



CHTH 231/331

Christianity, War and Violence

Distance Course Outline 2017

SEMESTER 1 2017

Lecturer & Course Coordinator:

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Welcome to CHTH 231/331. This paper builds on the introduction to Christian ethics provided in CHTH131. After an investigation of the role of the Bible in Christian ethics the course focuses on the ethical considerations involved in war, violence, and the contemporary realities of terrorism. Assessment for the 231 students will be different from assessment for the 331 students.

COMMUNICATION

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.

LECTURER'S INTRODUCTION

Finding appropriate ways to respond to warfare and violence has been a recurring challenge for Christians. Those who seek to follow Jesus have not always agreed on whether or not Christians should get involved in warfare, and they have taken different positions on the use of force and violence. I look forward to investigating with you the traditions of Christian reflection on these challenges.

LEARNING OUTCOMES

At the end of the course, students at 200 level should be able to:

1. understand the theological framework within which Christian ethics has its place;
2. recognise and understand the distinctive features of a Christian approach to ethics; and
3. analyse the strengths and weaknesses of this approach as it pertains to contemporary challenges in the global community.

At the end of the course, students at 300 level should be able to:

1. critically evaluate the theological framework within which Christian ethics has its place;
2. outline and critically engage with the distinctive features of a Christian approach to ethics; and
3. analyse the strengths and weaknesses of this approach as it pertains to contemporary challenges in the global community.

PAPER STRUCTURE

This course is divided into three Modules:

Module 1: Ethics and the Bible

Module 2: Ethics in a Violent World

Module 3: Violence and the Christian Tradition

TEACHING

Teaching for Distance students will consist of:

- One introductory videoconference and four two-hour videoconferences using Zoom
- One Teaching Day, offered in Auckland, Wellington and Dunedin

RESOURCES

- Blackboard, the University's online learning tool;
- A Course Book containing a Study Guide and required readings
- This Course Outline, which explains how the course is taught
- eReserve, a resource for extra readings, which you can access via Blackboard;

- The Department's "Study and Style Guide" which recommends students use the 16th edition of the Chicago Style Guide 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).
- A highly recommended textbook: Richard B. Hays, *The Moral Vision of the New Testament: A Contemporary Introduction to New Testament Ethics* (New York: Harper and Row, 1996). You may purchase this from the University Bookshop: unibooks.co.nz

THIS IS IMPORTANT!

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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.

VIDEOCONFERENCES

Interactive videoconferences enable immediate response from the lecturer and other students. They are an excellent forum for discussing the issues raised and for clarifying any problems you may encounter as you work through the material. For the method to be

successful, it is essential that everyone participates fully. Videoconferences are not lectures, where the teacher delivers a monologue; nor are they a dialogue with one person in the group. They are intended to be similar to the tutorials which on-campus students attend and will involve you in careful listening and appropriate participation.

How should students prepare for each videoconference?

- Read the relevant section in the Study Guide and the Readings associated with it beforehand.
- Think about the issues raised in the course material and jot down a few points that you might like to make during the discussion.

What will we do at the videoconferences?

- The lecturer welcomes everyone. Material from the previous session may be reviewed and an introductory overview of the new topic is given.
- The lecturer will ask questions to engage students in discussion. The focus will be on the readings and the issues they raise.

An interchange of views and reactions to the study material is an important aspect of each videoconference. Each participant brings a unique combination of prior experience, study and theological perspective to the videoconference – and each participant is a resource for the group as a whole.

In this kind of learning situation it is very important that participants prepare well, not only to master the study material provided but also to be ready to state and support their own viewpoints in dialogue with the whole group.

Accessing the Videoconferences

For information about accessing Zoom please refer to the 'Essential Information' web page (link given above).

The URL you need to access the meeting is given on the '**Zoom Instructions**' link on the Blackboard page for this paper.

Schedule of Videoconferences

Videoconference	Date
1	6 March (6.10pm – 7.00pm)
2	3 April (6.10pm – 8.00pm)
3	24 April (6.10pm – 8.00pm)
4	8 May (6.10pm – 8.00pm)
5	29 May (6.10pm - 8.00.pm)

In the first videoconference we will be discussing the mechanics of how the paper will work and we will consider the material in Module 1, Study Unit 1. Please read Study Unit 1 before the first videoconference. You should read the remainder of Module 1 in

preparation for the Teaching Day. Module 2 will be discussed in the second and third videoconferences and Module 3 will be considered in videoconferences four and five.

TEACHING DAY

In addition to the videoconferences, this course involves a Teaching Day/Evening at one of the following venues. Although it is not compulsory to do so, students are strongly encouraged to attend ONE of the following teaching days. The same content will be repeated in each of the three venues. During the teaching day we will work through Module 1, Study Units 2-5.

Please contact Katherine Rae (katherine.rae@otago.ac.nz) as soon as you have decided which venue you plan to attend.

Dunedin

Date: Thursday 9th March

Time: 3:00-9:00pm

Venue: University of Otago, venue will be announced on Blackboard.

Timetable for Dunedin Teaching Evening

3:00-6:00 Session 1

6:00-7:00 Dinner (students are responsible for providing their own dinner)

7:00-9:00 Session 2

Auckland

Date: Monday 13th March

Time: 9.30-4.00 pm

Venue: St John's College, 202-210 St Johns Road, Meadowbank, Auckland

*Lunch will be provided, as well as tea and coffee. For catering purposes **please contact the Department to let us know if you will be taking part in the lunch or will be bringing your own food.** Parking available onsite.*

Wellington

Date: Tuesday 14th March

Time: 9.30-4.00 pm

Venue: A central city venue, which will be announced on Blackboard.

Timetable for Auckland and Wellington Teaching Days

9.30-12:30 Session 1: Module 1: Study Units 2-3

12:30-1:30 Lunch

1:30-4.00 Session 2: Module 1: Study Units 4-5

NOTE: it is essential that students email the Department when they have decided on which venue they will attend, and, in the case of **Auckland**, if they wish to join in the lunch. The **Wellington Day** may be cancelled if there are insufficient numbers. (It may be wise to

contact the Department before you make travel arrangements to Wellington, to confirm that it is going ahead.)

Students are responsible for arranging their own travel and accommodation for the Teaching Days

ASSESSMENT

There is **no examination** for this paper. Assessment is comprised of **three essays**:

Assessment Task	Due	CHTH231	CHTH331	Percentage
Essay 1.	March 21	1000 words	1200 words	25%
Essay 2.	April 23	1800 words	2000 words	35%
Essay 3.	May 21	2200 words	2500 words	40%

ASSIGNMENT QUESTIONS

CHTH321 Assignments

Assignment 1

Length: 1000 words
 Value: 25% of final mark
 Date due: March 21st 11.59pm

Topic:

In Reading 1.3 of the Coursebook Richard Hays describes three focal images for New Testament ethics: community, cross and new creation. Provide a brief outline of Hays' proposal and offer your own view on whether these images provide a good basis for Christian ethical reflection.

Assignment 2

Length: 1800 words
 Value: 35% of final mark
 Date due: April 23rd, 11.59pm.

Topic:

EITHER: Offer a discussion of how the teaching and example of Jesus should be applied to the question of whether Christians should engage in war.

OR: Select **one** of the following readings in the course-book: 2.1 (O'Donovan), 2.2 (Yoder), or 2.3 (Wink) and offer a critical assessment of the argument set forth in the reading.

Assignment 3

Length: 2200 words
Value: 40% of final mark
Date due: May 21st, 11.59pm

Topic:

EITHER: To what extent does the Barmen declaration provide a model for Christian political engagement in our own time?

OR: Does the Christian imperative to forgive one's enemies extend to the realm of politics? Illustrate your answer with reference to a particular example of political conflict.

CHTH 331 Assignments

Assignment 1

Length: 1200 words
Value: 25% of final mark
Date due: March 21st 11.59pm

Topic:

In Reading 1.3 of the Coursebook Richard Hays describes three focal images for New Testament ethics: community, cross and new creation. Provide a brief outline of Hays' proposal and offer your own view on whether these images provide a good basis for Christian ethical reflection.

Assignment 2

Length: 2000 words
Value: 35% of final mark
Date due: April 23rd, 11.59pm.

Topic:

EITHER: Outline and offer a theological evaluation of the principles of Just War theory.

OR: In 2009-2010 in the Journal, *Studies in Christian Ethics*, Richard Hays and Nigel Biggar engaged in a debate about how best to interpret the New Testament's position on the legitimacy or otherwise of the use of force. Write an (imaginary) article for the same journal in which you summarise the debate and make an assessment of who has the more convincing arguments.

See *Studies in Christian Ethics*, 2009 vol 22, and 2010, vol 23. See also Hays, *The Moral Vision of the New Testament* and Biggar, *In Defence of War*.

The Journal articles are available online through the University Library.

Assignment 3

Length: 2500 words
Value: 40% of final mark
Date due: May 21st, 11.59pm

Topic:

EITHER: What allegiance does the Christian owe to the secular state?

OR: Select **ONE** of the following readings from the course-book and offer a critical discussion of how it might help us to read some of the 'violent texts' of the Old Testament. Reading 3.2 (Cavanaugh), 3.3 (Trible), 3.4 (Griffith) and 3.5 (Chapman).

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/>

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.

DEPARTMENT OF THEOLOGY AND RELIGION
University of Otago, PO Box 56, Dunedin 9054, New Zealand
www.otago.ac.nz/theology