successful completion of this course, students will be afforded the opportunity to:

1. Become acquainted with the complexity of a few major areas of concern for contemporary Christian theology
2. Understand how Christian thinkers marshal resources from their tradition to address contemporary issues, creatively but also responsibly
3. Develop facility in making connections between contemporary issues and theological resources in the tradition (biblical & history of Christian thought—from first semester!)
4. Hone adaptable skills in effective public presentation of interpretive class material (group presentations) and in advanced research of theologically or religiously relevant topics (research paper)
5. Demonstrate an understanding of the effect of various cultural settings and the impact of race, gender, and age on theological formulations—ie: contextual theology.
6. Demonstrate ethical knowledge concerning the reciprocal influence of theological beliefs on moral practices and behaviors.
7. Continue to cultivate general skills in the critical articulation of informed, intelligent, reflective questions of truth and meaning about ourselves, faith & the world, including the ability to make cogent arguments.

**Learning Structure:**

The format of the twice-weekly course meetings includes lectures, discussion of assigned readings, small and large group work, interpretation of various media, as well as consideration of pertinent questions or issues put forward by students. Students should work at understanding the readings and evaluating the readings from their own perspective and experience. They should come to class prepared to share some of these reflections. This semester’s course meetings will be even much more concentrated on group discussion of the readings, as well as the group presentation projects done by students. The success and excitement of this class, therefore, will depend on your level of contribution.

**Learning Community:**

“...in the company of friends: to make conversation, to share a joke, to perform mutual acts of kindness, to read together well-written books, to share in trifling matters and in serious matters, to disagree, though without animosity in disagreement—just as a person debates with
himself—and in these very occasions to find that disagreements make our normal harmony all the sweeter, to teach each other something, to learn from one another, to long with impatience for those absent, to welcome them with gladness on their arrival. These and other signs...acting as fuel to set our minds on fire and out of many to forge unity.”
Augustine, Confessions, Book IV.8

Grading:

The WCAS Grading System consists of twelve categories: A (4.00), A- (3.67), excellent; B+ (3.33), B (3.00), B- (2.67), good; C+ (2.33), C (2.00), C- (1.67), satisfactory; D+ (1.33), D (1.00), D- (.67), passing but unsatisfactory; F (.00), failure; I (.00), incomplete; F (.00), course dropped without notifying office; W (.00), official withdrawal from course.

Grade Reports: All students are required to log into the web through Agora to access their semester grades. Students must utilize their BC username and password to log on. If your username or password is not known the HELP Desk located in the Campus Technology Resource Center (CTRC) in O’Neill Library will issue a new one. The CTRC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

Grading Schema:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
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</tbody>
</table>

Important Policies
http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html

Written Work
Graduate and undergraduate students are expected to prepare professional, polished written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using APA, MLA, CLA format per instructors decision. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html].

Scholarship and Academic Integrity
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the
rights of other students, such as depriving another student of course materials or interfering with another student’s work.

Request for Accommodations
If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or AHD) or Dean Paulette Durrett, (paulette.durrett@bc.edu), Assistant Dean for students with disabilities, (all other disabilities). Advance notice and appropriate documentation are required for accommodations. For further information, you can locate the disability resources on the web at http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html.

Attendance
Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate’s notes and handouts and turning in any assignments due. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review course syllabi as soon as they are distributed and to consult the faculty member promptly regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.
Deadlines
Assignments, unless otherwise specified, are due at the beginning of the class period on the specified dates listed (see course outline). Extensions are granted at the instructor’s discretion and must be made in advance of the due date.

Course Expectations:

University policies expect that each student spend a minimum of two hours per week for every hour of in-class instructional time. It is expected, therefore, that approximately 6 hours of study time will be spent on preparation for each 3 hour class session.

Course Assignments to Achieve Learning Goals:

1. *Class Participation (30%)*: Participation is a major emphasis of this course, and so is reflected in the grade weighting. These grades are *earned*, and not just by showing up. Participation is particularly crucial in this class, as our study involves interpersonal interpretation and not merely sets or catalogues of data. Active presence facilitates our collective formation as a learning community. Students will be able to earn high participation grades through:
   a. Completion of all assigned reading materials
   b. *Informed*, active verbal contribution to class discussion, *excellence* in which entails the student’s ability to engage in:
      i. summary of major content of the reading
      ii. assessment of key thematic issues
      iii. explicit reference to relevant passages in text
      iv. provide appropriate direction to the conversation
      v. consideration of opposing views
      vi. drawing implications for other disciplines of knowledge and personal life experiences
   c. For those of you who, like I was, are more reserved in public fora or discussion, there are a number of other options to earn participation grades, all of which are also available to all students, including:
   d. Written contributions to online Canvas discussion boards.
   e. In person visitation of office hours to discuss readings and/or themes.
   f. Researching and sharing outside material related to the class material.
   g. *There will be periodic reading quizzes* to assess your level of understanding of and interaction with the reading material. Such quizzes will not receive a distinct grade, but, as a *whole pattern*, they will contribute *indirectly* to the evaluation of your class participation grade.

2. *Group Presentations (20%)*: In order to enhance widely adaptable skills in project collaboration and public presentation, each student will be asked to participate in a small-group student presentation for one of the given themes during the semester. Presentations should focus on generating discussion among your colleagues related to
that topic, not simply outlining the reading or spending the entire presentation lecturing. Each presentation will focus thematically upon the selected course topic and be broadly framed by the class reading. It will be up to the discretion and ingenuity of the members of each group to generate further content for the presentation. This is your opportunity to direct the class and to get your classmates talking about the issues that you think were most important, challenging, gripping, upsetting, bamboozling in relation to your topic.

3. Examination (25%): in class formal evaluation will consist of objective identification & interpretive essay questions on the material, especially focusing on the key terminology and primarily theological doctrines that our class will identify for each topic: 20 July

4. Cumulative Research Paper (25%): The research paper provides an opportunity for a capstone or a culmination of your learning over the course of the whole theology core module. The goals here are: to encourage more extensive and sophisticated investigation of a particular topic related to Christian theology, to employ your own constructive theological thinking about that topic, as well as, formally, to hone general skills in advanced research, written communication, presentation and argument: 31 July no exceptions or extensions on this one.

Summary: *You will receive further guidelines on specific details of all assignments on Canvas

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Group Presentations</td>
<td>various</td>
<td>20%</td>
</tr>
<tr>
<td>Examination</td>
<td>20 July</td>
<td>25%</td>
</tr>
<tr>
<td>Cumulative Research Paper</td>
<td>31 July</td>
<td>25%</td>
</tr>
<tr>
<td>Participation</td>
<td>throughout course</td>
<td>30%</td>
</tr>
</tbody>
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Required Readings:


**Prospective Course Schedule of Topics & Readings**

**Course Outline:** All materials listed below are required reading. Required materials assigned for a particular class should be read before you arrive for class that day (with an exception made for the first day of class).

**Contingency:** My philosophy of education holds that an instructor teaches human persons. Given the unique constellation of persons in any given class, therefore, please be aware that I may have to modify (delete or add or rearrange, slow down or speed up) the schedule of readings and assignments should this become necessary in our ongoing development as a learning community.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
<th>ADDITIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 June</td>
<td>I: Theology, Global Pluralism &amp; World Christianity</td>
<td>Sanneh, <em>Whose Religion?</em>, Chapter 1, Part 1 (1-21)</td>
<td>Film: <em>The Mission</em></td>
</tr>
<tr>
<td>24 June</td>
<td>I: Theology, Global Pluralism &amp; World Christianity</td>
<td>Sanneh, <em>Whose Religion</em>, Chapter 1, Parts 2-3 &amp; Chapter 2 (21-130)</td>
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<tr>
<td>29 June</td>
<td>II: Theology &amp; Environment</td>
<td>Bouma-Prediger, <em>For the Beauty of the Earth</em>, Intro, Chapters 1-3 (xi-xvi, 1-80)</td>
<td>Film: <em>Our Father’s World</em></td>
</tr>
<tr>
<td>1 July</td>
<td>II: Theology &amp; Environment</td>
<td>Bouma-Prediger, <em>For the Beauty of the Earth</em>, Chapter 5, Part 1 (111-119), Chapters 6-8 (131-183)</td>
<td>Student Group Presentation #1</td>
</tr>
<tr>
<td>6 July</td>
<td>III: Theology &amp; Gender</td>
<td>Clifford, <em>Feminist Theology</em>, Intro, Chapters 1 &amp; 3 (1-45, 92-126)</td>
<td></td>
</tr>
<tr>
<td>8 July</td>
<td>III: Theology &amp; Gender</td>
<td>Clifford, <em>Feminist Theology</em>, Chapters 4-5, Epilogue (133-211, 261-263)</td>
<td>Student Group Presentation #2</td>
</tr>
<tr>
<td>13 July</td>
<td>IV: Theology &amp; Sport</td>
<td>Harvey, <em>Theology of Sport</em>, Intro, Chapters 1-5 (vii-xvii, 3-56)</td>
<td>Film: <em>Chariots of Fire</em></td>
</tr>
<tr>
<td>15 July</td>
<td>IV: Theology &amp; Sport</td>
<td>Harvey, <em>Theology of</em></td>
<td></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
<td>Activity</td>
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<tr>
<td>20 July</td>
<td>V: Theology, Beauty, Art &amp; Culture; Christian Worship &amp; Spirituality</td>
<td>González-Andrieu <em>Bridge to Wonder</em>, Chapters 1, 3-4 (1-9, 25-61)</td>
<td>Examination</td>
</tr>
<tr>
<td>22 July</td>
<td>V: Theology, Beauty, Art &amp; Culture; Christian Worship &amp; Spirituality</td>
<td>González-Andrieu <em>Bridge to Wonder</em>, Chapters 5-6, 8-10 (63-100, 117-166)</td>
<td>Student Group Presentation #4</td>
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<tr>
<td>27 July</td>
<td>VI: Christian Ethics: Topic TBD by class</td>
<td>TBD</td>
<td>Student Group Presentation #5</td>
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<tr>
<td>29 July</td>
<td>VI: Christian Ethics: Topic TBD by class</td>
<td>TBD</td>
<td>Coda</td>
</tr>
<tr>
<td>31 July</td>
<td></td>
<td></td>
<td>CUMULATIVE RESEARCH PAPER DUE</td>
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