Course Profile

**Course # and Title**  RHTH 302: History and Theology II  
**Instructor:** Marvin Wickware  
**Semester/Year:** Spring 2019

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
• Small group discussions
• Each week, students will submit questions for discussion during class
• In each of the first three sections of the course, students will write a short paper relating a social/political issue of the relevant time period and a theological response to that issue to the contemporary church.
• At the end of the final section of the course, which deals with the time period from the 1980s until today, students will write a longer paper. They will identify a contemporary social/political issue and/or event that raises urgent theological questions. While course readings will be selections from larger works, students will choose one of those larger works to read in its entirety, critically engaging it in relation to their chosen contemporary issue/event, and providing a constructive theological response.

Assessment:
(How shall we know if we—students and instructors—have been successful in achieving the outcomes?)

• Written feedback on papers
• Class discussions
• Feedback sessions: Throughout the semester, the instructor will meet with groups of students to solicit feedback on the course.

Additional information: