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## RELS 211-01, Topics in Contemporary Theology, Spring 1999

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<b>Session</b>	<b>Date</b>	<b>Focus</b>	<b>Preparation Text/s</b>
1	1/13	Introduction to Course; theology defined Transformation paradigm: Scrooge	None
2	1/15	<b>CLASS WILL NOT CONVENE TODAY</b>	None
3	1/18	<b>CLASS WILL NOT CONVENE: MLK HOLIDAY</b>	
4	1/20	Hermeneutics: interpretive principles Kash boxes, axiological grids, social locations Lessing's ditch, particularity, "textual" interpret.	NOAB, Psalms 8 Kahane, 69-102
5	1/22	Theological Method & contextualization	Voice, 1-8; Kahane, 69-102
6	1/25	Fundamental questions of Human Existence	Voice, 9-15; Kahane, 69-102
7	1/27	The quadrilateral & personal theological reflection The Foci of Liberation-oriented theological paradigms	None
8	1/29	The Role of Faith	Kahane, 28-41; Voice, 17-30
9	2/1	Quiz #1 + audiovisual immersion & dialogic encounter	None
10	2/3	The Conception of God	Voice, 77-80; Kahane, 1-12
11	2/5	Proofs of the existence of God	Kahane, 12-28
12	2/8	Identity & Relevancy of God	Voice, 77-94
13	2/10	Identity & Relevancy of God	Voice, 95-107
14	2/12	The Conception of Being Human	Kahane, 215-233
15	2/15	The Conception of Being Human	Kahane, 43-68
16	2/17	The Social Character of Human Life	Kahane, 150-159; Voice, 31-40
17	2/19	The Problem of Sin, Evil, & the Good	Kahane, 21-28; Romans 5-7
18	2/22	The Incarnation of Sin & Evil	Voice, 152-164
19	2/24	The Incarnation of the Grace & the Good	Voice, 125-151
20	2/26	Exam Review	
21	3/1	Mid-Term Exam	
22	3/3	Living the Moral Life	Kahane, 108-128; NOAB, Matthew 5

23	3/5	Mid-Term Grades, 5:00 PM; Living the Moral Life	Kahane, 128-148; NOAB: Matthew 6
24	3/8	<b>CLASS WILL NOT CONVENE: SPRING RECESS</b>	
25	3/10	<b>CLASS WILL NOT CONVENE: SPRING RECESS</b>	
26	3/12	<b>CLASS WILL NOT CONVENE: SPRING RECESS</b>	
27	3/15	Private Morality: nihilism & ethics of personal transformation	NOAB, Prov.3:5-10 & Acts 9
28	3/17	Living the Moral Life	NOAB: Exodus 20; Matthew 7; 1 Corinthians 13
29	3/19	Issue: humanitarian ethics	Dickens, Stave 1
30	3/22	Issue: ethics of re-membering	Dickens, Staves 2-3
31	3/24	Issue: ethics of conversion	Dickens, Staves 4-5
32	3/26	Public Morality: the ethics of social transformation	Kahane, 160-182
33	3/29	The Biblical Narrative	Kahane, 103-108; Voice, 261-269
34	3/31	The Bible: Truth as Narrative	Handout
35	4/2	<b>CLASS WILL NOT CONVENE: EASTER RECESS</b>	
36	4/5	Quiz #2 + Audiovisual Immersion:TBA	None
37	4/7	The Biblical Narrative	Voice, 270-291
38	4/9	Christological Formulation	NOAB, TBA
39	4/12	Christological Formulation	Voice, 186-200
40	4/14	Christological Formulation	Voice, 201-214
41	4/16	Audiovisual Immersion: TBA	NOAB, TBA
42	4/19	Theology, ethics, & Violence	Voice, 165-186
43	4/21	Theology, ethics, & the Church	Voice, 215-230
44	4/23	Theology, ethics, & Human Sexuality	Voice, 231-244
45	4/26	Paper Due; Theology, ethics, & Eschatology	Voice, 109-124
46	4/28	Exam Review	

47	4/30	<b>FINAL CLASS SESSION: MOURNING RITUALS</b>
48	5/1	Reading Day
49	5/2	Sunday
50	5/3	Final Exams Begin
51	5/4	Final Exams
52	5/5	Final Exams
53	5/6	Reading Day
54	5/7	Final Exams
55	5/8	Final Exams End
56	5/10	Final Grades Due in to Registrar, 9:00 AM
57	5/15	Commencement, 10:00 AM

**Spring Semester, 1999**

**Rhodes College**

**Religious Studies**

**Course:** Topics in Contemporary Theology **Course #:** 74211 **Sec.#:** 2 **Credit Hours:** 3

**Site:** Clough Hall, Room 100 **Time-Day:** 10:20A - 11:20A MWF

Prof. Luther D. Ivory - Facilitator-Scholar

**Introduction**

This course of study is concerned with the exploration of contemporary theological and moral-ethical issues. The intent is to assist student scholars to develop skills in theological reflection. Through exposure to issues such as God, humanity, sin and evil, the good, Jesus Christ, the church, the moral life, and the future, etc., the student scholar will be able to explore and test various theories and approaches to theological reflection. The course will NOT attempt to provide a survey of the broad history and traditions of theological and ethical formulation. Rather, the course will introduce pertinent theological issues for scholarly reflection and discussion through exposure to a variety of selected texts from both prose and biblical literature. Finally, student scholars will be encouraged to develop greater appreciation for the importance of serious and sustained theological reflection on complex contemporary issues. In this way, the course aims to assist student scholars to articulate with greater clarity WHAT they believe about a particular theological issue and WHY they believe as they do.

## Requirements

a) **Tasks** - Student scholars enrolled in this company of critical inquiry are expected to:

1. Actively and critically engage the assigned material
2. Attend and actively participate in class sessions
3. Complete two (2) quizzes
4. Complete a midterm examination
5. Complete a final examination
6. Write a 4-5 page paper (creedal affirmation) outlining a personal theological perspective\*

\*More specifics will be provided about the paper after the first quiz.

b) **Required Texts** - This course will rely on three (3) texts:

1. A Christmas Carol - Charles Dickens
2. Thinking About Basic Beliefs: Introduction to Philosophy - Howard Kahane
3. The New Oxford Annotated Bible
4. Lift Every Voice: Constructing Christian Theologies from the Underside - Susan B. Thistlethwaite & Mary P. Engels, Eds.

c) **Supplementary Resources** - This course will also make periodic use of audiovisual resources, case study material, and other written material relevant to the course. Some information will be provided as handout material.

## Explanatory:

a) **Attendance, Preparation, and Participation:** In order to explore the issues and modes of critical inquiry in this course of study with a modicum of competency, the facilitator scholar cannot be a lone ranger in the enterprise. This course requires companions on the journey. Therefore, student scholars' involvement is very important. By attendance, I mean being physically present in class, on time, and remaining until class session is concluded. By

preparation, I mean coming to class sessions having actively and critically engaged the assigned reading, noting issues, questions, puzzles, and lessons learned - and - being ready and willing to share upon request. By participation, I mean contributing to class discussions on a regular basis, not episodically, but honestly sharing one's viewpoint, willing to be open to hear the perspectives of others who may differ from one's own, always remaining respectful of others' viewpoints, while engaging in critical-collaborative exchange.

b) **Paper** - More will be said about this "proposal" paper after Quiz #1

c) **Quizzes and Exams** - All quizzes and exams will be "in class" events. A Final Exam will be negotiated in covenantal form with the class. The Senior representatives of the class will be expected to take primary leadership in this area. The FORM that the final exam will take MUST BE arrived at by CONSENSUS of the class. If consensus cannot be reached, the facilitator-scholar will require a final exam in written form to be given during the regular exam period (consisting of objective, short answer, and essay questions).

d) **Other Activities** - Upon occasion, student scholars will be asked to participate in small group discussions. These activities assist the facilitator scholar in assessing student scholars' preparedness and participation in class.

e) **Late Work** - Required papers and exams will NOT be accepted after the due date. The facilitator scholar will NOT grant exceptions to this policy on a casual "request" basis. ONLY an exception that is accompanied by written, documented evidence, and supported by appropriate administrative clearance will be considered.

#### f) **Grade Tabulation Point System**

-Attendance	= 10 points
- Preparation & Participation	= 10 points
- Quiz #1	= 10 points
- Quiz #2	= 10 points
- Midterm Examination	= 25 points
- Final Examination	= 25 points
- Paper	= 10 points

100 - 96	= A
95 - 93	= A-
92 - 90	= B+
89 - 87	= B
86 - 85	= B-
84 - 83	= C+
82 - 80	= C

\* Student scholars will receive 10 points for attendance grade IF they are absent not more than two (2) class periods. The attendance grade drops by one point as follows:

**# of absentees**

0 - 2

3 - 4

5 - 6

7 - 8

9

10 or more

**Attendance grade**

10

9

8

7

6

5