



CHTH 322/422

Citizenship, Democracy and Discipleship

Course Outline 2017

SEMESTER 1 2017

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Welcome to Citizenship, Discipleship, and Democracy! We have an exciting agenda and itinerary before us this semester. The topics we will discuss with one another, and the trajectory will chart together, covers a wide range of historical and contemporary examples of how Christians have negotiated the duality of their spiritual citizenship in the Kingdom of God and their political citizenship in the kingdoms of this world. Of course, how much we learn, and how much we enjoy this paper, depends, first, on the effort we each put into our independent preparation, and, second, the energy we all bring to our videoconference interaction.

Our paper is divided into five Units. The first (Citizenship on Earth and in Heaven) covers basic terms and concepts in theology, philosophy, politics and ethics. These include things like public theology and social ethics, church and state, citizenship and discipleship, etc. If you've taken other papers in these subjects, you'll likely find much of this familiar. If not, don't worry, these terms and concepts will quickly become familiar. The second (Reformation and Revolution) covers the social, political, and ecclesial transformations in modern Europe (c.a. 1500-1800 CE). The third (Enfranchisement and Empowerment) considers movements for women's rights in the Anglo-American context (c.a. 1700-2000 CE). The fourth (Abolition and Apartheid) compares the movements to abolish slavery and segregation in USAmerica and South Africa (c.a. 1829-1994 CE). The fifth contemplates a range of more contemporary movements in USAmerica, the United Kingdom, and Argentina. These events and movements are milestones in both the history of Christianity and the development of democracy. I think you'll find them instructive for your own understanding of citizenship and discipleship. More, I hope it will inspire you to discover and discuss similar historical moments and social movements in Aotearoa New Zealand for your final essays.

Our practices and procedures for this paper will be as follows:

We will work independently using our Course Outline, Course Reader, and Study Guides. The Outline includes basic information, such as Contact Information, Videoconference Schedule, Learning Outcomes, Assessment, Expectations for Study Hours, links to Student Support services, and Course Policies. The hard copy Course Reader contains most of the required readings for this course. Any additional readings or those outside copyright are provided through the Library's eReserve system, which you can access

through Blackboard. Please be sure to familiarise yourself with our Schedule, Assessment, and Readings. Plan your independent work and videoconference availability accordingly.

[DISTANCE STUDENTS: Please note that, due to public holidays and university breaks, we often go more than the usual two weeks between our Videoconferences. Be sure to work steadily during these gaps so as to stay on pace.]

We will work collaboratively during our scheduled Videoconferences and on our Teaching Day. These interactions afford us opportunity to discuss and debate the concepts, events, practices, and issues covered in the Readings and Study Guide.

Our Videoconferences and Teaching Days 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 our Roundtable.

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 one Roundtable.

The way that will work is like this.

(1) Each Topic in the Study Guide concludes with Final Thoughts reflection questions that ask all of us to prepare one comment and one question (per Topic) for the Roundtable. (NOTE: Distance Videoconferences cover two topics per session, and, thus, will require two comments and questions.)

(2) By 6:00 pm on the Sunday before our Tuesday Videoconference, you will email your comment(s) and question(s) to *both* myself and the designated facilitator(s) for that session’s Roundtable.

(3) The facilitator(s), in consultation with me, will review your comments and questions, noting common confusions and concerns, and “cluster” them into related items for conversation during the Roundtable.

(4) The facilitator(s) will initiate and facilitate the Roundtable Discussion during our Videoconference by making an agenda for discussion and taking responsibility for working through the agenda.

In addition to the Course Book itself, Study Guides for each Topic will be distributed online via Blackboard. These will provide commentary on the readings, give further explanation of key concepts and terms, raise questions for your reflection, and flag issues for discussion during our Videoconferences. Please pay particular attention to the First Thoughts and Final Thoughts questions at the beginning and ending of each Topic.

LEARNING OUTCOMES

By the end of our paper, you will be (able to):

- Recognise, explain, and evaluate various conceptions of 'public theology,' 'social justice,' 'citizenship,' 'discipleship,' and 'democracy'
- Identify and evaluate a range of biblical and theological arguments motivating Christian engagement in public life, civil society, and social movements
- Aware of important Church-based social movements for political liberation and social inclusion
- Compare and contrast the differing social, historical, political, and theological dimensions of these movements, and be able to assess their strengths and weaknesses
- Be familiar with a range of contemporary social issues and be able to analyse various viewpoints on them
- Be able to explain and defend your own viewpoint on specific social issues, as well as Christian engagement with social justice more generally

TEACHING

Campus:

- Weekly 2-hour lectures, **Tuesdays, 12.00 - 1.50 pm.**
- A Teaching Day in Dunedin, **Thursday 16 March, 3:30 - 9:00 p.m.**

These are taught via videoconference from Wellington but students will attend classes in an AV room on campus. Details will be posted on your eVision calendar and Blackboard.

Distance:

- 5 two-hour videoconferences, **Tuesdays, 6:10-8.00 pm**
- A Teaching Day offered in Dunedin, Wellington and Auckland.

Note that Distance students are welcome to join in the Campus lectures, either in person or by videoconference, and recordings of these will be made available to all students. Campus students are expected to attend the Dunedin Teaching Day.

RESOURCES

- Blackboard, the University's online learning tool;
- The Course Book accompanying the Course Outline
- The Study Guides distributed electronically via Blackboard
- eReserve, a resource for 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).

THIS IS IMPORTANT!

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.

ASSESSMENT

- Two Document-Based-Question Essays (40% – 20% each)
- Research Essay (60%)

EXPECTATIONS FOR STUDY HOURS

"Citizenship, Discipleship, and Democracy" is offered as either a 300-level or 400-level paper. The University expects students to put in 12 hours of study per point. As an 18-point paper, CHTH322 requires 216 hours of study over the 13-week semester. As a 20-point paper, CHTH422 requires 240 hours of study over the 13-week semester. This averages out to 16 and 18 hours per week respectively. Please plan accordingly.

Day to day and week to week, the bulk of your study hours will be spent completing our Readings and their accompanying Study Guides. These Guides are set up so that you can work at your own pace and in your own style. They treat each reading individually, making reference to others when relevant. You can use them as you wish, either approaching the readings one at a time (say, for a few hours daily) or “batching” all the readings for a Topic at the same time (say, for several hours once weekly).

The main task to be accomplished in your study hours is completing the reading with the aid of the Study Guides. “Completing” the reading means, first, getting through the approximately 80-100 pages of the assigned texts; second, it means using the Study Guide to ensure that you understand the texts; third, it means clarifying *what you don’t* understand about the texts.

NOTE: this third task is especially important. Each Topic in the Study Guides concludes with Final Thoughts reflection questions. These are meant to help you review and assess your learning for that Topic by, first, reviewing the Learning Outcomes and revisiting your answers to the First Thoughts reflection questions. They are also meant to prompt your preparation for the Videoconference in which that Topic will be covered. Being ‘prepared’ for our Videoconferences includes being able to identify things that remain unclear or uncertain to you, and being ready to ask a well thought out question about your unclarity and uncertainty.

Strange as it may sound, being ready to say, ‘I don’t get X, Y, or Z’ counts as being prepared for class. Saying, ‘I don’t know’ or ‘I don’t understand’ can be an important contribution to our shared learning.

VIDEOCONFERENCES

Interactive Videoconferences enable live—and hopefully *lively*—exchanges between us. They afford us opportunity to raise issues for discussion, ask questions for clarification, and identify topics for reflection. Remember, these sessions are *not* meant to be *only* online talks where I, as the lecturer, well, lectures, and you listen. However, in order for our sessions to be lively and interactive, each of us must prepare well on our own. And all of us must contribute when we are together.

How should you prepare for each Videoconference?

- Read the assigned Readings in the Course Reader and work through the accompanying Study Guides available via Blackboard
- Take the time to reflect on the questions raised in the Study Guide, *especially* those in the First Thoughts and Final Thoughts sections at the beginning and ending of each Topic
- Write down the question and comment from each Topic that you would like to contribute to our Roundtable Discussion agendas, distribute them to me and the designated facilitator(s) in advance of our session, and be ready to engage them during our Videoconferences

What will do during our Videoconferences?

Our first session on 28 February will be a brief introduction and orientation. We will introduce ourselves to each other. I will introduce our topic and schedule, our practices and procedures. And, together, we will have a first discussion of citizenship, discipleship, and democracy.

Our subsequent sessions will take place as per the Distance and On-Campus Schedules below.

- Subsequent Distance Videoconferences will take place from 6:10 to 8:00 pm on 28 March, 11 April, 9 May, and 23 May. Each session will cover two Topics as per the Schedule below.
- Subsequent On-Campus Videoconferences will take place weekly on Tuesdays from 12:00 to 1:50 pm. Each session will cover one Topic as per the Schedule below.

We will first approach each Topic via Plenary Discussion in which I will present key concepts and central passages. Again, I hope my efforts solicit your interruptions, questions, and contributions.

We, then, will move into a Roundtable Discussion in which you each will contribute the comments and questions you've prepared in response to that Topic's Final Thoughts questions. After we've made a list of these, we will "cluster" them into areas of shared concern and decide where to begin.

Information and instructions about accessing Zoom can be found on the Department webpage (<http://www.otago.ac.nz/theology/study/studentresources/>). This will also be posted under the Zoom Information Tab on Blackboard.

Our Videoconference schedules are as follows:

DISTANCE SCHEDULE

Date	Time	Topics Covered
28 February Teaching Days	6:10-7:00 PM	Introduction and Orientation Topics 1-2
28 March	6:10-8:00 PM	Topics 3-4
11 April	6:10-8:00 PM	Topics 5-6
9 May	6:10-8:00 PM	Topic 7-8
23 May	6:10-8:00 PM	Topic 9-10

ON-CAMPUS SCHEDULE

Date	Time	Topics Covered
28 February	6:10-7:00 PM	Introduction and Orientation
Teaching Days		Topics 1-2
21 March	12:00-1:50 PM	Topics 3
28 March	12:00-1:50 PM	Topics 4
4 April	12:00-1:50 PM	Topic 5
11 April	12:00-1:50 PM	Topic 6
2 May	12:00-1:50 PM	Topic 7
9 May	12:00-1:50 PM	Topic 8
16 May	12:00-1:50 PM	Topic 9
23 May	12:00-1:50 PM	Topic 10
30 May	12:00-1:50 PM	Conclusion

TEACHING DAYS

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 cover Topics 1 & 2.

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

Auckland

Date: Tuesday 15 March

Time: 9.30-4.00 pm

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

*Lunch will be provided at no cost, 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.** (If not, please bring your own food.) Parking available onsite.*

Wellington

Date: Wednesday 8 March

Time: 9.30-4.00 pm

Venue: Central Wellington venue to be announced on Blackboard

Coffee and tea will be provided but please bring your own food.

Dunedin

Date: Thursday 16 March

Time: 3:30-9:00pm

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

NOTE: it is essential that students email the Department when they have decided on which venue they will attend, and, in the case of **St Johns College Auckland**, if they wish to join in lunch in the Dining Room. (There are no convenient food outlets near the College so we recommend you bring your own food if you are not eating in the Dining Room.)

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

ASSESSMENT

The University identifies two forms of assessment: formative and summative. Formative assessment takes place on an ongoing basis, day to day, week to week. It is meant to provide immediate feedback on your learning. Formative assessment takes place through the Study Guides and is *your* responsibility. Summative assessment is more episodic. It is meant to provide intermittent feedback on your learning. Summative assessment takes place through assignments and is *my* responsibility.

This paper undertakes formative assessment primarily through the Study Guides. The Guide for each Topic begins with First Thoughts questions. These invite you to reflect on your knowledge and understanding of the Topic *before* doing the reading. The Guide then concludes with Final Thoughts questions. These invite you to reflect on how your knowledge has grown and how your understanding has changed as a result of completing the assigned reading and reflection in the Study Guide. It also asks you to assess yourself on the basis of the Learning Outcomes for each Topic. By doing so, and by comparing “before” and “after,” you will get a sense of how, and how much, you are learning.

This paper provides summative assessment primarily through three essays.

The first two are Document-Based-Question essays. As their name suggests, these essays are analytical responses to one of several “documents”—texts or images—that reflect the events, issues, practices, etc. related to Topics 5-8. You will, first, select which document to analyse in your essay. You will, second, make an argument that defends a thesis about that document which identifies *which* aspects of the topical material it exhibits and *how* it does so. You will do so by explicitly connecting the document to the texts from the Course Reader and discussions from our Teaching Days and Videoconferences.

For example, if this were an anthropology paper on the relationship between Anglo-European and Maori culture, I might select a photograph of the All Blacks performing the Haka and a passage from the Treaty of Waitangi. You would, first, select your document—the photo or the passage. You would then make an argument about how the document exhibits the synthesis of these cultures making use of whatever course readings supported your analysis.

DBQ ESSAY 1 – ENFRANCHISEMENT AND EMPOWERMENT

Value:	20%
Word Count:	1,500 words (300-level) 2,000 words (400-level)
Due Date:	9 May

Select *one* of the four documents for your essay. Take some time to examine the document. Make a few brief notes that identify what it depicts or describes. (Be as specific as possible. If it depicts or describes a particular event, organisation, or person, identify them in as much detail as you can.) Then reflect on how the document exhibits the issues and dynamics, the values and ideals, the events and movements, the beliefs and practices that we engaged in Topics 5-6. (Draw as many connections as you can. Be sure to draw them as clearly as you can using quotations and citations from our Readings.) Now,

organise your observations in order to develop an analysis of both the document and what it exhibits. Don't just say *that* the document exhibits these from Topics 5-6. Say *why* and *how*. Use the document as means of discussing those dynamics in conversation with our Readings, being sure to cite at least two.

DBQ ESSAY 2 – ABOLITION AND APARTHEID

Value: 20%
Word Count: 1,500 words (300-level) 2,000 words (400-level)
Due Date: 23 May

Select *one* of the four documents for your essay. Take some time to examine the document. Make a few brief notes that identify what it depicts or describes. (Be as specific as possible. If it depicts or describes a particular event, organisation, or person, identify them in as much detail as you can.) Then reflect on how the document exhibits the issues and dynamics, the values and ideals, the events and movements, the beliefs and practices that we engaged in Topics 5-6. (Draw as many connections as you can. Be sure to draw them as clearly as you can using quotations and citations from our Readings.) Now organise your observations in order to develop an analysis of both the document and what it exhibits. Don't just say *that* the document exhibits these from Topics 7-8. Say *why* and *how*. Use the document as means of discussing those dynamics in conversation with our Readings, being sure to cite at least two.

The third is a longer Research essay that more closely examines a movement or organisation that reflects relationship between citizenship, discipleship, and democracy. For the 300-level, this essay will select one of the movements from Topics 9-10 to explore through further research. The idea is to go *deeper* into material covered in the paper. For the 400-level, this essay will identify a movement or organisation not covered in our readings to research. The idea is to go *beyond* the material covered in the paper. For both, the idea is to select one concrete example, to reflect on it, and to make an argument about it.

RESEARCH ESSAY

Value: 60%
Word Count: 4,000 words (300-level) 5,000 words (400-level)
Due Date: 30 May

For the 300-level, select one of the contemporary movements or organisations from Topics 9-10 to explore through further research. For the 400-level, select a contemporary movement or organisation not covered in Topics 9-10 to explore through further research. You are welcome to use our course readings as a starting point for your research. Be sure to take cues from their footnotes and bibliographies. For the 300-level, you are encouraged to make the bulk of your research the rest of these books of which we've read parts. For the 400-level you are encouraged to move beyond these readings. For both, analyse the movement or organisation you've selected in terms of how it understands and embodies the relationship between citizenship, discipleship, and democracy.

NOTE: You should select your topic by 31 March and work on it throughout the semester. Do not leave it to the end and try to complete both your research and writing *after* Topics 9-10. Look ahead to those readings to select your topic. Get ahead on your research early in the term.

All of your essays should take the form of an argument in defence of a thesis. A thesis is a claim about your topic. (For example, 'True discipleship forbids any and all engagement with citizenship.' Note well, this is not a very plausible claim!) An argument provides the reasons supporting the thesis claim. (This is true, *because* X, Y, Z.) Your essay should begin with an introduction (no more than 1-2 paragraphs for the DBQ essays, perhaps 3-4 for the Research Essay) that clearly states your thesis and briefly introduces your argument. The body of the essay should elaborate your reasons, use examples, and consider objections (what is the most obvious counterpoint to your thesis claim, and how can you respond?).

Please submit all essays as Microsoft Word documents with double-spacing, 12-point Times New Roman font, and 2.5 cm margins.

You may cite your sources either parenthetically or in footnotes. For further guidance on citation, please see the Department Style Guide which can be found online at <http://www.otago.ac.nz/theology/otago121075..pdf>.

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 **11:00 pm** 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.

DEPARTMENT OF THEOLOGY AND RELIGION

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www.otago.ac.nz/theology