2016

524-01 Journey Through Christianity II

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COURSE DESCRIPTION

The goal of this course is to explore Christian theological imagination and spirituality in the period known as "modernity." We will start from the so-called “Age of Discovery/Conquest” and the European Reformation in its pivotal Protestant and Catholic manifestations during the 16th century, and will proceed all the way through the “Age of Enlightenment” onward to the era of World Wars in the middle of 20th century. We will explore the pivotal theological developments and some of the key theological and spiritual figures within the broader horizon of intellectual, cultural, and social history. We will consider questions such as nature and grace, reason and revelation, historical consciousness and eternal truth, religious experience and moral action, religion and war, etc. We will make a robust effort to place the theological ideas and spiritual practices of the colonial Western modernity in a vigorous conversation with the discourses on race, gender, religious intolerance, cultural diversity as well as the ethical critiques of postcoloniality.

Institute for Spirituality and Social Justice

THEO 524 is offered under the auspices of Xavier’s Institute for Spirituality and Social Justice (ISSJ). ISSJ provides a university context for personal and social renewal, ethical analysis, a deeper social imagination, and the spiritual resources of our wisdom traditions to prepare people to contribute effectively to a more just, more humane world. ISSJ empowers constructive theological reflection and responsible social action through course offerings designed to cultivate depth of thought and imagination in a world challenged by violence, social inequality, and environmental instability.
## GOALS and LEARNING OBJECTIVES

Throughout the course we will:

- Broaden the capacity to recognize and understand the specialized terminology and imagination that characterizes Christian theological developments in modernity;
- Identify the key theological movements, theologians, and ideas that emerged as hallmark teachings and spiritual dispositions during various stages of Western modernity and its darker colonial undersides;
- Increase the understanding of the interaction between Christian theological reflection and diverse historical, cultural and religious contexts in which doctrines and theological sensibilities emerge and function;
- Strengthen the ability to discern and trace the influence of the key modern theological movements, figures, and their ideas on the development of contemporary theological inquiry and Christian spirituality in our globalized and postcolonial world.

## REQUIRED TEXTS


### Additional Reading Material: Available electronically on CANVAS

Recommended texts on the Reformation:


Select chapters/sections from the following sources will be available on Canvas:


Additional selections from primary texts and shorter articles by a variety of authors will also be offered in electronic format on CANVAS or in printed handout format. See the Class Schedule below for detailed information about readings. All readings in electronic format will be available on Canvas in Modules section.
EVALUATION & GRADING

Assignments

- Comparative essay: “Reformations and All That Theological Jazz…” 15 points 9/20-9/27
- Collaborative and Experiential Small Group Research Project “Magisterial and Radical Reformations: Past and Present” 20 points 10/14 & 10/11
- Research report and class presentation: “Theological Voices from the Margins” 15 points 11/22
- Integrative research paper “Seeking God in Modernity” 25 points 12/6
- Creative assignment “Journey Through Christianity” 10 points 12/13
- Discussion Forum leadership assignments 5 points all semester
- Attendance and Participation 10 points all semester

TOTAL GRADE POINTS 100 (100%)

INCLUSIVITY STATEMENT

I, Dr. Kristine Suna-Koro, am committed to providing an atmosphere for learning that respects diversity and in which all students feel safe to learn, reflect, and share their experience and insights without harassment. In order to build a classroom community I ask that students:

• share their unique experiences, values and beliefs;
• be open to the views of others;
• honor the uniqueness of their peers and their life experiences;
• appreciate the opportunity that we have to learn from each other in this community;
• communicate in a respectful manner;
• keep confidential discussions that the community has of a personal (or professional) nature.

GRADING POLICY

This course uses points to evaluate student work. There will be no letter grades assigned during the course. At the end of the semester, to convert the final score of points into a letter grade, the following scale will be used in accordance with Theology Department’s policy:

8-point scale determines the final letter grade for the course:
A=92-100; B=84-91; C=76-83; D=68=75; F-67 and below

The submitted work will be evaluated according to the standards set forth in the Theology Department Grading Guidelines for graduate study (see www.xavier.edu/theology/). In accordance with University policy, letter grades in graduate theology courses mean the following:

A = Exceptional academic performance (that is, uncommonly high academic achievement, which demonstrates mastery of the subject matter, uncommon skills in critical analysis and effective communication, and imagination)
B = Good academic performance (that is, high quality academic achievement; demonstrated competency in the discipline above the average or standard)
C = Marginally satisfactory academic performance (that is, academic achievement that meets the minimum level of competency in the discipline)
F = Failure

✓ Grades of “M” (Graduate Incomplete) should be cleared within four weeks after the last day of the term in which the course was taken. This time limit may be extended upon administrative approval but generally may not exceed a period of one year from the end of the term.

✓ All scores in points will be entered in the Grade Center on Canvas. The final letter grade will be posted on Registrar’s web system at the end of the semester.
ATTENDANCE & PARTICIPATION

1. **Regular attendance.**
   Students are expected to attend all classes. Professor reserves the right to lower a student’s final grade after more than two weekly (2) absences without a substantial and documented reason. More than three (3) absences for whatever reason will be considered excessive and will result in failure (F) of the course. It is required that the student will initiate conversation about the reasons for missed classes.

2. **Class participation**
   Attendance without relevant participation and proper preparation will also lower the grade. Being physically present but not engaging in discussion, questions, small group work etc., will lower the participation grade. Students are asked to contact the professor about absences that are due to true emergencies as soon as possible. Students are expected to be on time for class. Excessive tardiness or patterns of tardiness will be treated as an absence. Absences for any reason do not excuse a student from knowing a) the assigned reading material b) being aware of announcements or syllabus changes, and c) completing and submitting writing assignments on time.

3. **Reading assigned texts in advance of each class**
   Students must complete all reading assignments in preparation before the class. The assigned texts must be brought to the class for reference and discussion. CANVAS texts must be printed out and brought to the class. All students are expected to be ready to discuss the assigned texts/topics constructively.

4. **Class discussions**
   Active and informed participation forms part of your grade, therefore I ask everyone to be cooperative! Students are encouraged to contribute openly but are required to be respectful of opinions that may differ from their own. Everyone should join in, even those of you who are naturally shy. If you have a particular challenge due to shyness, please talk to the instructor.

5. **Communications**
   Students must check their XAVIER email regularly. Important notifications in cases of emergency and updates about course material, assignments, technical issues, etc. will be sent via Xavier email.

GUIDELINES FOR CLASS PARTICIPATION EVALUATION

- **Excellent** (10) = student is present in class on a regular basis and is consistently well prepared for class, actively listens, contributes insights, asks thoughtful questions; has course materials in print format in class.
- **Very good** (8-9) = student is present in most classes and is prepared for class, and frequently demonstrates thoughtful engagement with the material in class discussion; rarely fails to bring required course materials in print format in class.
- **Good** (7) = student has missed classes, is frequently late for classes, or while being physically present in most classes, is inconsistently prepared for class and is rarely engaged with the material and class discussion; uses electronic equipment that is not allowed in this class; frequently does not have required course materials available in print format in class.
- **Satisfactory** (6) = student has missed several classes, or while being physically present in most classes, is minimally prepared for class and shows a lack of interest in the course material and class discussion; uses electronic equipment that is not allowed in this class; most of the time does not have required course materials available in printed format in class.
- **Minimal or Fail** (5) = student has missed several classes, shows lack of interest in the course, is frequently late or absent, submits incomplete or late work, and regularly demonstrates a lack of commitment to the class through non-participation in class discussion; uses electronic equipment that is not allowed in this class; regularly does not have required course materials available in printed format in class.

A&P: Important Reminders

- **If religious observance** will cause you to be absent from class or otherwise affect your ability to complete academic assignments, you must notify the instructor in advance and make necessary arrangements to complete the entire course.
- Please note that **texting or web browsing during the class is not allowed.** If students will ignore this requirement, it will lower the attendance and participation component of their overall grade.
Please note that all course texts, including those that are made available on CANVAS and that require the students to print them out before class, must be brought to class so that a qualitative engagement with the texts can be achieved in class discussion. If a student regularly disregards this requirement, it will lower his/her A&P and Discussion Forum Leadership assignment grade.

**SUBMISSIONS of WRITTEN ASSIGNMENTS**

**Written Assignments**
All written assignments are to be typed and checked for grammar, spelling, and typographical errors. Pages must be numbered. Spell check does not catch everything. Error filled papers will receive lower evaluation. All assignments are expected to be handed in ON TIME.

**TURNITIN**
Written assignments ordinarily have to be submitted in two formats: 1) a print/hard copy of above specifications must be submitted to the professor on the due date according to the syllabus; and 2) an electronic of the same paper must also be submitted to TURNITIN on CANVAS by the due date. The final creative assignment does not need to be submitted on Canvas unless a student is specifically asked to do so by the professor.

**Late Submissions**
Assignments will have 2 points deducted for every weekday they are late. Extensions can be requested in advance of the due date in cases of serious illness or in situations of genuine emergency.

**LEARNING ASSISTANCE SERVICES**
The Learning Assistance Center (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and *cura personalis*. Students can contact the LAC at 745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room 514. [http://www.xavier.edu/lac/](http://www.xavier.edu/lac/)

**MENTAL HEALTH, DISABILITIES, SPECIAL NEEDS**
Any student who feels he/she may need an accommodation based on the impact of a documented disability should notify the course instructor and contact Cassandra Jones in the Learning Assistance Center at 745-3280 or e-mail jonesc20@xavier.edu to coordinate reasonable accommodations.

Life in graduate school can get very complicated. Students sometimes feel overwhelmed, experience anxiety or depression, and struggle with relationships or family responsibilities. McGrath Counseling Services helps students cope with difficult emotions and life stressors. The office is staffed by experienced, professional psychologists, social workers and counselors, who are attuned to the diverse needs of all types of college students. The services are free and completely confidential. Learn more at [http://www.xavier.edu/health-wellness/counseling/index.cfm](http://www.xavier.edu/health-wellness/counseling/index.cfm) or call (513) 745-3022.

**PLAGIARISM**
"The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word.... All work submitted for academic evaluation must be the student’s own. ...the direct and unattributed use of another’s efforts is prohibited as is the use of any work untruthfully submitted as one’s own" (Xavier University Catalog).

Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation.

Furthermore, all work submitted for academic evaluation must be student's own. All work submitted should be an original composition designed to meet the requirements of this course. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited as is the use of any work untruthfully submitted as one's own. Penalties for violations of this policy may include one or more of the following: a 0 (zero) for that assignment or test, an "F" in the course, and expulsion from the University. The Dean of the College in which the student is enrolled is to be informed in writing of all such incidents, though the professor has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair
should attempt to resolve the difficulty. If this is unsatisfactory, the Dean will rule in the matter. As a final appeal, the Academic Vice President will call a committee of tenured faculty for the purpose of making a final determination.

**Resources for Preventing Plagiarism**

Unsure? Ask the professor and/or please consult James A. Glen Writing Center in CLC ph. 513-745-2875. Visit [http://www.xavier.edu/writing_center](http://www.xavier.edu/writing_center) or ask a librarian if you are not sure what constitutes plagiarism. XU Library tutorials “Preventing Plagiarism” at [http://www.xavier.edu/library/xututor/plagiarism/index.cfm](http://www.xavier.edu/library/xututor/plagiarism/index.cfm); and “Evaluating Websites” at [http://www.xavier.edu/library/xututor/evaluating/index.cfm](http://www.xavier.edu/library/xututor/evaluating/index.cfm) are valuable resources for learning proper practices to prevent plagiarism.

**COURSE MATERIALS AND COPYRIGHT LAWS**

Copyright laws and fair use policies protect the rights of those who have produced the material. To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit the library copyright Web page. You can also request copyright help from the library if you have specific questions.

Xavier University course sites contain copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

**UNIVERSITY POLICY REGARDING GENDER-BASED DISCRIMINATION AND VIOLENCE**

Xavier University seeks to provide an environment that is free from discrimination based on sex and/or gender. If you have experienced sex discrimination, including sexual violence, intimate partner violence, stalking, or sexual harassment, we encourage you to seek support from Xavier’s confidential Advocacy & Prevention Coordinator and to report to Xavier’s Chief Title IX Officer and/or Xavier University Police Department. Xavier faculty is committed to supporting students and promoting a safe, respectful environment. Therefore, if a student shares information regarding sex discrimination with a Xavier faculty member, that faculty member will share this information with Xavier’s Chief Title IX Officer so that she can provide you with comprehensive information on your rights, options, and available resources. When sharing information with a faculty member, you may choose to withhold identifying information until you have spoken to a confidential resource to learn all options and resources. For a list of confidential and non-confidential resources, please see [http://www.xavier.edu/titleix/documents/22015-16XavierGender-BasedSexualMisconductReportingSupportOptions.pdf](http://www.xavier.edu/titleix/documents/22015-16XavierGender-BasedSexualMisconductReportingSupportOptions.pdf)

**CREATIVE MEDIA RESOURCES**

Outside of the class meetings, all students are encouraged to explore the available musical and artistic resources on platforms like YouTube. Students are also encouraged to watch the following films:

Sor Juana Ines de La Cruz:
- “I, the Worst of All” (1995) ASIN: B000083C7U

Jesuit missions in the Americas during the era of colonialism:
- “Mission” (1986) ASIN: B00003CXBH
- “Black Robe” ASIN: 1573623903

Christianity during World War II and Holocaust:
- “Schindler’s List” (1993) ASIN: B0080U2SFE
- Dietrich Bonhoeffer and the Confessing Church during the Nazi regime

Edith Stein and the Holocaust:
- “Edith Stein: The Seventh Chamber” ASIN: B0041OWW82

The Holocaust and Resistance
- Anthropoid (playing in theaters in Fall 2016)
THEO 524 SPRING – TENTATIVE CLASS SCHEDULE

The instructor reserves the right to modify the course schedule based on the needs of the students or in case of emergency.

Texts in electronic format are available on CANVAS in Modules section which is organized by weeks, i.e., Module 1 = Week 1, etc. Dowley's AER selections are in a special module named “Atlas of European Reformations/AER.” Optional (“For Further Study”) readings are clearly marked in the syllabus in a separate section for each class. Required readings must be read in advance of the respective class to facilitate productive class discussion.

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WEEK 1: TUE, 8/23
In Search of the Beginning of (Western) Modernity

- Introductions
- Overview of Syllabus
- Modernity and Modern Theology: Ideas and Challenges
- Introduction to “The Doctrine of Discovery”

REQUIRED READINGS:

- Kennedy, MIT, Ch. 3, pp. 41, 47-50 (CAN)
- Cory, CTT, Part IV, pp. 245-248 (CAN)
- Anderson, JTCT, Part 8 Introduction, pp. 197-200
- Doctrine of Discovery: http://www.doctrineofdiscovery.org/index.htm

WEEK 2: TUE, 8/30
Christianity at the Dawn of Global(ized) Modernity: The Age of “Discovery” and Conquest

- Western Christendom and the Beginnings of Colonial Modernity in the Americas

REQUIRED READINGS:

- MacCulloch, CFTTY, Ch. 19, pp. 689-703 (CAN)
- Kennedy, MIT, Ch. 9, pp. 187-90 (CAN)
- ECT, Ch. 14 “Bartholome de Las Casas” (CAN)
- Lawrence Downes, « California’s Saint, and a Church’s Sins » NYT editorial: http://www.nytimes.com/2015/08/18/opinion/californias-saint-and-a-churchs-sins.html?_r=0

For further study:

- Las Casas, Selections from “The Destruction of the Indies,” by Knight/Hurley (CAN)
- Irwin & Sunquist, Ch. 1 “Christian Beginnings in America,” History of World Christian Movement (CAN)
- Hernandez, Ch. 10 “Juan Gines de Sepulveda,” Ch. 10, Beyond the Pale (CAN)
WEEK 3: TUE, 9/6
Early Modern Reformations in Europe I

- The Beginnings of Lutheran Reformation
- Faith, Grace, Justification, and Authority

REQUIRED READINGS:
- Meister & Stump, *CT*, Ch. 19 “Martin Luther”
- Anderson, *JTCT*, Part 8 Introduction, pp. 197-200 only, and Ch. 30 “Martin Luther”
- T. Wengert, Ch. 16 “Martin Luther,” *Christian Spirituality: The Classics* (CAN)

AUDIOVISUAL: PBS Documentary “Martin Luther”:
- https://www.youtube.com/watch?v=PyVrPlp4QsA
- https://www.youtube.com/watch?v=xzDT1pYOW2c

For further study:
- Martin Luther, “Freedom of the Christian,” *Luther’s Basic Theological Writings* (CAN)
- MacCulloch, *CFTTY*, Ch. 17 “A House Divided” (CAN)
- Alister McGrath, Ch. 9 and 14 on sacraments and the historical impact of the Reformation, *Reformation Thought* (Blackwell Wiley, 2013) (CAN and OhioLink)
- The Recommended Texts by C. Eire and W. Holder

CLASS 4: TUE, 9/13
Early Modern Reformations in Europe II

- The Reformations in Switzerland
- The Radical Reformers

REQUIRED READINGS:
- Meister & Stump, *CT*, Ch. 20 “The Reformed Tradition”
- Anderson, *JTCT*, Ch. 31 “Huldrych Zwingli,” Ch. 34 “John Calvin”
- Meister & Stump, *CT*, Ch. 21 “Protesting Against the Protestants – Anabaptism and the Radical Reformation”

For further study:
- Gerald McDermott, Ch. 7 “Calvin,” *The Great Theologians* (CAN)
- *ECT*, Ch. 15, “Calvin”
- M. Malone, Ch. 1, *Women and Christianity Vol. III*
CLASS 5: TUE, 9/20
Early Modern Reformations in Europe III

- The Catholic Reformation/Counter-Reformation
- The Council of Trent

REQUIRED READINGS:
- C. Colt Anderson, Ch. 7 “Gasparo Contarini,” The Great Catholic Reformers (CAN)
- MacCulloch, CFTTY, Ch. 16 section on Erasmus (CAN)
- Anderson, JTCT, Ch. 36 “The Council of Trent”
- 1999 Joint Declaration Excerpts (CAN)

For further study:
- Lutheran-Roman Catholic Dialogue Today Documents (CAN)

“Reformations and All That Theological Jazz…”
Comparative essay on the diversity of Reformation ideas on justification or Eucharist
Detailed assignment guidelines will be posted on CANVAS

CLASS 6: TUE, 9/27
Early Modern Reformations and Women in Europe and Beyond

- A Female Doctor of the Church?
- Protestant Options for Women
- From the New World: An Eloquent American Theologian, She Wrote
- Women, Misogyny, and Witch Hunts
REQUIRED READINGS:
- Mary Malone, Ch. 2 and 3, *Women and Christianity* Vol. III
- Elizabeth Dreyer, Ch. 4, “Teresa of Avila,” *Accidental Theologians* (CAN)
- Kirsi Stjerna, “Luther and Church Mothers” (CAN)
- Gonzalez, *ECT*, Ch. 16 “Sor Juana” (CAN)
- Modras, Ch. 4 “Friedrich Spee” (CAN)

*For further study:*
- Malone, Ch. 1, 4, 5, 6, *Women and Christianity*, Vol. III
- Margaret R. Miles, Ch. 8 Section I on Women, Witches, Nuns, *The Word Made Flesh: History of Christian Thought* (CAN)
- Margaret R. Miles, “Violence Against Women,” (CAN)
- L. Cunningham, “Nearer to God: Demystifying Mysticism” (CAN)
- Gillian Ahlgren, Ch. 21 “Teresa of Avila,” *The Reformation Theologians* (XU or OhioLink)
- Elizabeth A. Dreyer, Ch. 4 “Teresa of Avila: Theology of Human Person,” *Accidental Theologians* (Franciscan Media, 2014) (CAN)
- Selections from Sor Juana, *La Respuesta* (CAN)
- Kathleen A. Myers, Ch. 4 “Tenth Muse: Sor Juana,” *Neither Saints Nor Sinners: Writing the Lives of Women in Spanish America* (CAN)

CLASS 7: TUE, 10/4
God and Modernity: From Christendom to Christianity
Confessionalization and the Challenge of Science

- Religious Diversity and Tolerance in Western Christendom
- What is Enlightenment? And For Whom?
- The Dawn of the Modern Scientific Mindset

REQUIRED READINGS:
- Meister & Stump, *CT*, Ch. 22, pp.370-380, and Ch. 23
- Anderson, *JTCT*, Ch. 37 “Kant”

*For further study:*
- Duane Olson, Ch. 1 “Setting the Stage: Christianity and the Developments of Modernity,” *Issues In Contemporary Christian Thought* (Fortress, 2011) (CAN)
- Cory et al, CTT, Ch. 22 (CAN)

**DUE: 10/4/2016-10/11/2016**
Collaborative Small Group Research Project “Magisterial and Radical Reformations: Past and Present.” Guidelines will be posted on Canvas
CLASS 8: Tue, 10/11
Pietism and Romanticism in Western Christianity

- Evangelical Revivals and Great Awakening
- Christianity and Slavery
- God in the Age of Romanticism

REQUIRED READINGS:
- Meister & Stump, CT, Ch. 24 and Ch. 25, pp.430-438.
- *ECT*, Ch. 18 “John Wesley” (CAN)
- Selections from the Wesley Brothers’ Works (CAN)
- Anderson, *JTCT*, Ch. 38 “Schleiermacher”
- Anderson, *JTCT*, Ch. 44 “Otto”

For further study:
- McDermott, Ch. 8 “Jonathan Edwards” (CAN)
- McDermott, Ch. 9 “Friedrich Schleiermacher” (CAN)
- Selections from Jonathan Edward’s Works (CAN)

CLASS 9: TUE, 10/18
God in the Age of History, Scientific Progress, and Anxiety

- Is God Dead?
- Modernity, the Hermeneutics of Suspicion and the New Certainty

REQUIRED READINGS:
- Anderson, *JTCT*, Ch. 39 “Feuerbach”
- Philip Kennedy, *MIT*, Ch. 5 “Secularity and Suspicion,” *MIT*, pp. 98-109 only, rest of the chapter is optional (CAN)
- Erich Fromm, “Some Post-Marxian and Post-Freudian Thoughts on Religion,” *New Questions on God* (CAN)
- Meister & Stump, CT, Ch. 27, pp. 460-462 “Fundamentalism”

For further study:
- Roger Olson, Ch. 2 “Liberal Theologies Reconstruct Christianity in Light of Modernity,” *The Journey of Modern Theology: From Reconstruction to Deconstruction* (CAN)
- Anderson, *JTCT*, Ch.41 “Kierkegaard”
CLASS 10: TUE, 10/25
Roman Catholicism and Western Modernity

- Roman Catholic Tradition Responds to Modernity
- New Things Indeed: The Dawn of Roman Catholic Social Teaching

REQUIRED READINGS:
- Kennedy, *TCT*, Ch. 9 “Dorothy Day” (CAN)

For further study:
- John Widmar O.P., Selections from *The Catholic Church Through the Ages* (CAN)
- Roger Olson, Section 2.D “Catholic Modernists Attempt to Bring Rome up to Date,” *The Journey of Modern Theology* (CAN)
- Fergus Kerr O.P., Ch. 1 “Before Vatican II,” *Twentieth-Century Catholic Theologians* (CAN)
- Philip Kennedy, *TCT*, Ch. 3 “Alfred Firmin Loisy,” (CAN)

CLASS 11: TUE, 11/1
Christianity from the Underside of the Modern Western Colonial Christendom

- African American Christianity: Slavery and the Spirituality of Liberation
- Even More New Things: “Ain’t I a Woman?”

REQUIRED READINGS:
- *ECT*, Ch. 22 “Frederick Douglass”
- Frederick Douglass, Excerpt from *Life and Writings* (CAN)
- Richard Furman, “A Defense of Slavery,” (CAN)
- Malone, Ch. 8 *Women and Christianity* Vol. III

For further study:
- Peter J. Paris, Ch. 3 “The Religious World of African-Americans,” *World Religions in America* (CAN)
✓ Charles Lippy, Ch. 10 “Slave Christianity,” *Peoples’ History of Christianity Vol.6, Modern Christianity to 1900* (CAN)
✓ Steven J. Land, Ch. 17 “Pentecostal Spirituality,” *Christian Spirituality: Post-Reformation and Modern/ World Spirituality Vol. 18* (CAN)

CLASS 12: TUE, 11/8
Turning East: Eastern Orthodox Tradition

REQUIRED READINGS:
- Meister & Stump, *CT*, Ch. 13 “Eastern Christianity Splits from the West”
- J.A. McGuckin, “Orthodox Christianity,” *Introduction to World Religions* (CAN)
- Valerie A. Karras, Ch. 8 “Beyond Justification: An Orthodox Perspective,” *Justification and the Future of Ecumenical Movement* (CAN)

For further study:
✓ Vladimir Lossky, “Apophatic Theology,” in McGrath, *Reader* (CAN)
✓ Vladimir Lossky, “Redemption as Deification,” in McGrath, *Reader* (CAN)

CLASS 13: TUE, 11/15
Christianity and History: The Quests for “Historical Jesus”

- History and Revelation
- In Search for the “Real” Jesus
- Christian Discipleship in Western Colonial Christianity: From Jungle to the Nobel Prize

REQUIRED READINGS:
- Philip Kennedy, *MIT*, Ch. 6 “Can the Bible be Trusted? Modern Biblical Studies,” (CAN)
- Philip Kennedy, *MIT*, Ch. 7 “The Identity of Jesus,” (CAN)
- Philip Kennedy, *TCT*, Ch. 5 “Albert Schweitzer,” (CAN)
- Albert Schweitzer, Selections from *The Quest for the Historical Jesus* (handout/CAN)

For further study:
✓ Christopher McMahon, Ch. 1 “The Story of the Quests,” *Jesus Our Salvation* (CAN)
✓ Anderson, *JTCT*, Ch. 40 “Strauss”
✓ Philip Kennedy, *TCT*, Ch. 2 “Adolf von Harnack,” (CAN)
✓ Anderson, *JTCT*, Ch. 43 “Harnack”
✓ Anderson, *JTCT*, Ch. 46 “Bultmann”
CLASS 14: TUE, 11/22
Voices from the Margins of Twentieth Century Modern Theology

- Women in the Christian Theology During the 20th Century World Wars
- Jewish Voices in Christian Theology

REQUIRED READINGS:
(Students will sign up to explore the life and contribution of one theologian)

**Evelyn Underhill**
- P. Kennedy, Ch. 4 “Evelyn Underhill,” *Twentieth Century Theologians* (CAN)
- Selections from E. Underhill’s Works (handout/CAN)
- Dana Greene, Ch. 27 “Evelyn Underhill: Mysticism,” *Christian Spirituality: The Classics* (CAN)

**Simone Weil**
- ECT, Ch. 28 “Simone Weil” (CAN)
- Selections from Weil’s Works (CAN)

**Edith Stein**

**Georgia Harkness**
- Georgia Harkness, Boston University: [http://www.bu.edu/sth-history/prophets/georgia-harkness/](http://www.bu.edu/sth-history/prophets/georgia-harkness/)
- Hymns and poetry::
  - [http://www.hymnary.org/text/hope_of_the_world_thou_christ_of_great_c](http://www.hymnary.org/text/hope_of_the_world_thou_christ_of_great_c);

For further study:
- ✓ M. Malone, Ch. 9 *Women and Christianity Vol. III*
- ✓ Kennedy, *MIT*, Ch. 10 (CAN)
- ✓ Anderson, *JTCT*, Ch. 54 “Feminist Liberation Theology”
- ✓ Meister & Stump, *CT*, Ch. 28, pp.479-482.

DUE: 11/22/2016
Research report and class presentation “Theological Voices from the Margins”
Detailed assignment description will be posted on CANVAS
CLASS 15: TUE, 11/29
God, War, and Modernity: Christian Thought in the Era of the World Wars

- Neo-Orthodoxy
- Christianity in the Era of Totalitarianism and the Holocaust

REQUIRED READINGS:

- R. Olson, Ch. 5 (Sections on Neo-Orthodoxy and 5.A “Karl Barth Drops a Bombshell on the Theologian’s Playground,” pp. 301-317, The Journey of Modern Theology (CAN)
- Anderson, JTCT, Ch. 47 “Barth”
- G. Fraser, “Barth taught us not to use religion to mask the stench of war,” (CAN)
- Anderson, JTCT, Ch. 51 “Bonhoeffer” and Bonhoeffer Excerpts (CAN)

For further study:

- Kennedy, TCT, Ch. 6 “Barth” (CAN)
- Kennedy, TCT, Ch. 7 “Bonhoeffer” (CAN)
- McDermott, Ch. 11 “Karl Barth” (CAN)
- A. Pinn, Ch. 15 “Bonhoeffer,” Beyond the Pale (CAN)
- J. Rieger, Ch. 19 “Barth,” Beyond the Pale (CAN)
- McGonigle and Quigley, A History of the Christian Tradition, Vol. II: Ch. 15 and 16 (CAN)
- Anderson, JTCT, Ch. 48 “Tillich”
- Anderson, JTCT, Ch. 49 “Reinhold Niebuhr”
- Selections from Barth and Bonhoeffer Works (CAN)

CLASS 16: TUE, 12/6
Christianity after the Holocaust
Searching for the Holy Mystery Anew in Global Context with Karl Rahner, SJ and Teilhard de Chardin, SJ

REQUIRED READINGS:

- R. Olson, Ch. 10 “Catholic Theologians Engage with Modernity,” The Journey of Modern Theology (CAN)
- Anderson, JTCT, Ch. 50 “Rahner” and Selections from Rahner’s Works (CAN)
- R. Modras, Ch. 5 “De Chardin,” Ignatian Humanism (CAN)
- J. Haught, Excerpt “De Chardin” (CAN)
- Selections from De Chardin’s Works (CAN)

For further study:

- Roberto Goizueta, Ch. 21 “Karl Rahner,” Beyond the Pale (CAN)
- Kennedy, MIT, Ch. 11 “Modern Science” (CAN)
Integrative research paper “Seeking God in Modernity”:
DUE: 12/6/2016 in class

- Submit the integrative research paper “Seeking God in Modernity” focusing on a major theologian and topic of your choice (hard copy is to be submitted to the professor and electronic copy must be submitted on Canvas). Detailed assignment description will be posted on CANVAS.

Creative assignment “Journey Through Christianity II”
DUE: 12/13/16 in class

- Creative assignment “Journey Through Christianity II” is due in class to share with other students and professor. It does not need to be uploaded to Canvas. Detailed assignment description will be posted on CANVAS.

Joyful Christmas and Happy New Year!