

Faculty Information**NAME:** Heather Ann Clements, Ph.D., Professor of Systematic Theology**Location:** West Campus, Duke Building 245**Hours:** T R 11:15 am – 1 pm & 2.30-3 pm. Appointments recommended.**Contact Info:** Office: (626) 815-6000 ext. 5239, Home: 909-596-7067, Fax: 626-815-5469, hclements@apu.edu**Emergency Contact Info:** Admin. Asst. Laura Smith Webb, lwebb@apu.edu, Ph. 626-815-5496**University Information: Mission and Purpose Statement**

Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

Catalog Description

Recent Christian thinking concerning the important issues facing the Church in the modern world is explored. Emphasis is placed on the 20th century and today's Western, post-Christian culture. *Meets general studies core doctrine requirement for God's Word and the Christian Response.*

Prerequisites CMIN 108, PHIL 220, UBBL 100, and UBBL 230 or equivalent.

Student Learning Outcomes

By the end of this course, students should be able to demonstrate mastery of the following learning outcomes. The classroom assignments that the instructor will use to assess mastery are identified in the table.

Student Learning Outcome "By the end of this course, students should be able to....."	IDEA Objective	Assignments Used to Assess
Be able to articulate and critically engage historical, doctrinal, biblical, and practical aspects of the Christian faith, in particular, appreciating, understanding, and valuing the Church by giving thoughtful consideration to current and historical issues that have divided and united Christians of the last two centuries in the light of the church's Scriptures and traditions.	IMPORTANT: Learning to analyze and critically evaluate ideas, arguments and points of view	Reading response papers, threaded class discussions, final exam (creative presentation)
Use the sources of theological reflection – Scripture, tradition, reason, and experience – to think and express themselves theologically, integrating theological knowledge and praxis as evidenced by scholarship skillfully incorporating transdisciplinary and transcultural perspectives.	Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course	Response papers, threaded discussions, and final exam (creative presentation)
Demonstrate awareness of the personal and social relevance and spiritual richness that informed, disciplined theological reflection can bring to their Christian existence and their own impact upon the world in which they live.	IMPORTANT: Learning to apply course material (to improve thinking, problem solving, and decisions)	Reading response papers, threaded discussions, final exam (creative presentation)
Manifest skills enabling strong candidacy for graduate work or deeper theological reflection by researching, analyzing and comparing different theories in theology to present an informed and well-organized oral report with visual aid, outline, and bibliography in Turabian / Chicago	Developing skills in expressing oneself orally or in writing	Final exam (creative presentation)

format. ¹		
Demonstrate factual knowledge about contemporary Christian thought: the major Christian thinkers and central theological themes, terms, and issues of the last two centuries and the intellectual and cultural challenges facing Christianity today expressed both orally and through writing.	ESSENTIAL: (1) Gaining factual knowledge; (2) Learning fundamental principles, generalizations or theories	Midterm exam, quizzes, threaded discussion, final exam (creative presentation), reading response papers

Required Textbooks and Study resources

Matthieu Arnold. 15 Days of Prayer with Dietrich Bonhoeffer. Trans. Jack MacDonald. New City, 2009.

Karl Barth. The Call to Discipleship. Minneapolis: Fortress Facets, 2003.

Gustavo Gutierrez. We Drink from Our Own Wells: The Spiritual Journey of a People. 20th anniversary edition. Maryknoll NY: Orbis, 2003.

Stanley Hauerwas. Peaceable Kingdom: A Primer in Christian Ethics. University of Notre Dame, 1991.

Martin Luther King, Jr. Strength to Love. Minneapolis: Augsburg Fortress Facets, 1981.

Ed. L. Miller and Stanley J. Grenz. Fortress Introduction to Contemporary Theologies. Fortress, 1998. ISBN 0-8006-2981-7

Jurgen Moltmann. Jesus Christ for Today's World. Translated by Margaret Kohl. Minneapolis: Fortress, 1994.

Lamin Sanneh & Joel A. Carpenter, ed. The Changing Face of Christianity: Africa, the West, and the World. Oxford: Oxford University, 2005. ISBN 0-19-517728-2

Course eCompanion. <http://online.apu.edu> including online readings as assigned

Recommended Textbook and Study / Writing Resources

Martin Doblmeier. "Bonhoeffer" First Run Films, 2003.

Mark Driscoll and Gerry Breshears. Vintage Jesus. Crossway, 2008.

Thomas Friedman. "Dr. Martin Luther King, Jr.: A Historical Perspective" (1994, 60 min.)

Justo L. González, Essential Theological Terms. Louisville, Kentucky: Westminster John Knox Press, 2005.

Stanley Hauerwas. Resident Aliens: Life in the Christian Colony. Nashville: Abingdon, 1989.

Jurgen Moltmann. The Way of Jesus Christ. Trans. Margaret Kohl. Augsburg Fortress, 1995.

Henri JM Nouwen. Life of the Beloved: Spiritual Living in a Secular World. Crossroads, 2002.

Michael Skolnik. "Without the King." Red Envelope, 2007.

Don Thorsen. The Wesleyan Quadrilateral: A Model of Evangelical Theology. Emeth Press, 2005.

How to Use the Class E-College Website The eCollege site is available online to help you navigate and participate fully in this online course and provide all necessary materials for your study in this course. You will need to have Internet access to use the course website at <http://online.apu.edu>. To access the online site, begin with the instructions at <http://groups.apu.edu/~dlce/Student/Student.HTM>. If you follow these instructions, you should be able to log in or add yourself to the class site right away. If there is a problem after you have worked through the entire one page sheet of directions, please contact Distance Learning at ajittu@apu.edu. If you have any technical difficulties viewing materials or pages from this website (such as the Gradebook), please contact the eCollege Technical Help Desk at (303) 387-0005 or helpdesk@online.apu.edu. Theology Department news and faculty pages can be found at <http://groups.apu.edu/theophil>.

Course Schedule

"Introduction to Course" unit (9/9-9/12/09)

1. Orientation to course: Going over syllabus and getting to know each other; view materials including **Slideshow** lecture
2. Please submit completed STUDENT INFORMATION SHEET (in Doc Sharing) to prof at hclements@apu.edu by F 9/11/09 midnight as MS Word (.doc) or Rich Text Format (.rtf) attachment

Unit 1 Dialectical Theologies

1. Read Miller & Grenz (MG) Preface & Ch 1 and Barth's *The Call to Discipleship* (Barth)

¹ See Chicago Style Guide online at <http://library.menloschool.org/chicago.html#film>. 4/29/2009.

2. Read MG Ch 2 & **both** of the “Reading: Web” online primary sources (Niebuhrs)²
3. Participate in Threaded Discussion by W 9/16 (early credit, no reply to another student needed) or Sat 9/19 midnight (including reply to another student)

Unit 2 Existential Theologies

1. Read MG Ch 3 with online primary source (Bultmann)³
2. MG Ch 4 with online primary source (Tillich)⁴; student presentation
3. Participate in Threaded Discussion for first time by W 9/23 (early credit) or Sat 9/26 (including reply to another post)
4. MG Ch 5 & Arnold’s *15 days of prayer with Bonhoeffer* (pp. 7-49);
5. Recommended: View Martin Doblmeier documentary. “Bonhoeffer” (2003)
6. Participate again in Threaded Discussion by W 9/30 (early credit) or F 10/2 midnight (with reply to another post)
7. **Reading response (RR) paper 1 due** on either Barth or Bonhoeffer to hclements@apu.edu by email Friday 10/9 (no later than midnight)
8. Take Quiz 1 based on Quiz Study Guide posted in unit by Sat 10/3

Units 3 and 4 Radical Theologies: Death of God and Black Liberation

1. Read MG Ch. 6 and “Reading: Web” article in Unit 3
2. Participate in Threaded Discussion in Unit 3 by W 10/7 for early credit or Sat 10/10 midnight
3. Read King *Strength to Love* and “Reading: Web”⁵;
4. Recommended: View Friedman’s 1994 King documentary
5. Participate in Threaded Discussion in Unit 4 by W 10/13 (early credit) or Sat 10/17 midnight
6. Take Quiz 2 based on Quiz Study Guide in Unit 4 by Sat 10/17 midnight

Units 5 – 7 Moltmann and Pannenberg’s Political Theology of Hope (influenced by Process Theism)

1. Read MG Ch 7 and “Reading: Web” article by Cobb
2. Participate in Unit 5 Threaded Discussion by W 10/21 (early credit) or Sat 10/24 midnight
3. Read MG Ch 8 - 9 (Moltmann and Pannenberg) and Moltmann’s *Jesus Christ for Today’s World*
4. Participate in Unit 6 Threaded Discussion by W 10/28 (early credit) and Sat 10/31 midnight
5. **Reading response (RR) paper 2 due** by email to hclements@apu.edu no later than midnight Fri. 10/30
6. Quiz 3 based on Unit 6 Quiz Study Guide due Sat. 10/31 midnight

Unit 8 MIDTERM EXAM

1. Take multiple-choice midterm exam based on Midterm Study Guide by midnight Tu 11/3

Unit 9: Gutierrez and Liberation Theologies

1. Read MG Ch 10 (Gutiérrez) and *We Drink from Our Own Wells*
2. Participate in Unit 9 Threaded Discussion first by W 11/4 (early credit) or Sat 11/7 midnight and again by W 11/11 (early credit) or Sat 11/14 midnight
3. **RR paper 3 due** on either King or Gutierrez by email to hclements@apu.edu by no later than midnight Friday 11/13
4. Take Quiz 4 based on Unit 9 Quiz Study Guide

Unit 10 Feminist Theologies

1. Read MG Ch 11 (feminist theologies) and “Reading: Web” articles by evangelical feminist Rebecca Merrill Groothuis⁶

²Please read both (in this order) H. Richard Niebuhr. “The Grace of Doing Nothing.” *Christian Century* 49 (23 March 1932): 378-380. www.ucc.org/beliefs/theology/the-grace-of-doing-nothing.html and Reinhold Niebuhr. “Must We Do Nothing?” *Christian Century* 49 (30 March 1932): 415-417. www.ucc.org/beliefs/theology/must-we-do-nothing.html

³Rudolf Bultmann. “The Teaching of Jesus: The Will of God.” From *Jesus and the World*. New York: Charles Scribner, 1958. <http://www.religion-online.org/showchapter.asp?title=426&C=280> and optional article illustrating the continued influence of demythologization, “Moses was high on drugs: Israeli researcher,” Breitbart.com, March 4, 2008. http://www.breitbart.com/article.php?id=080304120710.ad7gm7i6&show_article=1

⁴Paul Tillich. “You Are Accepted.” From *The Shaking of the Foundations*. NY: Charles Scribner’s Sons, 1955. <http://www.religion-online.org/showchapter.asp?title=378&C=84>

⁵Martin Luther King, Jr. “Letter from a Birmingham Jail.” 16 April 1963. African Studies Center, University of Pennsylvania. http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

⁶Rebecca Merrill Groothuis. “The Bible and Gender Equality.” January 21, 2006. InterVarsity Press. <http://www.ivpress.com/groothuis/rebecca/archives/000262.php#more> and “Where Do Biblical Egalitarians Go

2. Participate in Unit 10 Threaded Discussion by W 11/18 (early credit) or Sat 11/21 midnight
3. Take Quiz 5 based on Quiz Study Guide in Unit 10 by Sat 11/21 midnight

Unit 11: Pluralism and Postcolonial theologies

1. Read MG Ch 12 (Pluralism, theology of religions)
2. Read Post-colonial theology article in "Reading: Web" online⁷
3. Read Sanneh & Carpenter text (Note: Reading & Discussion Guide is arranged thematically)
4. Recommended: View "Without the King" (83-minute 2007 documentary)
5. Participate in Threaded Discussion by W 12/2 (early credit) or Sat 12/5 midnight
6. Take Quiz 6 based on Quiz Study Guide in Unit 11 by Sat 12/5 midnight

Unit 12:: Postliberal theologies and Hauerwas

1. Read MG Ch 13 & Hauerwas' *Peaceable Kingdom*
2. Participate in last Threaded Discussion by W 12/9 (early credit) or Sat 12/12 midnight
3. **RR paper 4 due** on either Sanneh & Carpenter or Hauerwas by midnight F 12/11 to hclements@apu.edu
4. Take last Quiz based on Quiz Study Guide in Unit 12 by Sat 12/12 midnight

Unit 13: **Final examination**

1. Based on Exam Study Guide in unit and due *no later than 3pm on F 12/18/09*

Disclaimer: Course schedule, topics, evaluation and assignments may be changed at the instructor's discretion.

Course Assignments

1. Participation in Threaded Discussions: Based on attendance informed contribution to weekly Threaded Discussions as assigned per the Course Schedule. Read assigned readings and "Reading & Discussion Guide" to prepare for Threaded Discussions. Your task will be to respond to the question, by offering your point of view and also responding to others' comments, with the goal of connecting what you're learning in the course to a larger social context and life issues, engaging the material individually while also making connections with and learning from other students and the professor. The approach to be taken in this assignment is not to "win" a debate but rather to put forward your perspective based on solid evidence from the primary text and drawing from the insights of other historians while respectfully listening to others and responding to their ideas. To get maximum credit for participation in Threaded Discussion, respond to one of the Reading & Discussion Guide questions or another person's comment with an informed and thoughtful answer based on your study of the texts and reflection on the readings. Please see "Threaded Discussion Guide and Scoring Rubric" at the end of the syllabus. (Submitting completed "Student Information Sheet" during first week of class is also included in "Participation" score.)
5 pt x 14 wk = 70 pt.
2. Quizzes: Approximately every other week, quizzes (multiple choice format) will be given during the semester drawing on the "Preparatory Questions" distributed in class and online to encourage reading accountability, covering all reading from that particular text up to and including the reading due that day. The goal of these quizzes is to demonstrate reading completion and comprehension. See Study Guides posted in each unit with a quiz for further details. **35 pt.**
3. Midterm Exam uses multiple-choice questions to demonstrate recognition of the major Christian thinkers of the last two centuries and the central theological terms, themes and issues of the same era. **60 pt.**
4. Written Assignments: Reading Response Papers: After each major reading assignment (text), you will be asked to submit a 4-page essay demonstrating your reading completion, comprehension of lectures and readings, and your ability to apply the readings to a larger social context and life issues. In 4 pages (10-12 pt Times New Roman font and 1" margins on all sides), respond critically and theologically to the readings by either Barth or Bonhoeffer; Moltmann; either King or Gutiérrez; and either Sanneh and Carpenter or Hauerwas. Avoid the tendency to summarize in detail or respond merely personally ("I liked it, didn't like it"). Identify both strengths and weaknesses in the reading. Please submit to hclements@apu.edu via email as a .doc attachment in MS Word. The Writing Guide toward the end of the syllabus expands on the following content requirements:

from Here?" 1 October 2004. (Originally published in *Prism* July/August 2000).

<http://www.ivpress.com/groothuis/rebecca/archives/000177.php#more>

⁷ Olivier Mongin, Nathalie Lempereur and Jean-Louis Schlegel. "What is postcolonial thinking?" *Esprit/Eurozine* (Jan. 9, 2008). <http://www.eurozine.com/articles/2008-01-09-mbembe-en.html>.

- a. The first section of each paper should be a **summary** (exposition): What is being said? What is the agenda? Articulate the historical, doctrinal, biblical and practical aspects of the Christian faith that make up the main points for this author's discussion.
- b. In the second part of the paper, provide **critical analysis** of strengths and weaknesses, including questions for discussion and clarification. While thoughtfully giving consideration to the contextual and multifaceted nature of Christian theology, in light of the church's scriptures and traditions, what problems do you find with this author's arguments or proposals? What critiques can you raise? Where is the text particularly helpful? What would you like to see developed further?
- c. In the third section, take one of the theological issues addressed in by the author and respond with a **constructive reflection and application**, stating your own theological position about how to resolve one of the current or historical issues raised by this text in light of the church's scriptures and traditions. It can be very helpful to support your position using scripture, tradition (church history, Christian theology, Christian creeds), reason (logic, common sense), and experience (general human experience, the testimony of the senses, more than one's personal experience). You will be greatly assisted in this task by Don Thorsen's The Wesleyan Quadrilateral (available in APU's library).

Note: The Department of Theology and Philosophy is involved in assessing student learning, and your paper may be chosen for this. If your paper is one of those randomly selected for evaluation, your name will be removed so that the process is completely anonymous and does not affect your grade. A Scoring Rubric for this assignment can be found at the end of the syllabus. Students who receive less than 85% (B) on any paper may revise and resubmit that paper once based upon feedback from the professor for an improved grade of no more than 85% (B). Revisions must be submitted within one week of receiving original graded paper from professor. **20 pt x 4 = 80 pt.**

5. **Final Exam: Research presentation:** For your research assignment for the semester, to demonstrate recognition of the major Christian thinkers of the last two centuries and the central theological terms, themes and issues of the same era, you will create a 15- to 20-minute Powerpoint presentation (or equivalent) on the work and ideas of three of the major theologians or three of the most significant events for Christians of the past century as assigned. You are required to have some kind of **audiovisual aid** for this report. Focus most on the significance for global Christians of the impact or theological work (less on the personal life or biography) of the three people, movements, or events you choose to cover. Reflect on any assigned and additional reading you've done related to these events or theologians, including any **critiques** you may have (or found through research) and focus on **ways their theological views might make a practical difference in contemporary Christian life**. You are required to submit a full **annotated bibliography** with your research presentation. Further guidelines and Scoring Rubrics for each part of the assignment are posted at the end of the syllabus. A "Student Sample" of the annotated bibliography is posted at the end of the Gutierrez unit. **60 pt.**

Evaluation/Assessment Rationale for Grade Determination

Factors contributing to final grade:

Threaded Discussion	23%
Quizzes	11%
Midterm Exam	20%
Reading Response Papers	26%
Final Exam (Presentation / report)	20 %
Total	100%

Grading scale for the course:	Grading criteria for assignments and final grade: --based on <u>The Teaching Professor</u> 7:7 (Aug. Sept. 1993)
A (93-100%)	Exceptional work: Almost perfect attendance and commitment to class. Always read the assignment. May occasionally catch a mistake in text or lecture. Show interest in class and subject.
A- (90-92.9%)	Ask interesting questions and look up answers. Make thoughtful comments. Retentive. Connect past academic background to present learning. Determined and self-disciplined. Show initiative. Do things without being told. Shares exceptional intelligence, insight, creativity, organizational skills, commitment, or any combination of these with the teacher and other students.

B+ (88-89.9%) B (83-87.9%) B- (80-82.9%)	Superior work: Excellent attendance. On time. Stay till the end of class. Usually well-prepared. Read and understand the material well enough to ask intelligent questions. Assignments are always on time and well done. Show a positive interest in the exploration of the subject, even if they do not agree with all viewpoints expressed. Attentive, interested, and alert in class. Creative and thorough. Demonstrate superior ability and attention to tasks. Go beyond the required standard with all assignments.
C+ (78-79.9%) C (73-77.9%) C- (70-72.9%)	Average work: Occasionally miss class. Put other priorities ahead of academics. Health and/or constant fatigue may limit physical ability to maintain superior performance. Prepare assignments consistently but without any exceptional content or interest. Assignments may be sloppy, careless, incomplete or late. Not committed to the class. Participate without enthusiasm. Visibly express boredom through body language and lack of reflection on the reading and class discussions.
D+ (68-69.9%) D (63-67.9%) D- (60-62.9%)	Poor work: Miss class frequently. Sometimes come in late and leave early. Over-extended with non-academic commitments and activities. Health and fatigue prevent keeping up with the course. Rarely prepared for class. Behind in reading. Assignments are poorly done and often late. Not committed to class. Other activities, commitments, and responsibilities often take priority over academic performance. May be offended by the professor's expectations. Often display a negative attitude when in class. May be very talented but undisciplined. Do poorly on tests. Unsure of expectations on tests and assignments. Do not understand material well enough to discuss it.
F (59.9% and below)	Failing work: Frequently miss class frequently, come in late and leave early. Over-extended with non-academic commitments. Health and fatigue prevent keeping up with the course. Rarely prepared for class. Behind in reading. Do not submit all assignments. Miss quizzes and/or exams. Submitted assignments are poorly done and often late. Not committed to class. May be offended by the professor's expectations. Often express a negative attitude through assignments and classroom behavior. Disrespectful of others' opinions. Not willing to consider multiple viewpoints. May be very talented but undisciplined. Do poorly on tests. Unsure of expectations on tests and assignments, and do not contact professor for help. Do not understand material well enough to discuss it.

Course Policies

Class Attendance: One point will be deducted from the weekly participation grade for each unexcused absence. ¼ point will be deducted for each unexcused early departure or late arrival.

Assignment completion deadlines: Late work will be accepted up to **one week** after the due date. Late assignments will receive a **25% reduction** in the grade **regardless of the reason**. **No assignments will ever be accepted more than a week after the due date under any circumstances.**

Make-up work is not permitted except as noted below. **Missed Reading Assessments:** R.A.s cannot be rescheduled under any circumstances, even with a doctor's excuse. **Exams:** An 8-page research paper covering the content of a missed exam may be submitted up to one week after the exam date **with a doctor's excuse**.

Revisions Students who receive less than 85% (B) on any paper may revise and resubmit that paper once based upon feedback from the professor for an improved grade of no more than 85% (B). Revisions must be submitted within one week of receiving original graded paper from professor.

Incompletes/Re-taking the course: University policies and deadlines regarding incompletes and re-taking the course will be observed.

DISCLAIMER! PLEASE NOTE!

- It is **YOUR** responsibility to review your grade records periodically using the online gradebook at <http://online.apu.edu> and notify me immediately if you perceive a conflict in our records. It is also YOUR responsibility to keep all graded papers for your records in order to prevent or resolve any question that may arise regarding your final course grade.

- Unless you can furnish evidence of a recording error, final course grades are based on MY records alone.

Academic Integrity Policy (Plagiarism)

The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

Expectations for this course regarding academic integrity in this class

- Expectations are consistent with those outlined in the academic integrity policy
- **Each student will also be required to sign and submit an Academic Integrity Pledge for this course as part of the Student Information Sheet** at the end of the syllabus.
- Collaboration in the following forms is permitted:
 1. Study groups to help one another prepare for examinations and reading assessment
 2. Research groups to:
 - a. Help each other understand the requirements for the required research-based writing assignment (how to construct a debatable thesis, sentence outline, and annotated bibliography)
 - b. Share or recommend resources to each other (books, articles, websites) for researching the topic chosen for the written assignment
 - c. Proofread each other's written assignments before submitting to the professor
 - d. Give constructive feedback to each other about potential additions or editorial changes that could improve the proofread paper
- No other forms of collaboration are permitted. Quoting one another's papers, copying material from other students (in this or previous semesters) or from websites or any other source without proper citation, too-close paraphrasing without proper citation, and extensive quoting from other sources (even with citation) will not be permitted.
- Information regarding appropriate citation styles can be found on the following website: www.easybib.com
- **Major writing assignments (including bibliographies) will be run through electronic plagiarism detecting software.**⁸
- Retain syllabus and course records (graded papers) for possible grade questions/changes and as a potential legal contract and learning document.

Consequences for violations of academic integrity in this class

- Anyone caught plagiarizing on a written assignment or cheating on an exam may receive a grade of F for the course at the professor's discretion depending on the seriousness of the infraction.
- At minimum, any instance of plagiarism will result in a grade of 0 (zero) points for the assignment or exam in which plagiarism or any other form of academic dishonesty has been detected AND the incident will be reported to the Office of the Provost and the Office of Student Life, which retain records on these incidents in order to identify students who may have a recurring problem with this issue.

⁸ 85% of APU students polled in 2004 affirmed: "There is a strong relationship between academic and Christian integrity." Yet a far higher number of APU students admitted cheating than students nationally did. About half APU students self-report plagiarizing on written assignments – copying a few sentences from an internet or print source without footnoting. 1 out of 3 APU students reported that they had cheated on exams by getting questions or answers from someone who has already taken the test. 1 out of 5 admit they have falsified a bibliography, the same number that admit using false excuses to get an extension on a due date. More than 1 out of 10 have copied a test with or without another's student's knowledge.

- Plagiarized assignments CANNOT be revised under any circumstances.
- More than one instance of plagiarism will result in a grade of "F" for the course.

University/Department Policies

All university and departmental policies affecting student work, appeals, and grievances, as outlined in the Undergraduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus

Available Support Services for Students with Disabilities

Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center (ext. 3849) as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements

Bibliography

General Resources

Guretzki. Pocket Dictionary of Theological Terms. IVP, 1999. 0-8308-1449-3

Stephen Haynes. The Bonhoeffer Phenomenon: Portraits of a Protestant Saint. Fortress, 2004. 0-8006-3652-X

Miller. Fortress Intro to Contemporary Theologies. Fortress, 1998. 0-8006-2981-7

Reinhold Niebuhr. Books and articles (full-text) online. <http://www.religion-online.org/listbycategory.asp?Cat=37>

-----, From D. B. Robertson. Love and Justice: Selections from the Shorter Writings of

Reinhold Niebuhr. Cleveland OH: World, 1957. <http://www.serve.com/thibodep/cr/niebuhr.htm>

Stone & Duke. How to Think Theologically. Fortress, 2005. Paper. 0-8006-2967-1

Linda E. Thomas, ed. Living Stones in the Household of God: The Legacy and Future of Black Theology. Minneapolis: Fortress, 2004. 0-8006-3627-9

Readings in African American Christianity

Branch, Taylor (1988) Parting the Water: America in the King Years 1954-63. New York; Simon & Schuster Inc.

Levin, Michael (1996) African Americans and Civil Right: from 1691 to the Present. Phoenix; Oryx Press.

Myers, Walter Dean (1991) Now is your Time! The African-American Struggle for Freedom. New York; Harper Collins Publisher.

Readings in Feminist Theology and Women's Studies in Religion

Mary Sudman Donovan. "The Feminine Dimension of the Social Gospel." Witness 70 (Fall 1987): 16-19.

Catherine A. Faver. "Feminist Spirituality and Social Reform: Examples from the Early Twentieth Century." Women's Studies Quarterly 21:1/2 (Spring/Summer 1993): 90-105.

Marty Nesselbush Green. "From Sainthood to Submission: Gender Images in Conservative Protestantism, 1900-1940." Historian 58:3 (1996): 539-556.

June Hadden Hobbs. I Sing for I Cannot Be Silent: The Feminization of American

Hymnody, 1870-1920. Pittsburgh Series in Composition, Literacy and Culture. Pittsburgh: University of Pittsburgh, 1997.

Kathryn Kish Sklar. "Beyond Maternalism: Protestant Women and Social Justice Activism, 1890-1920." Women and Twentieth-Century Protestantism 3 (Winter 1999): 2-7.

Readings in Mujerista and Latin American Studies in Religion

Robert Orsi. "Dangerous Abuelitas: The Gender of Religious Otherness." Women and Twentieth-Century Protestantism 3 (Winter 1999): 8-11.

Susan M. Yohn. A Contest of Faiths: Missionary Women and Pluralism in the American Southwest. Ithaca: Cornell University, 1995.

Womanism and Women in the Historic Black Churches

Karen Baker-Fletcher. Sisters of Dust, Sisters of Spirit: Womanist Wordings on God and Creation. Minneapolis: Fortress, 1998.

Katie Geneva Cannon. Black Womanist Ethics (American Academy of Religion Academy Series No. 60). Amer Academy of Religion, 1988.

---. Katie's Canon: Womanism and the Soul of the Black Community. Continuum Pub Group,

- 1997.
- Bettye Collier-Thomas. Daughters of Thunder : Black Women Preachers and Their Sermons, 1850-1979. Jossey-Bass, 1997.
- A. Elaine Brown Crawford. Hope in the Holler: A Womanist Theology. Westminster John Knox Press, 2002.
- Kelly Brown Douglas. Sexuality and the Black Church: A Womanist Perspective. Orbis Books, 1999.
- Cheryl Townsend Gilkes. If It Wasn't for the Women...: Black Women's Experience and Womanist Culture in Church and Community. Orbis Books, 2000.
- Jacquelyn Grant. White Women's Christ and Black Women's Jesus: Feminist Christology and Womanist Response (American Academy of Religion Series). Oxford University Press, 1989.
- Jacquelyn Dowd Hall. Revolt Against Chivalry: Jesse Daniel Ames and the Women's Campaign Against Lynching. New York: Columbia University, 1993.
- Ann Heilmann, ed. Feminist Forerunners: Womanism and Feminism in the Early Twentieth Century. Pandora Press, 2003.
- Darlene C. Hine, ed. Facts on File Encyclopedia of Black Women in America: Religion and Community. Facts on File, 1997.
- Clenora Hudson-Weems. Africana Womanism: Reclaiming Ourselves. 3rd Revision. Bedford, 1995.
- Mary E. Modupe Kolawole. Womanism and African Consciousness. Africa World Press, 1997.
- Stephanie Y. Mitchem. Introducing Womanist Theology. Orbis Books, 2002.
- Belinda Robnett. How Long? How Long? African American Women in the Struggle for Civil Rights. New York: Oxford University, 1997.
- Cheryl Sanders. Saints in Exile: The Holiness-Pentecostal Experience in African American Religion and Culture. New York: Oxford University, 1996.
- , ed. Living the Intersection: Womanism and Afrocentrism in Theology. Fortress Press, 1995.
- Mary R. Sawyer. "Black Religion and Social Change: Women in Leadership Roles." Journal of Religious Thought 47 (1990-1991): 16-29.
- Emilie M. Townes, ed. A Troubling in My Soul: Womanist Perspectives on Evil and Suffering. Orbis Books, 1993.
- . Embracing the Spirit: Womanist Perspectives on Hope, Salvation, and Transformation (Bishop Henry McNeal Turner/Sojourner Truth Series in Black Religion, Vol 13). Orbis Books, 1997.
- Delores S. Williams Sisters in the Wilderness: The Challenge of Womanist God-Talk. Orbis Books, 1995.

ADDENDUM: All Assignment Guides and Scoring Rubrics

Threaded Discussions: Assignment Guide

Learning Goal:

Threaded Discussions are an online communication forum meant to take the place of traditional classroom discussion. The goal behind these discussions is to foster community and to provide opportunities for peer-to-peer learning. Therefore, the discussions are most helpful and useful if each member of the class **reads all of the comments** posted in the week's Threaded Discussion before posting their own reply and **does not repeat what has been posted by another student**, just as we would listen to one another speak in a live classroom discussion.

Norms of Collaboration (to be used in Threaded Discussion)

Communication Skills / Tools: Paraphrasing and probing (in response to others' – either the writers you've read or those who've posted before you)

Behavior: Putting ideas on the table / board, paying attention to self and others, presuming positive intentions, pursuing a balance between advocacy and inquiry (as we dialogue)

Description:

Read assigned readings, including "Reading & Discussion Guide" and **all previously posted Threaded Discussion comments, before responding** to Threaded Discussion. Each week, you will be asked to choose a question from the week's "Reading & Discussion Guide" to respond to. Your task will be to respond to the question, by offering your point of view and also responding to at least one other student's contribution, with the goal of connecting what

you're learning in the course to a larger social context and life issues, engaging the material individually while also making connections with and learning from other students and the professor. The approach to be taken in this assignment is not to "win" a debate but rather to put forward your perspective based on solid evidence from the primary text (such as a quote or page number beyond that already included in the question) and drawing from the insights of other historians while respectfully listening to others and responding to their ideas. To get maximum credit for a threaded discussion, respond to the question with an informed and thoughtful answer based on your study of the texts and reflection on the readings and then either post your response early (by midnight Wednesday) or respond to another student's comments. Students who post by midnight Wednesday will have opportunity to edit and re-post their comment based upon feedback from the professor and other students for an improved grade. (Revisions are due by the final deadline of midnight Saturday.) If you do not participate in the discussion you will receive no points for that threaded discussion.

FAQ

1. How many times do I need to post in each discussion?
 - a. **Just once per week. (You are welcome to post more, but don't have to.)**
2. How many questions from the Reading and Discussion Guide do I need to answer?
 - a. **Just one per Reading & Discussion Guide per week that has not yet been answered within the discussion (unless you are replying to another student on that topic)**
3. Do I include the whole question or question number in my post?
 - a. **You don't have to include either, though a reference to the question number may be helpful so we can all be sure to know exactly what you're talking about.**
4. How do I cite the reading in my response?
 - a. **An in-text or parenthetical citation with author last name and page number(s)—beyond that already included in the question itself AND not already cited by another student in the discussion--is all that is needed to enhance your score.**
5. When is my post due?
 - a. **FINAL DEADLINE: No later than midnight Saturday if you do not need / want a chance to revise & resubmit your work for an improved grade and plan to respond to another student's post...**
OR EARLY CREDIT: no later than midnight Weds. if you would like a chance to revise and resubmit your work based on professor's feedback & do not wish to respond to another student's post. Students who post early (by W midnight) are helping to start the discussion, so must post on a question that has not yet been answered but do not have to respond to another student (since few posts will be available yet at this point). Students who post early will also have till the FINAL DEADLINE of Sat. midnight to revise their posts for an improved grade if desired.

Scoring rubric / grading standards (5 pt/week)

5 (3.75 if late)	A+	At least one comment during the week that clearly demonstrates reading completion, comprehension, and applied learning (connecting course material to larger social context or life issue through cross-reference to specific experiences, readings, pop culture references, or current events) either posted early (by midnight Wednesday) or posted later (by midnight Saturday) in response to another student's comment
4.75 (3.57 if late)	A	At least one comment during the week that clearly demonstrates reading completion, comprehension, and a general attempt at applied learning (connecting course material to larger social context or life issue in a general way, lacking specifics) either posted early (by midnight Wednesday) or posted later (by midnight Saturday) in response to another student's comment. OR Full credit comment but missing page reference(s)
4.5 (3.38 if late)	A-	At least one comment that clearly demonstrates completion & comprehension of reading but no applied learning either posted early (by midnight Wednesday) or posted later (by midnight Saturday) in response to another student's comment
4.25 (3.19 if late)	B	At least one comment that clearly demonstrates completion of reading (but not comprehension) either posted early (by midnight Wednesday) or posted later (by midnight Saturday) in response to another student's comment OR meets all requirements for 5-point answer but does not answer question (WHOLE question)

3.75 (2.82 if late)	C	At least one comment that demonstrates comprehension & application (connecting course material to larger social context or life issue) of lecture & other students' comments but does not directly refer to reading beyond what has already been said in Slideshows / by other students OR clearly demonstrates reading completion, comprehension, and applied learning (connecting course material to larger social context or life issue) but is posted after midnight Weds without responding to another student
3.5 (2.63 if late)	C-	One comment that clearly demonstrates completion & comprehension of reading but no applied learning & is posted after midnight Wednesday without responding to any other student's comment
3.25 (2.44 if late)	D	One comment that clearly demonstrates completion of reading but not comprehension and is posted after midnight Wednesday without responding to any other student's comment
2.99 or less (2.24 if late)	F	One comment that doesn't clearly demonstrate completion of reading

LATE CREDIT: It is possible to earn up to 75% late credit for a Threaded Discussion comment posted no less than one full week after the original due date and time. After one week, **no** credit can be earned.

WRITING GUIDE: ALL READING RESPONSE PAPERS

Assignment Description

After each major reading assignment (text), you will be asked to submit a 4-page (double-spaced) essay demonstrating your reading completion, comprehension of lectures and readings, and your ability to apply the readings to a larger social context and life issues. In 4 pages (double-spaced, 10-12 pt Times New Roman font and 1" margins on all sides), respond critically and theologically to the readings by:

- Paper 1 on **World War II-era theologies**: Your choice of either Barth's *Call to Discipleship* or 15 *Days of Prayer with Dietrich Bonhoeffer*
- Paper 2 on **political theology / theology of hope**: Moltmann *Jesus Christ for Today's World*
- Paper 3 on **liberation theologies**: Your choice of either King's *Strength to Love* or Gutierrez' *We Drink from Our Own Wells*
- Paper 4 on **post-colonial / post-liberal theologies**: Your choice of either Sanneh and Carpenter's *The Changing Face of Christianity* or Hauerwas' *Peaceable Kingdom*

Avoid the tendency to summarize in detail or respond merely personally ("I liked it, didn't like it"). Identify both strengths and weaknesses in the reading. Please submit to hclements@apu.edu via email as a .doc attachment in MS Word.

Content (Please use subheadings to divide these three required parts)

1. **Summary:** The first page or so of each paper should be expository: What is being said? What is the agenda? Articulate the historical, doctrinal, biblical and practical aspects of the Christian faith that make up the main points for this author's discussion drawing from the book as **as a whole**, including supporting quotes by the author(s)—at least one from the beginning, one from the middle, and one from the end to demonstrate reading completion of whole book. Please include supporting citations from the reading in Chicago/Turabian format.⁹
2. **Analysis:** In the second page or so of the paper, raise analytic questions for discussion and clarification, providing **critical analysis** of strengths and weaknesses. While thoughtfully giving consideration to the contextual and multifaceted nature of Christian theology, in light of the church's scriptures and traditions, what problems do you find with this author's arguments or proposals? What critiques can you raise? Where is the text particularly helpful? What would you like to see developed further? *Critiquing the text is the main requirement for this section*, which is worth one-fifth of your total grade, but adding a question can help you earn a score of "exceptional" (A+) here.

⁹For examples, see Chicago Style Guide online at <http://library.menloschool.org/chicago.html#film>. 4/29/2009.

3. **Constructive theological Reflection:** In the third page or so, take **one** of the theological issues addressed in by the author and respond with a **constructive reflection and application**, stating your own theological position about how to resolve one of the current or historical issues raised by this text in light of the church's scriptures and traditions. It can be very helpful to support your position using
- scripture
 - tradition (church history, Christian theology, Christian creeds—see especially “The Apostles’ Creed” and “The Nicene Creed” at www.creeds.net)
 - reason (logic, common sense)
 - experience (general human experience, the testimony of the senses, more than one’s personal experience)

You will be greatly assisted in the task of using all four of these for support by the recommended reading, Don Thorsen’s The Wesleyan Quadrilateral. **TO SUBMIT BY EMAIL:** Please send your papers to me as an email attachment in MS Word ending in .doc and with your course and section (363 01) as part of the subject line. If you do not have MS Word, please save your file ending in .rtf (Rich Text Format). Again, please email directly to me at hclements@apu.edu. (I do not use the Dropbox nor check Doc Sharing.) Thanks so much!

Reading Response Papers: Scoring Rubric

20% Completeness: Required four-page length (with correct formatting) and all three required sections present

20% Mechanics: Upper-division university level writing, including grammar, spelling, punctuation, syntax, style (including use of gender-inclusive language for human beings)¹⁰

20% Summary section content: Does the paper identify and encapsulate the main (thesis) ideas presented in related reading(s) that focus on historical, doctrinal, biblical, and practical aspects of the Christian faith, including supporting quotes from the author(s) to illustrate those main points, cited in Chicago/Turabian format?¹¹

20% Analysis section content: Critical thinking applied, questions raised

20% Constructive theological reflection section content: Personal position stated and supported, , demonstrating a comprehension of the contextual nature of Christian theology and church history by making connections to a larger social context and life issues and thoughtfully considering possible resolutions to current and historical issues in light of the church’s scriptures and traditions?

Revisions

Students who receive less than 85% (B) on any paper may revise and resubmit that paper once based upon feedback from the professor for an improved grade of no more than 85% (B). Revisions must be submitted within one week of receiving original graded paper from professor.

FINAL EXAM CREATIVE RESEARCH PRESENTATION: GUIDELINES

Please read through all three sections on class presentation itself, sentence outline, and annotated bibliography.

I. CREATIVE RESEARCH PRESENTATION TO CLASS: GUIDELINES & SCORING RUBRIC

Basic content and format: For your research assignment for the semester, to demonstrate recognition of the major Christian thinkers of the last two centuries and the central theological terms, themes and issues of the same era, you will create a 15- to 20-minute Powerpoint presentation (or equivalent) on the work and ideas of three of the major theologians or three of the most significant events for Christians of the past century as assigned. You are required to have some kind of **audiovisual aid** for this report. Focus most on the significance for global Christians of the impact or theological work (less on the personal life or biography) of the three people, movements, or events you choose to cover. Reflect on any assigned and additional reading you’ve done related to these events or theologians, including any **critiques** you may have (or found through research) and focus on **ways their theological views might make a practical difference in contemporary Christian life**. You are required to submit a full **annotated** bibliography

¹⁰ See L. Sue Baugh. *Essentials of English Grammar: A Practical Guide to the Mastery of English*. McGraw-Hill, p. 115 ff. as an example of a typical contemporary style manual that explains that gender-inclusive language is considered the grammatically correct way to write in contemporary English. For a good, scholarly online article on this, see Virginia Chappell. “Tips for Using Inclusive, Gender Neutral Language.” Marquette University: Writing Across the Curriculum, March 8, 2007. < <http://www.marquette.edu/wac/neutral/NeutralInclusiveLanguage.shtml>>. Accessed 10/11/07.

¹¹ See Chicago Style Guide online at <http://library.menloschool.org/chicago.html#film>. 4/29/2009.

with your research presentation. Further guidelines and Scoring Rubrics for each part of the assignment are posted at the end of the syllabus. A “**Student Sample**” of the annotated bibliography is posted at the end of the Gutierrez unit.
50 pt.

FINAL CREATIVE PRESENTATION SCORING RUBRIC

NAME:	TOPIC:	COURSE	: THEO363
DESIGN/STYLE Format (25%)	3.25 or below (Needs improvement)	3.75 (Fair) 4.25 (Good) 5 (Outstanding)	

___ **Audio-visual aid used:** Design/style is aesthetically compelling & provocative; your presentation evokes multiple senses

___ The choice of presentation style fits the reading topic or your interpretation of it

___ This piece expresses your own **original** point of view, demonstrating that you have given thought to the topic

___ The piece hangs together as a **coherent** whole; ideas are presented **clearly**

___ Duration does not significantly exceed nor fall short of requirement (equivalent to a 15-20 min. presentation)

ANALYTICAL COMPLEXITY Content (50%)	5 (Needs improvement)	7.5 (Fair)	8.5 (Good)	10 (Outstanding)
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___ **Counterarguments/Critiques:** Your approach to the subject demonstrates transdisciplinary and transcultural **depth** rather than being simplistic: Counterarguments are presented

___ **Research** beyond required readings that analyzes and compares different theorists in theology and/or church history: Your work demonstrates **effort over time** rather than appearing rushed

___ **Discussion:** Your work expresses **multiple layers of meaning and diversity of perspectives** in relation to the reading/subject, for example by evoking counterarguments and questions from the class or by proposing possible resolutions to current and historical issues in light of the church’s scriptures and traditions

___ **Integration:** Your work demonstrates good **understanding of the material** under consideration by integrating theological knowledge and praxis (**applying these views to Christian life and practice**), skillfully incorporating transdisciplinary and transcultural perspectives

___ **Context:** Demonstrate knowledge of the **historical and social context** of the theological subject matter (how these figures, movements, or events were impacted by other church historical figures, events or movements that came before and / or how they impacted those which came afterward)

RESEARCH (25%)

___ **Annotated** bibliography, including full citations for all supplementary materials (music, art, film clips, etc.) with **brief explanation under each source** (See “Annotated Bibliography Scoring Rubric” below and “Student Sample” in online Gutierrez unit)

COMMENTS/SUGGESTIONS

TOTAL _____ LESS 25% LATE PENALTY IF APPLICABLE _____ Letter grade _____

II. ANNOTATED BIBLIOGRAPHY: GUIDELINES & SCORING RUBRIC

Basic content and format: Using Chicago / Turabian citation format, suggest at least ten properly-cited academically-credible sources that would help you to explore your topic.¹² **Be sure to use full citations and annotate – in other words, include a brief explanation underneath each source.**

CONTENT SPECIFICS:

- At least four of the sources must be primary sources.

DEFINITION: A primary source is a manuscript, record, or document that provides original research or documentation.

Example: If you are writing about the debate about Karl Barth, a primary source about predestination would be one written by Karl Barth.

- Thus no more than 6 can be secondary sources.

DEFINITION: A “secondary source” merely interprets or analyzes original research / historical documents. These include textbooks, journal articles, histories, criticisms, commentaries, and encyclopedias. Secondary sources are one step removed from the person or even being described. They provide the background needed to understand the primary sources.

Example: If you are writing about Karl Barth, a secondary source would be about Karl Barth or his ideas and work. These are the sources that analyze, evaluate, or describe the primary sources.

- No more than 4 can be websites or other non-print sources. (For example, you can include up to two interviews with a relevant expert, two films / television shows, or any mixture of fiction / non-fiction sources RELEVANT to your thesis.) The professor must approve in writing any use of websites as sources. (Email approval is OK.)
- Thus at least 6 must be print sources (or fully-online versions of sources originally appearing in print).
 - From the library: “The world is bigger with Google: You can start with Google but you will find the best sources in peer-reviewed journals. Always use the ‘advanced search’: If you need quality information, use the quality search.”

- At least 4 of your sources should be books

- Thus no more than 6 can be non-book sources such as articles (online and print).

Theology librarians Michelle Spomer, Elesha Keen, Liz Leahy, and others can help refer you to credible academic sources in theology. From the library: “Don’t be afraid to ask for help: librarians are paid to make you be a better researcher” (10 pt.)

FORMAT SPECIFICS:

- 1-inch margins
- 10-12 pt. font
- double-spacing
- no cover page
- page numbering required (per MLA, Chicago, or Turabian guidelines)

Examples:

- See Chicago Style Guide online at <http://library.menloschool.org/chicago.html#film>. 4/29/2009.
- Remember that MLA and APA formats are NOT accepted in this particular class, because they are not used in the academic discipline of theology.

Scoring Rubric:

Annotated Bibliography (10 points)

100% (A, A+)	Exceptional: Meets all requirements below + includes innovative sources such as interviews and other exceptional primary sources
95% (A)	Very good: Meets all requirements below + bibliography is well-balanced – biography, major works, social context, key ideas, & major critiques are about equally represented. Format good.
92.5% (A)	Good: Meets all requirements below + bibliography is well-balanced – biography, major works, social context, key ideas, & major critiques are about equally represented but with minor format issues
90% (A-)	Very good: Meets all requirements below + bibliography is well-balanced – biography,

¹² See Chicago Style Guide online at <http://library.menloschool.org/chicago.html#film>. 4/29/2009.

	major works, social context, key ideas, & major critiques are about equally represented. Format good, content needs more balance or more theology.
87.5% (B)	Good: Meets all requirements below + sources support outline and thesis – content outlined has sources in the bibliography (but missing sources for either biography, critiques / counterargument, or social context). At least 9/10 sources are annotated
85% (B)	Outline and sources do not agree: Bibliography does not include sources mentioned in outline or outline does not draw on sources in bibliography OR annotations are incomplete
80% (B-)	No theological sources are included.
75% (C)	Meets but does not go beyond minimum requirements: 10 sources, annotated, at least 4 of which are books & at least 4 of which are primary sources
70% (C-)	Meets basic requirement but has format errors (for example, not in required Chicago format, etc. ¹³)
68% (D+)	10 relevant annotated sources, but not in standard annotated bibliographic format OR perfect format but minor content problems (not quite enough primary sources or not quite enough balance, etc.)
65% (D)	10 relevant sources, but not annotated
62.5% (D)	10 relevant sources, but not annotated, minor format issues
60% (D-)	8 or 9 relevant sources, annotated, minor content or format issues
59.9% or below (F)	Less than 8 sources OR sources do not meet minimum requirements (# of books, print sources, primary sources, sources to support each perspective) + not annotated

STUDENT INFORMATION SHEET**CONTACT INFORMATION**

Name: _____ Course # & section _____

APU Box Number _____ E-Mail _____

Phone Number (APU) _____ Work _____

Home Address _____
_____**ACADEMIC GOALS AND BACKGROUND**How comfortable are you with computers, such as attaching files to email and/or navigating the Internet? _____
_____Major _____ Why you chose this major _____
_____Check the syllabus to see the prerequisites required for the course. Have you completed them? ____ Yes ____ No ____ In Process
(If you checked "no" or "in process" above, you may be asked to take the course at a later date.)

Previous Bible/Religion courses completed: _____

____ Senior ____ Junior ____ Sophomore ____ 1st Anticipated Grad Date _____

Career Plans _____

What are your "big questions," the major life issues that you are grappling with right now? (You may reflect on your learning experience in relation to this question during your Final Exam if you wish) Insofar as possible, I will endeavor to adapt our syllabi and course materials to better reflect the major questions raised by people in this section of the course. (If relevant, please comment on how these major questions connected to any goals you have for this class, any area(s) or question(s) in biblical/religious studies that most interest you and / or where, at this point, the study of the Bible, religion, or Christianity fits into what you want to do with your life, if at all.)

¹³ See Chicago Style Guide online at <http://library.menloschool.org/chicago.html#film>. 4/29/2009.

What is the ideal kind of course in which you learn best? What were your best and worst learning experiences? What were you being asked to do?

What is/are the best way(s) for me to assess what you've learned over the course of the semester, based on your individual learning style?

What are the standards to which you expect a teacher to be accountable?

Please reflect upon and sign the following **Academic Integrity Pledge**:

"As a student at this Christ-centered university, I will uphold the highest standards of academic integrity. I will not lie, cheat, or steal in my academic endeavors, nor will I accept the actions of those who do. I will conduct myself responsibly and honorably in all my academic activities as an Azusa Pacific University student in this course this semester."

I have received a copy of the syllabus for THEO363 Contemporary Christian Thought. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements of this syllabus.

Signature: _____ Date: _____