James Cone was one of the most influential US American Christian theologians of the past century. His work is both important in its theological insight and an invaluable model for those ministers and scholars who would witness to divine justice in the midst of systems of exploitation and violence. Through a survey of Cone’s major texts and their critics, as well as consideration of key influences on his work and scholars who have carried on his theological legacy, this course offers students an opportunity to develop and express their own contextually sensitive theological insights.

This course addresses the following learning outcomes for each degree program.

**MDiv/MAM learning competencies:**
1) Conveying a developed sense of being a person created and called to live ethically in community; (ELCA) Conveying a developed sense of being created and called to give witness to Jesus Christ, Trinitarian faith, care for creation, and community with human neighbors.
3) Drawing the wisdom of our forebears in the faith in history and theology into active engagement with emerging challenges.
5) Within and around each of these competencies, manifests the ability to know, interpret, and affect particular situations, values, and meanings through methodologically grounded historical, socio-cultural, ethical readings/analysis of one’s own denomination and broadly cultural-historical traditions.

**MATS learning competencies:**
1) Conveying a developed sense of being a person created and called to live ethically in community.
3) Drawing the wisdom of our forebears in the faith in history and theology into active engagement with emerging challenges.
4) Within and around each of these competencies, manifests the ability to know, interpret, and affect particular situations, values, and meanings through methodologically grounded historical, socio-cultural, ethical readings/analysis of one’s own denomination and broadly cultural-historical traditions.

**ThM objectives:**
1) That students acquire a fuller mastery of one area or discipline of theological study than is provided at the M.Div. or M.A. level. Such mastery includes both knowledge (factual content) and insight (analytical and synthetic skills), sufficient to teach an introductory college course in the field of study.
3) That students enhance their ability to formulate productive questions and to pursue research about significant issues or themes and grow in general in capacities for carrying out the scholarly task.
5) That students grow in those qualities essential for the practice of scholarly ministry, such as emotional maturity, faith and integrity, and concern for justice.
6) That students develop an ability to engage in critical scholarly discussions with professors and peers.

PhD objectives:
1) That students develop competence in sustained original research and writing that advances theological understanding for the sake of the church, academy, and society.
2) That students develop a broad grasp of the history of research and the current questions in a chosen area of Theological Studies, as well as an ability to use critically appropriate methods of study.
4) That students develop competence in teaching or other use of their knowledge in order to enable the students to undertake the work of a teacher or theological scholar in a variety of institutional settings in higher education or the church.

Course Learning Outcomes (Learners will be able to):
(What difference will this course make to students’ knowledge, skills, attitudes, and practices?)

Learners will be able to:
- articulate the key theological insights and contributions of James Cone.
- place James Cone’s theological work in its historical and cultural context.
- articulate the influence their social location and cultural context have on their theological perspectives.
- relate their theological perspective to those of others, with an awareness of differences in social location and cultural context.

Strategies for Learning):
(How shall we go about achieving these outcomes?)
- Course readings
- Class discussions
- Student presentations on course readings
- Comments and facilitation by instructor
- Midterm paper: Students will write a midterm page paper examining how their social location and cultural context have shaped their theological perspectives, considering possible critiques of that shaping, and responding constructively to such critiques.
- Final paper: Students will write a final paper that highlights a major theological theme in James Cone’s work, critiques Cone’s position, and offers a constructive alternative to, or expansion of, that position.

Assessment:
(How shall we know if we—students and instructors—have been successful in achieving the outcomes?)
- Written feedback on presentations and papers
- Class discussions
- Feedback sessions: Throughout the semester, the instructor will meet with groups of students to solicit feedback on the course.
Bibliography:

<table>
<thead>
<tr>
<th>Text Title</th>
<th>Author</th>
<th>ISBN# (Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>A Black Theology of Liberation</em>, 40th anniversary edition</td>
<td>James H. Cone</td>
<td>1570758956</td>
</tr>
<tr>
<td><em>Black Theology and Black Power</em></td>
<td>James H. Cone</td>
<td>1570751579</td>
</tr>
<tr>
<td><em>God of the Oppressed</em></td>
<td>James H. Cone</td>
<td>1570751587</td>
</tr>
<tr>
<td><em>The Cross and the Lynching Tree</em></td>
<td>James H. Cone</td>
<td>1626980055</td>
</tr>
</tbody>
</table>