



CHTH 305/405

The Roots of Public Theology

Course Outline 2018

SEMESTER 1 2018

Campus Lectures:

Wednesdays 2:00-3:50 pm

Distance Videoconferences:

Wednesday 28 Feb, 6:10pm-

7:00 pm,

Wednesdays 21 Mar, 11 Apr,

2 May and 16 May 6:10pm-8:00 pm.

Lecturer:

Dr Derek Woodard-Lehman

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This course explores the contribution made to 'public theology' by thinkers and activists from the Reformation to the first half of the 20th century, from roughly the 1520s to the 1940s.

Some of the people we look at offer a broad framework for a Christian approach to engagement with 'public issues' – Augustine with his 'two cities', for example; others are focused more on principles—like Temple and his 'middle axioms'. Anabaptists present a model of withdrawal from public life which can nevertheless outwork itself in a radical challenge to prevailing values, while Calvin seeks to bring church and authorities together in the business of building a godly society. Müntzer suggests that at times public theology needs to have a 'prophetic' edge, to be unafraid to tell the authorities 'what to do', while the Levellers seek to get

their point across through reasoned debate with the people who matter. Winstanley frames his argument as a 'humble request' to people who can make a difference, Kingsley addresses not the rulers but the ruled.

In different ways, these figures sought to draw upon the resources of the Christian faith to influence public life for good; to bring biblical insights to bear on the pressing issues of their day; to challenge their societies where they felt they were falling short of God's demands in the areas of justice and peace; to encourage or cajole their rulers to draw closer to a godly ideal. So, each can help us to think afresh about the challenge of making theology engage with our own context and contribute to contemporary debates around the local, national and even global issues which we confront today.

LECTURER'S INTRODUCTION

The lecturer for this paper is Derek Woodard-Lehman. Derek is based in Wellington where he looks after programming for the Centre for Theology and Public Issues. His research focuses on the relationship between religion and politics, particularly in the context of twentieth-century democratic social movements like the German Church Struggle, the US American Civil Rights Movement, and the South African Anti-Apartheid struggle.

You can read more about the Centre for Theology and Public Issues at: <http://www.otago.ac.nz/ctpi/ctpi-wellington>

LEARNING OUTCOMES

At 300-level

By the end of this course, it is expected that you will be able to:

- Describe what scholars mean by 'public theology' and show how it draws upon the central tenets of the Christian faith
- Construct an argument to show that theology has an inherently 'public' dimension
- Construct an argument to show that the mission of Jesus, as recorded in the gospels, had a strong 'public' dimension
- Demonstrate an understanding of some of the key writings by the individuals and movements covered in this paper, and an ability to critique their thinking
- Demonstrate an awareness of the impact that these individuals and movements had on their own cultures and on the wider development of theological, political and philosophical thought
- Demonstrate an awareness of how these individuals and movements contribute to our understanding of 'public theology'

At 400-level

In addition to those at 300-level, you should be able to:

- Demonstrate an ability to make connections between – and identify tensions between – the ideas of the people and movements covered in this paper
- Demonstrate how the study of the individuals and movements in this paper enriches our understanding of what it means to do public theology today

TEACHING

- Weekly lectures with classes video-linked to Dunedin campus or accessible online. The lectures are recorded and the recordings can be accessed through Blackboard.
- A Teaching Day will be offered in Dunedin, Wellington and Auckland - note that you need only attend the one closest to you. Campus students should plan to attend the Dunedin Teaching Day, in place of the lectures for those two weeks.
- Five videoconference sessions taught by Zoom for Distance students

ASSESSMENT

CHTH305

- Written Assignment 1, worth 40% (2500 words)

- Written Assignment 2, worth 20% (1500 words)
- Written Assignment 3, worth 40% (2500 words)

CHTH 405

- Essay 1, worth 40% (3000 words)
- Essay 2, worth 20% (2000 words)
- Essay 3, worth 40% (3000 words)

RESOURCES

- Blackboard, the University's online learning tool;
- This Course Outline and the Course Book
- 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 2018*, 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. 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.

COURSE STRUCTURE

Campus Schedule

Please note that all weekly lectures are taught as videoconferences. The lecture will be accessible on campus in Dunedin (at one of the AV rooms in the Link, near the Central Library) or online via Zoom.

Week 1: Topic 1 Wednesday 28 February, 2.00-3.50 pm

Introductions: Getting to know each other, and getting familiar with the course expectations, the learning materials and readings, and some of the technology (including Zoom and Blackboard).

Week 2: No lecture

Week 3: Topic 2: Teaching Day (please attend this, if possible, in place of your usual session - Wednesday 14 March: Dunedin: 3.30 pm – 9.00 pm

An introduction to Public Theology, and how it seeks to bring insights and resources from Christian scripture and Christian tradition as a contribution to the public square.

Week 4: Topic 3: Wednesday 21 March, 2.00-3.50 pm. Reformation, Part 1.

Week 5: Extra lecture: Wednesday 28 March, 2.00-3.50 pm. Public Theology Today

Mid Semester Break 2 April – 6 April (Easter 30/3-2/4)

Week 6: Topic 4: Wednesday 11 April, 2.00-3.50 pm. Reformation, Part 2.

Week 7: Topic 5: Wednesday 18 April, 2.00-3.50 pm. English Civil War, Part 1

ANZAC Day, Wednesday 25 April - no lecture this week

Week 8: Topic 6: Wednesday 2 May, 2.00-3.50 pm. English Civil War, Part 2

Week 8: Topic 7: Wednesday 9 May, 2.00-3.50 pm. Christian Socialism, Part 1

Week 9: Topic 8: Wednesday 16 May, 2.00-3.50 pm. Christian Socialism, Part 2

Week 10: Topic 9: Wednesday 23 May, 2.00-3.50 pm. Pulling It All Together

Distance Schedule

Videoconference 1: Wednesday 28 February, 6.10 pm-7.00 pm

Introductions

Getting to know each other, and getting familiar with the course expectations, the learning materials and readings, and some of the technology (including Zoom and Blackboard).

Videoconference 2: Wednesday 21 March, 6.10 pm-8.00 pm**European Reformation –**

How the European Reformation (including Luther, Calvin, the Anabaptists, Müntzer and Erasmus) contributed new thinking on the relationship between the earthly and the holy.

Videoconference 3: Wednesday 11 April, 6.10 pm-8.00 pm**English Civil War**

The turbulent decades of the 1640s and 1650s, and how the issues that were raised for faith, politics and power gave rise to religious movements like the Quakers, Levellers and Diggers, as well as writers like John Milton.

Videoconference 4: Wednesday 2 May, 6.10 pm-8.00 pm**Christian Socialists**

The social criticism offered by ‘Christian socialists’ in the nineteenth century, who sought to apply Christian values to the issues faced by the poor and working class.

Videoconference 5: Wednesday 16 May, 6.10 pm-8.00 pm**Conclusion: Pulling It All Together**

A return to the initial discussion of Public Theology (Topic 1) in light of the historical events and writings (Topics 2-4), for discussion of how an awareness of historical roots might shape an approach to public theology today.

VIDEOCONFERENCES

All campus sessions will be conducted as videoconferences, accessed from one of the AV room in the Link near the Central Library. If you are unable to attend a videoconference, or want to review a lecture, a recording will be available from the Blackboard site for this paper.

There will also be five evening videoconferences for Distance Students, which students will join in from home via Zoom. These will be held from 6.10 – 8.00 pm on Wednesdays and will follow the same content as the campus sessions.

All of our videoconferences will be organised around discussion rather than lecture. We will begin with a Plenary Discussion, during in which I will make introductory remarks framing our Topic(s), drawing out connections with previous and subsequent Topics, and highlighting central concepts and issues. **Again, this is *not* meant to be a “lecture” where I talk and you listen.** It is rather meant to initiate a conversation by getting us all on the same page and getting an initial discussion up and running. Indeed, I hope that my efforts will elicit your interruptions and replies—that the give and take between us in the Plenary will generate energy and enthusiasm for the topic.

Following this, we will engage together in a Roundtable Discussion organised around your own questions and concerns. Each of you—in turn, and sometimes in collaboration with a colleague—will take responsibility for facilitating a portion of at least one Roundtable.

The agenda for our Roundtable Discussions will be built around questions and comments that you submit via email to myself and our facilitators **by 6:00 pm on the Monday before our Wednesday Sessions.** The facilitators, in consultation with me, will review your contributions, noting common confusions and concerns, and “cluster” them into related items for conversation.

Accessing the Videoconferences

Videoconferences are taught using Zoom. In order to participate you will need a computer with access to reliable broadband, a microphone and headphones (or headset), a web camera, and a quiet place to yourself with no distractions. Please ensure that you have tested your connection prior to the first videoconference. Full instructions on using Zoom are given on the 'Essential Information' web page, and the 'Zoom Videoconferences' link on Blackboard (where you will find the URL you need to join).

If you are obliged to miss a lecture you can find a recording on Blackboard under the 'Zoom Videoconferences' Link.

TEACHING DAYS

In addition to the Zoom videoconferences this course involves a teaching day/evening at one of the following venues for Distance Learning students. Although it is not compulsory to do so, students are strongly encouraged to attend ONE of the following teaching days, (Campus students are expected to attend the Dunedin day in place of that week's lectures, and this will give them an opportunity to meet with Derek in person). The same content will be repeated in each of the three venues. Students who are unable to attend one of the teaching days will be able to access a summary of the key issues covered in the teaching day.

Dunedin

Date: Wednesday 14 March
Time: 3.30 pm - 9.00 pm
Venue: Otago University, venue to be announced on Blackboard.

Timetable for Dunedin Teaching Evening:

3:30-6:00 Session 1
6:00-7:00 Dinner (students are responsible for providing their own dinner)
7:00-9:00 Session 2

Auckland

Date: Thursday 15 March
Time: **10.30 am** - 3.45 pm (Note change of time)
Venue: St Johns College, 202-210 St Johns Road, Meadowbank

Morning and afternoon tea provided. **You are invited to join in lunch in the Dining Room, at no cost**, but you must email the Department at least a week in advance to confirm, otherwise we advise that you bring your own meal. Vegetarian options are available but students with special dietary requirements should also bring their own food. Parking is available.

Wellington

Date: Friday 16 March
Time: 9.30 am - 3.45 pm

Venue: St Johns in the City, cnr Dixon and Willis Streets, Te Aro.

Tea and coffee are provided, students to provide own lunch. Parking options:
<http://www.stjohnsinthecity.org.nz/facilities/parking-options/>

At the Teaching Day we will have discussion of the readings on Topic 1 – What is Public Theology. As you go through this reading before the Teaching Day, you should think carefully and critically about what you read. At the Teaching Day you will be asked to share insights that you have gained from the reading, and questions you would like to pose, arising from the reading.

NOTE: please email admin.theologyandreligion@otago.ac.nz **as soon as possible** when you have decided on which venue you will attend. Students are responsible for arranging their own travel and accommodation for the Teaching Days.

ASSIGNMENT QUESTIONS

300-level Assignments

Assignment 1:

Value: 40%
Word Limit: 2500 words
Due Date: Friday 23 March 2018

Topic: Arguments for Public Theology

You have been invited to take part in a debate opposing the following motion: 'As a secular country, New Zealand believes faith to be a matter for the private rather than the public sphere.' You will only be allowed to make one contribution to the debate, a prepared speech of around 2,000 words. Write your speech, seeking to convince your opponents and the audience that 'faith' has a legitimate place in the public square and a contribution to make to public discourse.

You may, if you wish, use up to 300 of your allocated 2,000 words to compile an Appendix of extra information to support your speech. This is only for the marker to read – it will not be part of your contribution to the debate – and may include material expanding on points made in the speech itself. The speech should be fully referenced even though the references and footnotes will not be drawn upon during the debate.

Assignment 2:

Value: 20%
Word Limit: 1500 words
Due Date: Friday 4 May 2018

Topic: Review Article

Select one of the following readings and write a critical review of it to go up on a Website accessed by an educated but non-specialist readership. Your review should include both an explanation and assessment of the work's main arguments, and a brief description of

its author and the circumstances in which he came to write it. Be sure to use your own words throughout, using direct quotation from the work very minimally. You may draw upon other writers' assessments of the work if you wish, making clear through footnoting where you have done so. You should also include a bibliography.

- Calvin, 'On Civil Government' (Topic 2, R2.3)
- Erasmus, from 'The Complaint of Peace' (Topic 2, R2.7)
- Milton, 'A Defence of the People of England' (Topic 3, R3.4)
- Winstanley, 'An Humble Request...' (Topic 3, R3.5)
- Tawney, 'Moreover, One Thing Is Necessary...' (Topic 4, R4.5)
- Temple, Christianity and Social Order (Topic 4, R4.6)

Assignment 3:

Value: 40%
Word Limit: 2500 words
Due Date: Friday 1 June 2018

Topic: Critical Essay on the Roots of Public Theology

To what extent can the work of theologians of the past help us shape a 'public theology' for today? Illustrate your answer with examples from some of the writings you have studied and show their application to one or more public issue that are relevant today. Please use footnotes as necessary.

400-level Assignments

Assignment 1:

Value: 40%
Word Limit: 3000 words
Due Date: Friday 23 March 2018

Topic: Arguments for Public Theology

You have been invited to take part in a debate opposing the following motion: 'As a secular country, New Zealand believes faith to be a matter for the private rather than the public sphere.' You will only be allowed to make one contribution to the debate, a prepared speech of around 2,500 words.

Write your speech, seeking to convince your opponents and the audience that 'faith' has a legitimate place in the public square and a contribution to make to public discourse.

You may, if you wish, use up to 500 of your allocated 2,500 words to compile an Appendix of extra information to support your speech. This is only for the marker to read – it will not be part of your contribution to the debate – and may include material expanding on points made in the speech itself. The speech should be fully referenced even though the references and footnotes will not be drawn upon during the debate.

Assignment 2:

Value: 20%
Word Limit: 2000 words
Due Date: Friday 4 May 2018

Topic: Review Article

Select one of the following readings and write a critical review of it to go up on a Website accessed by an educated but non-specialist readership. Your review should include both an explanation and assessment of the work's main arguments, and a brief description of its author and the circumstances in which he came to write it. Be sure to use your own words throughout, using direct quotation from the work very minimally. You may draw upon other writers' assessments of the work if you wish, making clear through footnoting where you have done so. You should also include a bibliography.

- Calvin, 'On Civil Government' (Topic 2, R2.3)
- Erasmus, from 'The Complaint of Peace' (Topic 2, R2.7)
- Milton, 'A Defence of the People of England' (Topic 3, R3.4)
- Winstanley, 'An Humble Request...' (Topic 3, R3.5)
- Tawney, 'Moreover, One Thing Is Necessary...' (Topic 4, R4.5)
- Temple, Christianity and Social Order (Topic 4, R4.6)

Assignment 3:

Value: 40%
Word Limit: 3000 words
Due Date: Friday 1 June 2018

Topic: Critical Essay on the Roots of Public Theology

Write an essay on:

To what extent can the work of theologians of the past help us shape a 'public theology' for today? Illustrate your answer with examples from some of the writings you have studied and show their application to one or more public issue that is relevant today. Please use footnotes as necessary.

CRITERION FOR MARKING

Marking for all assignments will take into account:

- The clarity of your writing. Give your assignments interesting introductions and conclusions, a clear and logical structure, and a strong well-argued narrative.
- Your ability to demonstrate critical engagement with the readings and the audio-conference discussions. You should engage critically with these ideas in the body of your essay and in footnotes. You are strongly encouraged to consult some of the resources listed under 'further reading' in each topic.
- Your ability to integrate material from other disciplines such as history, politics and biblical studies, and to utilise your knowledge and awareness of current affairs.
- Your ability to use what you have learned during the videoconferences and from your reading to show how theology can enrich debates around contemporary global issues.

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 and distance learning enquiries**, please contact:

The Administrative Assistant for Theology and Religion.

Email: admin.theologyandreligion@otago.ac.nz

Phone: 03 479 8516

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.

DEPARTMENT OF THEOLOGY AND RELIGION

University of Otago, PO Box 56, Dunedin 9054, New Zealand

www.otago.ac.nz/theology