CHTH319/415
Reconciliation, Christian Ethics and Public Theology
Intensive Course Outline 2017

This course examines political and social reconciliation initiatives in different societies in recent times. It draws on these experiences to think critically and creatively about what a Christian theology of reconciliation might need to address, as well as what insights it might offer. A key question guiding the course is how a Christian theology of reconciliation might be developed to engage constructively with the challenges of reconciliation in the aftermath of recent conflict and/or historical injustice.

We start this course (Day 1) by exploring why reconciliation has come to prominence as a social and political issue in recent decades, what it involves, and why it is significant for public theology. Then we will be examining the reconciliation process in three distinctive social contexts: post-apartheid South Africa (Day 2); politically and religiously divided Northern Ireland (Day 3); and consider its relevance closer to home in Aotearoa New Zealand (Day 4). Finally, we will reflect on the contribution that Christian theology and ethics can make to social and political reconciliation (Day 5).

This paper is taught by a **five day Intensive from 3 July to 7 July in Auckland**, at St Johns College, Auckland. This is the only teaching provided for the course, so attendance at the Intensive is compulsory in order to complete the paper. Students must provide their own travel and accommodation, but catered meals will be available at the College. (See Blackboard for further details.)

**LEARNING OUTCOMES**

By the end of the course the student taking the paper at **300-level** should:

- Clarify a sound understanding of the challenges posed by reconciliation as a personal and political process and its relevance to Christian ethics and public theology.
- Analyse the complexity of truth, justice, forgiveness, remorse and apology in the social transformation of division and conflict.
- Critically evaluate the resources that public theology and Christian ethics can draw upon to contribute constructively towards personal and political reconciliation.
• Present persuasive written work with analytic arguments based on evidence, reading and reason.

In addition to all the above, the student taking the paper at 400-level should also:

• Develop the capacity to identify a research topic and pursue a research plan to satisfactory completion.

LECTURER’S INTRODUCTION

Your lecturer for this paper is Professor David Tombs, Howard Paterson Professor of Theology and Public Issues, and Director of the Centre for Theology and Public Issues. David studied theology and philosophy at Oxford University, Union Theological Seminary (New York), and London University. His research focuses on public, contextual and liberation theologies, and especially on the relationship between religion and different forms of violence. Before coming to Otago he was Assistant Professor of Conflict Resolution and Reconciliation at the Irish School of Ecumenics, Trinity College Dublin.

For Day 4, David will be joined by Dr Alistair Reese. Alistair is a Research Affiliate at the University of Otago and his research and speaking interests focus on the New Zealand story with particular regard to post-colonial identity and reconciliation.

ASSESSMENT OVERVIEW

• At 300-level the course will be assessed through three pieces of written work worth 30%, 30% and 40% of your grade respectively. There is no final examination.

• At 400-level the course will be assessed through two pieces of written work worth 30%, and 70% of your grade respectively. There is no final examination.

RESOURCES

• The Course Book containing the required readings. They are also available on eReserve.
• This Course Outline, which contains information on how the course will be taught and assessed.
• Blackboard, the University’s online learning tool;
• eReserve, a resource for electronic readings, which you can access via Blackboard;
• The Department’s “Study and Style Guide” which recommends students use the 16th edition of the Chicago citation style when writing essays. It is available online at http://www.otago.ac.nz/theology/study/studentresources/
• The handbook Distance Learning Information and Support 2017, providing advice on administrative matters not covered in this course book and on the Distance
Library Service. (You may download the PDF from the 'Essential Information' web page).

**THIS IS IMPORTANT!**

**Please Note:** You must have access to Blackboard and your University email address in order to complete this paper. You will receive access once your enrolment is complete. Communications from your lecturer regarding teaching matters will be provided only through Blackboard and your University email address (as outlined in the University's Student Communications Policy), so you must check these emails regularly, or arrange to forward them to your main address. eVision will also send important messages through your University email. If you have any concerns about your access to Blackboard or to other course resources, please contact the lecturer or administrative staff immediately so that these can be resolved.

You will find there is a lot of helpful information and resources on the Department’s website. In particular, we require you to read the section called “Essential Student Information.” You will find it here:

http://www.otago.ac.nz/theology/study/studentresources/

This page provides a number of useful resources such as the Study and Style Guide and the Plagiarism Declaration Form you must attach to your assignments. It supplies detailed information on assessment and student support. In particular, it contains guidance on the topics of plagiarism and deadlines, both of which can incur penalties if not heeded. This also is where you will find instructions for making online discussion posts and submitting assignments electronically. So it is very important you make yourself familiar with this material. Our assumption is that you have read it.

We will make reference to information on the website in the following pages, so do take the time to follow the links and absorb the material. It will save you from making costly mistakes and help to make the practical experience of distance study a straightforward one.

**ESSENTIAL TEXTBOOKS**


Tutu, Desmond. *No Future Without Forgiveness*. New York: Doubleday; London: Rider, 1999 (This is available to purchase on Kindle and there are two copies in the Library. It is also available through the University Bookshop: https://www.unibooks.co.nz/ This book will be used for the seminar on Day 2.

The Course Book for this paper. It will be mailed out to your semester address and is also posted on Blackboard under ‘Course Documents’.
INTENSIVE SCHEDULE

Day 1: Monday 3 July 2017: Introduction
1:00 – 2:00 pm Introductions
2:00 – 3:00 pm Session 1 – Faith in the Public Square
3:00 – 3:30 pm Afternoon Tea
3:30 – 4:30 pm Session 2 – Introduction to Social and Political Reconciliation

Day 2 Tuesday 4 July 2017: South Africa
9:00 – 10:30 am Session 1 – South Africa’s TRC
10:30 – 11:00 am Morning Tea
11:00 – 12:30 pm Session 2 – South Africa’s TRC
12:30 – 1:30 pm Lunch (in Dining Room, served at 1 pm)
1:30 – 3:00 pm Session 3 – Seminar ‘No Future Without Forgiveness’
3:00 – 3:30 pm Afternoon Tea
3:30 – 4:30 pm Session 4 – Evaluation of TRC

Day 3 Wednesday 5 July 2017: Northern Ireland
9:00 – 10:30 am Session 1 – Religion and the Conflict in Northern Ireland
10:30 – 11:00 am Morning Tea
11:00 – 12:30 pm Session 2 – Conflict and Sectarianism
12:30 – 1:30 pm Lunch (in Dining Room, served at 1 pm)
1:30 – 3:00 pm Session 3 – Seminar ‘Reconciliation After Violent Conflict’
3:00 – 3:30 pm Afternoon Tea
3:30 – 4:30 pm Session 4 – Northern Ireland’s Peacewalls

Day 4 Thursday 6 July 2017: Aotearoa New Zealand
9:00 – 10:30 am Session 1 – Introduction and Indigenous Reconciliation perspectives
10:30 – 11:00 am Morning Tea
11:00 – 12:30 pm Session 2 – Te Tiriti o Waitangi and Reconciliation
12:30 – 1:30 pm Lunch (in Dining Room, served at 1 pm)
1:30 – 3:00 pm Session 3 – Seminar: Reconciliation of Te Papa?
3:00 – 3:30 pm Afternoon Tea
3:30 – 4:30 pm Session 4 – Conclusion: Reconciliation of all things?
[7:00 pm – 9:00 pm Optional evening film]

Day 5 Friday 7 July 2017: Theological Reflection
9:00 – 10:30 am Session 1 - Forgiveness
10:30 – 11:00 am Morning Tea
11:00 – 12:00 pm Session 2 - Reconciliation
12:00 – 12:30 pm Reflection, feedback and evaluation
Day 1  Monday 3 July


Day 2  Tuesday 4 July


Day 3  Wednesday 5 July


Day 4  Thursday 6 July


Alistair Reese, ‘Reconciliation and the Quest for Pakeha Identity’ Unpublished PhD, University of Auckland, 2013. (Extracts available through eReserve and Blackboard).

Day 5 Friday 7 July


**ASSESSMENT QUESTIONS**

At **300-level** every student must submit three assignments which are weighted as follows.

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<thead>
<tr>
<th>Assignment</th>
<th>Words</th>
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<tr>
<td>Assignment 1</td>
<td>1,500-2,000</td>
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<td>Assignment 2</td>
<td>1,500-2,000</td>
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<tr>
<td>Assignment 3</td>
<td>2,000-2,500</td>
<td>40%</td>
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At **400-level** every student must submit two assignments which are weighted as follows.

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<th>Assignment</th>
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<tbody>
<tr>
<td>Assignment 1</td>
<td>2,000-2,500</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>4,000-4,500</td>
<td>70%</td>
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In your assignments, it is good to demonstrate:

1. Critical examination of the academic literature, showing both breadth and depth
2. Careful thought about complex questions
3. Persuasive, well-reasoned and evidence-based arguments
4. Clear writing style and good presentation format and referencing

**300-level**

**CHTH319 Assignment 1: Invited talk**

**Due: Thursday 3 August, Midnight**

A local group in your hometown (for example, a church, community or youth group) have heard you are doing this course and have asked you to speak to them to about what the course is focusing on and what you are discovering. You have decided to speak to them on ‘What is Reconciliation?’ and ONE OTHER CHAPTER TOPIC from the Reconciliation After Violent Conflict Handbook.

Prepare an appropriate text for your talk to the group, which will include:

- Telling the group why you chose this course;
• Sharing and explaining what the Handbook has to say on ‘What is Reconciliation?’ and one other chapter topic;
• Saying why you find the Handbook’s discussion interesting, and how it compares or contrasts with other readings that you are doing for the course.

In your text, be sure to thank the group for its interest at the start of the talk, and again for its interest at the end of the talk. The style of writing should be appropriate to the group, but it should include conventional footnotes, just in case one of the group asks for a copy of the text. Include a first footnote that explains who the group is. You can choose whether it is an imaginary group or a real group that you actually know, but if it is a real group it is best to give it an imaginary name for the purpose of the assignment.

CHTH319 Assignment 2: Book review

Due: Monday, 28 August, Midnight

The book review editor of the International Journal on Public Theology has asked you to do a book review of Desmond Tutu’s No Future Without Forgiveness. You have been asked to include particular attention to:

• What you see as its strengths and weaknesses as an account of the TRC;
• What Tutu means by forgiveness and why he sees it as important;
• To what extent would other literature on the TRC support or question Tutu’s assessment of the value of the Commission and the value of forgiveness.

CHTH319 Assignment 3: Analysis essay.

Due: Wednesday 27 September, Midnight

Write an essay that analyses the issues, identifies and discusses the relevant academic literature, and argues your own views for ONE of the following questions:

1. Can religion help the reconciliation process in Northern Ireland? Describe and critically evaluate the role of the churches in the conflict and in the peace and reconciliation process in Northern Ireland.
2. What would a public theology of reconciliation in Aotearoa New Zealand need to address, and how might it best seek to do this?
3. What biblical and theological resources are available to develop a theology of reconciliation, or a Christian ethics of reconciliation, that might make a positive contribution in a society where reconciliation is seen as a social issue?

400-level

CHTH415 Assignment 1: Book review

Due: Thursday, 3 August, Midnight

The book review editor of the International Journal on Public Theology has asked you to do a book review of Desmond Tutu’s No Future Without Forgiveness. You have been asked to include particular attention to:

• What you see as its strengths and weaknesses as an account of the TRC
• What does Desmond Tutu mean by forgiveness? Why does he see it as important?
• To what extent would other literature on the TRC support or question Tutu’s assessment of the value of the Commission and the value of forgiveness.

CHTH415 Assignment 2: Research essay
Due: Wednesday 27 September, Midnight

Research and write an essay that analyses the issues, identifies and discusses the relevant academic literature, and argues your own views for ONE of the following questions:
1. Can religion help the reconciliation process in Northern Ireland? Describe and critically evaluate the role of the churches in the conflict and in the peace and reconciliation process in Northern Ireland.
2. What would a public theology of reconciliation in Aotearoa New Zealand need to address, and how might it best seek to do this?
3. What biblical and theological resources are available to develop a theology of reconciliation, or a Christian ethics of reconciliation, that might make a positive contribution in a society where reconciliation is seen as a social issue?

REFERENCING SYSTEM

For writing essays, the Department requires that you use the 16th edition of the Chicago Style Guide, which is the norm for many academic journals in the Humanities and is often recommended for theses in the humanities. The Department has prepared a Study and Style Guide, which outlines the Chicago Style and offers other advice on essay presentation. You may find it via the Department’s “Student Resources and Information” page: http://www.otago.ac.nz/theology/study/studentresources/

SUBMITTING WRITTEN WORK

All assignments shall be submitted electronically via the “Assignment” feature on Blackboard by midnight on the due dates notified. Please do not submit paper copies. For full instructions about how to submit assignments electronically via Blackboard as well as other important information on plagiarism, grading, and deadlines, please see the “Essential Information" web page.

All Assignments submitted in the Department of Theology and Religion must be prefaced with a student Plagiarism Declaration Form. They will not be deemed to have been submitted unless and until the Plagiarism Declaration Form has been submitted.

It can be downloaded from http://www.otago.ac.nz/theology/study/studentresources/ It is also on the Blackboard site for this course.

ACADEMIC INTEGRITY

Academic integrity means being honest in your studying and assessments. It is the basis
for ethical decision-making and behaviour in an academic context. Academic integrity is informed by the values of honesty, trust, responsibility, fairness, respect and courage. Students are expected to be aware of, and act in accordance with, the University’s Academic Integrity Policy.

Academic Misconduct, such as plagiarism or cheating, is a breach of Academic Integrity and is taken very seriously by the University. Types of misconduct include plagiarism, copying, unauthorised collaboration, taking unauthorised material into a test or exam, impersonation, and assisting someone else’s misconduct. A more extensive list of the types of academic misconduct and associated processes and penalties is available in the University’s Student Academic Misconduct Procedures.

It is your responsibility to be aware of and use acceptable academic practices when completing your assessments. To access the information in the Academic Integrity Policy and learn more, please visit the University’s Academic Integrity website at www.otago.ac.nz/study/academicintegrity or ask at the Student Learning Centre or Library. If you have any questions, ask your lecturer.

http://www.otago.ac.nz/administration/policies/otago116838.html
http://www.otago.ac.nz/administration/policies/otago116850.html

STUDENT SUPPORT

The “Essential Information” web page provides helpful information on how to access the University Library’s resources, as well as a guide to the support services available to students at the University of Otago, including the Student Learning Centre and Disability Support.

For all administrative enquiries, please contact:
The Administrative Assistant for Theology and Religion.
Email: theology@otago.ac.nz Phone: 03 479 8516

For all distance learning enquiries, please contact:
Katherine Rae, Administrative Assistant for Theology and Religion.
Email: katherine.rae@otago.ac.nz Phone: 03 479 8639

We recommend that you contact the Department as soon as possible if you have any problems participating in the course or accessing resources. Please remember to check your University email account regularly for updates and announcements.