

## Program Level



Please describe the actions you are taking as a result of these findings.

Our next step is to revisit the design of this course THEO 6040: Intro to Christian Theology and make it a more suitable companion to THEO 6000: Theories and Methods in Religious Studies by providing a foundation in resources and methods in Theology. Our MTS and Ph.D. students interested in Constructive Theology Theological Ethics have commented that they are required to take a methods course in Religion but not one in Theology, so our goal is to redesign THEO 6040 to better meet this need.

If no changes are being made, please explain why.

N/A

## 7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

As a result of the assessment for Learning Outcome 1 (AY 2020-2021) and now Learning Outcome 2 (AY 2021-2022), we have implemented a redesign of the MARE program which now focuses more theology content across 5 areas of study (Bible, Ethics, Church History, Theology, World religions) order to offer all these required courses within the 36 credit degree program have eliminated THEO 6040: Intro to Christian Theology as a required course in the Master of Arts in Religious Education.

B. How has this change have these changes been assessed?

These changes were made after a series of meetings and discussions with affected stakeholders, including faculty, current and former students, superintendents and principals from the Archdiocese of St. Louis Catholic secondary school system, in an effort to bring our MARE degree program into line with diocesan teacher

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SAINT LOUIS UNIVERSITY  
Fall 2019

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THEO 6040-01: Introduction to Christian Theology

Thursdays 2:30-5:00pm

Adorjan Hall 245C

Dr. Emily Dumler-Winckler

Office: Adorjan Hall 346

Meeting: I am happy

Doing so will no doubt help us to better understand their work according to its historical context. Acquiring this kind of understanding might be our primary interest and this too is perfectly fine.

Constructive (systemic, moral, political) theologians tend to gravitate toward inquiries of the



you find confounding, convincing, troublesome, or otherwise. Summary and generalization are the enemy. You do not need to develop a thesis argument. Pick out a passage or two that might help focus our discussion. Offer your reflections, questions, hunches, and assessments. Again, the key is to say or ask something specific about something specific.

### Research Paper:

A final research paper of 120 pages is due Dec. 12th. Please submit this to me as a word document by email. Any topic is fair game so long as it involves a close reading of at least one text considered in this course, includes extensive engagement with the relevant secondary literature, and makes a case, defends a point of view. (12 point font, 1 inch margins, use method of citation, include page numbers and a Bibliography). Now is a great time to begin using a program like Endnote or Zotero if you have not already done so.

To assist in the successful and timely completion of this assignment there are three related assignments

- 1.! A research bibliography on a topic/theme/question of your choosing (more TBA in class) due to me, by email 10/24
- 2.! An abstract of the paper including the thesis and basic argument and as much of an outline as you care to provide is due to me, email: 11/14
- 3.! A rough draft of the paper is due by 4:00pm 12/03. Students will exchange drafts with one other student in the course (TBD), and then receive feedback at the final class/dinner (see below).

Course Policies: (Perhaps obvious but no less prudential to put in writing)

- 1.! Texts: please bring all texts to class ideally in hardcopy form. I appreciated the mya

explicit, writing papers, leading seminar discussions, and ~~solid~~ activities of all kinds, require for their success the exercise of certain virtues. For instance, courage, docility, charity, forbearance and justice, come to mind. We gather around these shared texts to learn from them and from one another. The success of ~~this~~ and of our endeavor as a community of theologians and scholars depends on us learning how to do this well together.

#### Required Books

Karl Barth, Dogmatics in Outline

Luke Bretherton, Christ and the Common Life

Sarah Coakley, God, Sexuality, and the Self (Cambridge

James Cone, God of the Oppressed (20th anniversary edition)

Gustavo Gutierrez, A Theology of Liberation

Stanley Hauerwas, The Work of Theology (or The Peaceable Kingdom)

Alasdair MacIntyre, After Virtue (ed. 3)

Reinhold Niebuhr, The Nature and Destiny of Man, vol. II

Friedrich Schleiermacher, A Brief Outline of Theology as a Field of Study.

Jeffrey Stout, Democracy and Tradition

Paul Tillich, The Courage to Be

#### Recommended Secondary Source

Livingston, Fiorenza, Coakley, & Evans, eds., Modern Christian Thought: The Twentieth Century

Electronic Reserve Materials To find the e-reserves for our class:

1. go to the SLU e-reserve page which can be found [here](#). Or via the SLU library homepage

Indispensable background:

- Augustine, City of God (especially Preface and Books II, XIX)
- Pope Boniface VIII, Unam Sanctam papal bull (1302)
- Martin Luther, "To the Christian Nobility of the German Nation" Letter

Recommended reading:

- Terry Pinkard, German Philosophy 1780-1840: The Legacy of Idealism
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- Eric Gregory, Politics and the Order of Love: An Augustinian Ethic of Democratic Citizenship (2010).

Week 6: Nouvelle Théologie/Ressourcement et Vatican II  
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Benjamin (10/3)

- Jane Addams, A new conscience and an ancient ideal (1912), Women at the Hague: The International Congress of Women and Its Results (1915) The Long Road of Woman's Memory (1916) Peace and Bread in Time of War (1922)
- Rosemary Radford Ruether, The Church Against Itself (1967), Sexism and God-Talk: Toward a Feminist Theology (1983), Gaia and God: An Ecofeminist Theology of Earth Healing (1994), Feminism and Religion in the 21st Century: Technology, Dialogue, and Expanding Borders (2014).

Week 9: Theologies of Liberation: Black and Latinx American Felix (10/24)

- ¥ James Cone, God of the Oppressed (Ch. 7) The Meaning of Liberation
- ¥ Delores Williams, Sisters in the Wilderness, 6: 127-151 [ER]
- ¥ Gustavo Gutierrez, A Theology of Liberation: History, Politics, and Salvation Chapters 10-11 (and as much as you can muster) Essential Writings Chapter One: Toward a New Method: Theology and Liberation (24).
- ¥ Cornel West, Prophesy Deliverance!: An Afro-American Revolutionary Christianity, Ch. 45.

Indispensable background

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## Indispensable background

- ! Albert North Whitehead, *Process and Reality* (esp. Part V Ch. 2 and Part I Ch. 3).
- ! Charles Sanders Peirce, *The Essential Peirce* (selections including: 9, 14, 18, 24, 25, 27, 28, 29)
- ! William James, *Pragmatism and A Pluralist Universe* (Library of America 1988)
- ! Richard Rorty, *Philosophy and the Mirror of Nature* (selections esp. Ch. 3, 7, 8).
- ! Ralph Waldo Emerson, *Nature*

- Kevin Hector, The Theological Proje

# THEO 6040: Christian Theology Introduction

Saint Louis University ) D O O

Dr. Elizabeth Sweeny Block elizabeth.block@slu.edu

Thursdays 9:01:45am ‡ \$ G R U M D Q + D O O &

Office Hours: Thursdays-2p (Adorjan 345) and by appointment

## Course Description

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LQWHUSUHW \*RG·V UHYHODWLRQ &KULVWLD- Describes that seeks U PRUD  
WR DQVZHU WKH TXHVWLRQ on Resources of the Christian tradition  
Christian concepts, doctrines, categories, symbols, and sources to do so. Theology and ethics are  
inseparable because ideas about God impact how we live, what we value, our ideals and hope. We  
understand God and RG·V UHODWLRQ WR WKH ZRUOG KDV HYHU\WKLQJ W F  
theology without attending to the social implications of religious commitments.

Therefore, this course introduces some of the major figures, texts, movements, and questions of Christian

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- x H. Richard Niebuhr, *The Responsible Self*
- x Gustavo Gutierrez, *A Theology of Liberation: History, Politics, and Salvation*
- x James Cone, *God of the Oppressed*
- x Elizabeth Johnson, *She Who Is: A Quest for the Living God*
- x Alasdair MacIntyre, *After Virtue*
- x Stanley Hauerwas, *The Peaceable Kingdom*
- x Mark Massa, S.J., *The Structure of Theological Revolutions: How the Fight Over Birth Control American Catholicism*

Recommended

- x John Mahoney, *The Making of Moral Theology*
- x Tobias Winright, *ed.*,





October 14  
Vatican II and Catholic Moral Theology

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themselves from any person class attendance or person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should [contact the Student Health Center](#) for immediate assistance.

2. Students (whether exhibiting any potential COVID-19 symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all person course activities per the stipulations of the isolation quarantine directive.
3. Students are responsible for notifying their instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible. Consistent with [University Attendance Policy](#), students also are responsible for all material covered in class and must work with the instructor to complete any required work. In situations where students must be absent for an extended period of time due to COVID-19 isolation or quarantine, they also must work with the instructor to determine the best way to maintain progress in the course as they are able based on the situation.
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Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. We have enc G 4[uterd ri G 4[uterd ri G menm00000 bienviro

# THEO 6040: Christian Theology Introduction

Saint Louis University ☩) D O O  
Dr. Elizabeth Sweet Block ☩ H O L J D E H W K E O R F N # V O X H G X  
Thursday 9:00-11:45am ☩ \$ G R U M D Q &+ D O O  
Office Hours: By appointment

## Course Description

6DLQW \$QVHOP GHVFULEHG WKHRORJ\ DV 'IDLWK VHHNLQJ XQGH  
LQWHUSUHW \*RG·V UHYHODWLRQ &KULVWLD-Description: This course  
WR DQVZHU WKH TXHVWLRQ: What are the sources of the Christian tradition?  
Christian concepts, doctrines, categories, symbols, and sources to do so. Theology and ethics are  
inseparable because ideas about God impact how we live, what we value, our ideals and aspirations. How we  
understand God and DRG·V UHODWLRQ WR WKH ZRUOG KDV HYHU\WKLQJ W F  
theology without attending to the social implications of religious commitments.

Therefore, this course introduces some recent figures, texts, movements, and questions in contemporary  
Christian theology with an emphasis on moral theology or Christian ethics. Our focus will be on the  
theological texts, problems, and questions that shape the constructive task of theology today. A guiding  
question for our course will be: what is the purpose of theology? This leads to other questions. How did or do our thinkers  
understand the work of theology? What are the many implications of the theologies we will encounter? How  
are they alike or distinct? What sources and methods do our authors use? We will consider new and recent  
texts and thinkers that contribute to the subfields of systematic, moral, political, and constructive theology.

We each bring our own interests and questions to this course, which is part of the fun. Our unique  
backgrounds and histories will influence how we approach these thinkers. We will aim to understand our  
thinkers on their own terms, in their contexts, as well as to engage these thinkers in light of our own  
questions and contemporary problems.

## Course Objectives

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## Academic Integrity

Academic integrity is honest, truthful and responsible conduct in the mission of Saint Louis

all acts of falsehood or mean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of integrity as matters of serious concern. The full University Academic Integrity Policy can be found on the Provost's Office website at [https://www.slu.edu/provost/policies/academic/course/policy\\_academicintegrity\\_626-2015.pdf](https://www.slu.edu/provost/policies/academic/course/policy_academicintegrity_626-2015.pdf)

Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites.

## Disability Accommodations

Students with a documented disability who wish to request accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at [accessibility\\_disability@slu.edu](mailto:accessibility_disability@slu.edu) or by phone at

Therefore, any time a University-level face mask requirement is in effect, face masks will be required in this class. This expectation will apply to all students and instructors, unless a medical condition warrants an exemption from the face mask requirement (see below).

When a University-wide face mask requirement is in effect the following will apply:

Students who attempt to enter a classroom without wearing masks will be asked by the instructor to put on their masks prior to entry. Students who remove their masks during a class session will be asked by the instructor to resume wearing their masks.

Students and instructors may remove their masks briefly to take a sip of water but should replace masks immediately. The consumption of food will not be permitted.

Students who do not comply with the expectation that they wear a mask in accordance with the University-wide face mask requirement may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to those outlined in the Student Handbook. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:

- o dismissal from the course(s)
- o removal from campus housing (if applicable)
- o dismissal from the University

To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with a University-wide face mask requirement.

When a University-wide face mask requirement is not in effect students and instructors may choose to wear a face mask or not, as they prefer for their own individual comfort level.

#### ADA Accommodations for Face Mask Requirements

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services (students) or Human Resources (instructors) to initiate the accommodation process in the

[ADA Policy](#). Inquiries or concerns may also be directed to the [Office of Institutional Equity and Diversity](#). Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

#### Statement on In-Person Class Attendance and Participation

The health and well-being of our students and faculty are a top priority for Saint Louis University. Accordingly, the following University statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies.

3. Students are responsible for notifying their instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible. Consistent with [University Attendance Policy](#), students also are responsible for all material covered in class and must work with the instructor to complete any required work. In situations where students must be absent for an extended period of time due to COVID-19 isolation or quarantine, they also must work with the instructor to determine the best way to maintain progress in the course as they are able based on the situation.
4. Consistent with the [University Attendance Policy](#), students may be asked to provide medical documentation when a medical condition impacts a class for an extended period of time.
5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official, or due to an adverse reaction to a COVID-