Lutheran School of Theology at Chicago

Course Profile

Course # and Title __ RHTH 302: History and Theology II
Instructor: __ Marvin Wickware ___________________ Semester/Year: __ Spring 2020__

Course Rationale and Description
(Why do we offer this course? Which of LSTC’s degree program learning outcomes does it address?):

The history of Christian theological thought from the Reformation until today can been tracked in relation to a series of earthshaking encounters and conflicts. In this orienting course, we will read major theological writings in their historical contexts. In doing so, we will not only draw out some of the perennial questions of Christian theology, but also examine the ways in which historical encounters and conflicts have elicited contextual theological responses. Engaging this interplay between long-standing Christian theological concerns and the life of the church in its many contexts will equip us with habits of theological thought that can serve us as we make sense of Christian tradition and contemporary contexts in relation to one another.

This course addresses the following learning outcomes for each degree program.
MDiv/MAM learning competencies:
1) Conveys a developed sense of being a person created and called to live ethically in community;
   (ELCA) Conveys 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) Draws the wisdom of our forebears in the faith in history and theology into active engagement with emerging challenges.
5) 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 within and around each of these competencies.

MATS learning competencies:
1) Conveys a developed sense of being a person created and called to live ethically in community.
3) Draws the wisdom of our forebears in the faith in history and theology into active engagement with emerging challenges.
4) 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 within and around each of these competencies.
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:
1) Identify major theological loci and perennial theological questions that pertain to each.
2) Analyze the relation between theological writings and their historical contexts
3) Analyze the relation between perennial theological questions and contextual theological responses
4) Connect perennial theological questions to contemporary social/political issues and events
5) Produce constructive theological responses to contemporary social/political issues and events

Strategies for Learning):
(How shall we go about achieving these outcomes?)
- Course readings, with a focus on primary theological texts
- Lectures
- Class discussions
- Each week, students will identify theological loci and perennial questions address in the readings, using a chart provided by the instructor
- Oral exam – Students will write a 2-3 page reflection addressing a theological question of particular interest to them, drawing on different theologians from the course. This paper will be the starting point for a conversation, in which the student and instructor will make connections to other course texts and theological questions.
- Final project – Students will have three options for their final project: 1) a final paper comparing two theologians read in the course and offering a constructive response; 2) a plan for an adult forum series exploring a contemporary issue theologically; or 3) a sermon series, annotated with connections to course texts.

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

Bibliography:

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<tr>
<th>Text Title</th>
<th>Author</th>
<th>ISBN# (Required)</th>
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<tr>
<td>A Black Theology of Liberation</td>
<td>Cone, James H.</td>
<td>1570758956</td>
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<td>The Disabled God</td>
<td>Eiesland, Nancy</td>
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<td>Longing for Running Water</td>
<td>Gebara, Ivonne</td>
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<td>Our Lives Matter</td>
<td>Lightsey, Pamela</td>
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<td>Power in the Blood?</td>
<td>Terrell, JoAnne Marie</td>
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<td>The Scandalous God</td>
<td>Westhelle, Vitor</td>
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Additional information: