

**TH 3XP3/5XP5/6XP6**  
**Politics and Theology**  
**CC/CW/PS**

**McMaster Divinity College**  
**Fall 2020**  
**Hybrid**  
**Office: 216**

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**I. Description:**

This course investigates the various forms of political theology and theological approaches that implicate Christians and the church in politics. Part of this course will chart the history of Christian political theology—e.g., Luther’s theology of the two kingdoms and liberation theology. It will devote significant time to contemporary approaches and issues—e.g., eco-theology—and ways of understanding the political identity of Christians and the church vis-à-vis their place and role in society—e.g., should Christians be exiles on the margin of empire or engaged in the public space?

- A. Specializations:  
Church and Culture  
Christian History and Worldview  
Pastoral Studies
- B. Doctor of Practical Theology:  
Doctor of Practical Theology students can take this course as a Research Elective for their degree program by developing a syllabus in consultation with the professor and submitting an application to the registrar. Once the application is accepted, DPT students can proceed with the course as part of their degree program.
- C. MA and PhD:  
See Appendix 1 for Research Degree Requirements

**II. Course Objectives:**

- A. Knowing:
  - 1. Know a variety of biblical, historical, and contemporary ways Christians have understood the relationship between Christianity and the state.
  - 2. Know the distinct historical-cultural contexts of Christian political theology and the variety of Christian responses to those cultural conditions.
  - 3. Consider contemporary political issues from a Christian perspective.
- B. Being:

1. Appreciate that theology is a dynamic and contextual effort to discern appropriate ways to embody the redemption revealed in Jesus Christ.
2. Embrace a deeper sense of your Christian identity vis-à-vis contemporary political theologies.
3. Become more aware of the biblical, theological, and cultural influences on your Christian political views.

C. Doing:

1. Analyze contemporary political issues from a Christian perspective.
2. Be able to develop responses to political concerns/issues that draw on biblical, historical, and theological resources in political theology.
3. Develop skills addressing contemporary political issues from a Christian perspective.

### III. Required Texts:

1. Craig Hovey and Elizabeth Phillips, ed. *The Cambridge Companion to Christian Political Theology* (New York: Cambridge University Press, 2015).
2. William T. Cavanaugh, *Migrations of the Holy: God, State, and the Political Meaning of the Church* (Grand Rapids: Eerdmans, 2011).
3. Additional readings may be assigned (e.g., articles, chapter selections within books).

### IV. Course Assignments Outline:

❖ **Research degree students, see Appendix 1 for research program requirements** ❖

Assignment	Percent	Due
A. Current Issue Discussion:	15%	Day of presentation
B. Profile in Political Theology:	20%	Nov 4
C. Political Theology Paper/Projects:	60%	
1) Presentation	20%	Nov 25, Dec 2
2) Capstone Collaboration	5%	Nov 27, Dec 4
3) Paper	35%	1 week after presentation

D. Reading: 5% Dec 11

E. Participation:  $\frac{X}{\text{Total: 100\%}}$

V. Course Outline:

Part One: Online			
Week	Date	Topic	Due Dates & Reminders
1	Sept 14	<ul style="list-style-type: none"> <li>• Live session for Personal Introductions and Course Overview (45 min. Zoom session TBD)</li> </ul> I. A Political Bible!? <ul style="list-style-type: none"> <li>A. The Politics of Creation &amp; Redemption (online lecture)</li> </ul>	
2	Sept 21	<ul style="list-style-type: none"> <li>B. The Politics of the Divine Image (online lecture)</li> <li>C. The Politics of the New Jerusalem (online lecture)</li> </ul>	
3	Sept 28	II. Historical Paradigms of Political Theology <ul style="list-style-type: none"> <li>A. Eusebius &amp; Christian Empire (online lecture)</li> </ul> <ul style="list-style-type: none"> <li>• Live session (30 min. Zoom session TBD): 2 current issue presentations</li> </ul>	
4	Oct 5	<ul style="list-style-type: none"> <li>B. Two Cities/Kingdoms/Spheres               <ul style="list-style-type: none"> <li>1. Augustine (online lecture)</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• Live session (30 min. Zoom session TBD): 2 current issue presentations</li> </ul>	
5	Oct 12	<ul style="list-style-type: none"> <li>* Monday (Oct 12) is Thanksgiving</li> <li>2. Luther (online lecture)</li> </ul> <ul style="list-style-type: none"> <li>• Live session (30 min. Zoom session TBD): 2 current issue presentations</li> </ul>	
6	Oct 19	<ul style="list-style-type: none"> <li>3. Calvin (online lecture)</li> </ul> <ul style="list-style-type: none"> <li>• Live session (30 min. Zoom session TBD):</li> </ul>	

		2 current issue presentations	
<b>Part Two: Campus Session</b>			
7 Day 1 Oct 29	9:30-Noon	C. Christian Realism: Reinhold Niebuhr	• We will take regular breaks during these time blocs
	Noon-12:30	Lunch provided	
	12:30-4:00	• Political theology paper/project workshop discussion  III. Contemporary Paradigms of Political Theology A. Anabaptism, Yoder, and Hauerwas  B. Christian Progressives and Conservatives	
Day 2 Oct 30	9:30-1:00	• Profile in political theology discussion  C. Radical Orthodoxy and Cavanaugh	• We will take regular breaks during these time blocs
<b>Part Three: Online</b>			
8	Nov 2	D. Liberation theologies (e.g., Black, Feminist, Womanist, Mujerista theologies) (online lecture)	• Profile in political theology due Nov 4
9	Nov 9	IV. Issues in Political Theology A. The Politics of Neoliberal Capitalism & Democracy (online lecture)	
10	Nov 16	B. The Politics of Tolerance, Cancel Culture, and Violence (online lecture)	

11	Nov 23	Paper Presentation (post on Padlet) & Collaboration: <i>Week one</i> <table border="1" data-bbox="440 312 1099 543"> <thead> <tr> <th></th> <th>Paper</th> <th>Respondent</th> </tr> </thead> <tbody> <tr><td>1.</td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td></tr> <tr><td>4.</td><td></td><td></td></tr> <tr><td>5.</td><td></td><td></td></tr> </tbody> </table>		Paper	Respondent	1.			2.			3.			4.			5.			<ul style="list-style-type: none"> <li>• Post video presentation Nov 25</li> <li>• Post collaboration Nov 27</li> </ul>
	Paper	Respondent																			
1.																					
2.																					
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5.																					
12	Nov 30	Paper Presentation (post on Padlet) & Collaboration: <i>Week two</i> <table border="1" data-bbox="440 716 1099 947"> <thead> <tr> <th></th> <th>Paper</th> <th>Respondent</th> </tr> </thead> <tbody> <tr><td>6.</td><td></td><td></td></tr> <tr><td>7.</td><td></td><td></td></tr> <tr><td>8.</td><td></td><td></td></tr> <tr><td>9.</td><td></td><td></td></tr> <tr><td>10.</td><td></td><td></td></tr> </tbody> </table>		Paper	Respondent	6.			7.			8.			9.			10.			<ul style="list-style-type: none"> <li>• Post video presentation Dec 2</li> <li>• Post collaboration Dec 4</li> <li>• Week one papers due</li> </ul>
	Paper	Respondent																			
6.																					
7.																					
8.																					
9.																					
10.																					
13	Dec 11	Conclusion and Assessment	<ul style="list-style-type: none"> <li>• Week two papers due</li> </ul>																		

**VI. Assignment Descriptions:**

General Guidelines:

- Submit your final assignments in the relevant folder on Avenue to Learn.
- Papers and assignments may be submitted early for feedback from the professor and resubmitted on the due date for grading.
- All assignments marked according to the Grading Criteria Form (available on A2L)
- All papers and assignments should conform to the MDC’s Style Guide

A. Current Issue Discussion:

1. Purpose:

This assignment provides the opportunity to engage a contemporary political issue from a Christian perspective. These brief case studies will take place during live Zoom sessions. We will have two to three presentations during each session. Each presentation is approximately 15 minutes. We will schedule the date and times during

the first week of class and endeavor to find a date and time that works for everyone. The sessions will be recorded in the case you are not able to join the live session.

- Note: Depending on numbers in the course, we may schedule some of the Current Issue Discussions for the campus session.

2. Description:

- a. Select a contemporary issue, figure, movement, controversy, etc. and analyze it from the perspective of a Christian political theology.

- The church and COVID-19
- The church and climate change
- Christians and racism
- Christians and equality (e.g., gender issues, wealth disparities)
- Eugenics, transhumanism
- Socialism vs. capitalism
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b. Guidelines:

- 1) Length: 15 minutes.
- 2) Describe the selected topic: you can use PowerPoint/Keynote using the screen share function in Zoom.
- 3) Analyze the issue from the perspective of a Christian political theology.
- 4) Identify implications for Christian political theology.
- 5) Submit in the A2L assignment folder a description of the topic and your analysis of it, as well as the resources used to develop the discussion topic. Length: four to five pages.

B. Profile in Political Theology:

1. Purpose:

This assignment provides the opportunity to explore the political theology of a figure, event, text, or movement in the history (past or present) of Christian theology. Christianity has a rich history of engagement with the political order. This assignment provides the opportunity to investigate one.

2. Description:

- a. Select a historical or contemporary figure, movement, text, or event that shows how Christians have engaged the political order.
- b. Length of the essay is 7–8 pages.
- c. Possible figures
  - Constantine and the beginning of Christendom
  - Charlemagne and conversion by the sword
  - William Wilberforce and the abolition movement
  - Dietrich Bonhoeffer and political resistance
  - Martin Luther King, Jr. and the Civil Rights Movement
  - Tommy Douglas and national health care
  - Social Gospel and the temperance movement

C. Political Theology Project/Paper:

**General guidelines:**

This assignment constitutes the “major paper” and presentation of the course. The **purpose** of the paper/project is **vocational development**. It should **advance** your **vocational trajectory**.

Selecting whether to prepare a **project or a paper** is an important step in the process. If you anticipate further graduate work or writing a thesis as part of your MTS or MDiv, then an academic research-thesis paper is an excellent option. A research-thesis paper provides skill development in conducting the concentrated study on a particular research topic necessary for advanced academic work.

If your vocational track is ministry or an alternative professional field, then a project may be an effective option. Completing a project provides skill development in contextualizing and applying the fruit of theological research and reflection.

If you have an idea for a paper or creative project that does not fit neatly into the parameters of your specialization’s assignment description, please discuss your idea with me. I am open to papers/projects that cohere with the essence of the course and are suited to your research field and interests.

**Specialization focus: CC/CW/PS**

- ◆ Please consult the assignment description for your degree specialization ◆

*Church and Culture*

This specialization focuses on the intersection of the church and its **cultural setting**. Developing the ability to **interpret political issues and to specify an appropriate Christian response and interaction with it** is the purpose of this assignment. Discerning appropriate ways to embody the Gospel of Jesus Christ in terms of our specific cultural location is an essential aspect of Christian discipleship and ministry and this assignment seeks to facilitate this process. The paper/project analyzes a contemporary political issue or movement from a Christian perspective. Careful and accurate description of the political issue, as well as thoughtful assessment and response from a Christian perspective is essential. An **alternative approach is to consider the influence of cultural context on a particular type of Christian political theology**—e.g., what were the social problems and political movements that shaped Rauschenbusch’s Social Gospel or Martin Luther King Jr.’s vision for civil rights?

Possible topics:

- How can churches mobilize to help immigrants?
- How can religious institutions navigate the tension of certain civil rights issues and maintain fidelity to biblical morality?
- What is the political role of the church in an increasingly post-Christian, multicultural, and religiously plural society?
- Is religion intrinsically disruptive to and contrary to the political, civil, and social values of western state liberalism?

#### *Christian History and Worldview*

This specialization relates to the intellectual environment—historical, contemporary, and global—of contemporary Christianity. Engage a topic related to political theology that addresses an element of Christian worldview. The paper/project should be constructive and not only descriptive. The heart of this assignment is your creative contribution to what a Christian worldview offers to an issue in contemporary political theology.

Possible topics:

- What does a theology of the divine image contribute to the discussion of neo-liberal capitalism (e.g., are Hauerwas and others correct that liberalism is intrinsically antithetical to Christianity?) or euthanasia?
- What are the key biblical and theological principles for a Christian political theology and what do they suggest about the Christian’s/the church’s relation to the state and politics?
- How does Augustine’s idea of the ‘City of God’ and the ‘City of Man’ or Luther’s theology of the two kingdoms apply to Christians in post-Christian and multicultural Canada?
- Does Anabaptism offer a promising way for churches to navigate their social location in post-Christendom society?

#### *Pastoral Studies*

This specialization focuses on vocational ministry. Prepare a sermon/message/curriculum appropriate for a given ministry audience related to political theology. You can draw on biblical, historical, and/or systematic approaches to political theology. The content of the sermon draws from theological resources, but expresses the yield of that theology in language and terms that are appropriate for a ministry audience. Alternatively, if you have an idea for contextualizing political theology for ministry other than in a sermon, please talk with me so we can design a project that enables you to maximize your work in the class for your ministry context and meets the goals of the specialization in Pastoral Studies.

Possible topics:

- What does Canada's Supreme Court ruling on euthanasia mean for chaplains and pastors providing end-of-life counsel and care?
- How does an urban church advocate for community residents in the face of the destabilizing forces of gentrification?
- How would a sermon series advocate celebration of abundant life without co-opting the cultural myth of consumerism?

1. Paper/project Presentation (video Padlet post)
  - a. Purpose:
    - Presenting your paper gives you the opportunity to share your major paper/project with your class colleagues.
    - Your presentation may not reflect the completed paper/project. Indeed, the gap between the presentation and final due date provides you the opportunity to incorporate feedback from your class colleagues (see below for Paper/Project Collaboration).
  - b. Guidelines:
    - a. Create a video presentation that shares your paper/project's . . .
      - Topic
      - Why you chose your topic
      - Content areas and development
      - Key resources
    - b. Video length: 10 to 15 minutes.
    - c. Post on Paper Presentation Padlet in Avenue to Learn
2. Paper/project collaboration

- a. Purpose:  
Provides experience in responding to and contributing to your class colleagues' projects. It also provides the opportunity to develop professional skills in online presentations.
- b. Description:  
Each student prepares a critical evaluation of the integrative papers presented by their class colleagues. Evaluations can be written, audio, or audio-visual.

- 1) The critique:
- a) Remember to be charitable.
- b) Critical (includes highlighting and discussing problems *and* strengths):

The critique should explore the following sorts of issues:

- Does the paper have a thesis?
- Does the content develop and support the thesis?
- Does it use appropriate sources?
- Does it address a significant topic and develop it?
- For projects, does it seem like an effective approach to a particular issue, topic, and does it seem effective given its target audience?

- 2) Post your critical evaluation for each student in the Paper/Project Padlet.

3. Paper/project written submissions

a. Paper:

1) Content and argument:

- Detail a clear thesis (the view that your paper supports).  
Example of a thesis statement: Stanley Hauerwas' ecclesiocentric vision of Christian identity does/does not provide an effective paradigm for Christian activity in a modern nation state.
- Describe your topic under consideration.
- Write an essay that coherently demonstrates your view.
- Detail major alternatives and/or criticisms of the position and interact with them vis-à-vis your view (where appropriate and in so far as space allows).

2) Presentation:

- Write a stylistically clean and academic paper—e.g., avoid colloquialisms (academic is different than conversational voice), passive voice (use active). Research-thesis papers must have a thesis statement (stated in the introduction), introduction, content, and conclusion sections of the paper.
- Use and document a *minimum* of ten scholarly resources.
- Accurately document sources according to the College's Style Guide.
- Paper length: 10–12 pages.
- Provide a bibliography (list only the books cited in the footnotes of the paper).
- The final written paper/project is due one week after the video presentation (see course outline for final submission dates).

b. Projects/Sermons:

- 1) Annotated bibliography of research sources: An annotation is a paragraph or two that describes the content of the book, essay, or article and how it relates to your research project.
- 2) Sermon: Submit a manuscript (does not need to be a verbatim manuscript; a detailed and annotated outline works) of your sermon/message that includes footnotes, which detail where and how you applied and adapted your theological research in the area of political theology.
- 3) Double-spaced pages, 12 point Times New Roman font.
- 4) Use and document at least 10 scholarly resources (e.g., scholarly monographs, journal articles, and essays).
- 5) Document sources with footnotes and follow the MacDiv Style Guide.

D. Reading:

- The professor may at times assign supplementary readings.

- Submit a reading report on Avenue to Learn that states the percentage of reading completed for each assigned reading.

## VII. Policies:

### A. Textbook Purchase:

All required textbooks are available from MDC's book service, READ On, located in the new Hurlburt Family Bookstore, located beside the Chapel entrance, opposite Cullen Hall at McMaster Divinity College. It will be opening September 8, 2020, **by appointment only**, due to COVID-19 safety measures. For advance purchase, you may contact READ On Bookstore, 5 International Blvd, Etobicoke, Ontario M9W 6H3 by phone 416.620.2934, fax 416.622.2308, or email [books@readon.ca](mailto:books@readon.ca). Other book services may also carry the texts.

### B. Academic Honesty:

Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College.

Students are responsible for understanding what constitutes academic dishonesty. Please refer to the Divinity College Statement on Academic Honesty

<https://www.mcmasterdivinity.ca/programs/rules-regulations>.

### C. Gender Inclusive Language:

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as the following: NRSV (1989), NCV (1991), TEV/GNB/GNT (1992), CEV (1995), NLT (1996), TNIV (2005), and the Common English Bible (CEB 2011).

### D. Style:

All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses <https://mcmasterdivinity.ca/sites/default/files/documents/mdcstyleguide.pdf>

Failure to observe appropriate form will result in grade reductions.

### E. Disclaimer:

This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.

**VIII. Late-Assignment and Exam Policy:**

- A. Assignments are due at the beginning of class on the date specified in the syllabus.
- B. Students take exams on the date and at the time scheduled in the syllabus.
- C. Late assignments are reduced five percentage points for each day late (e.g., if the grade is 90 and it is one day late, the grade will be reduced to 85).
- D. Assignments and exams will be accepted without penalty after the specified date in the syllabus **only** in the case of an excused absence. If a student misses an exam or assignment submission due to a reason that he/she believes is excusable, then he/she must notify the instructor and schedule an exam date and/or late-assignment submission date within twenty-four hours of the beginning of the missed class session.
- E. Assignments and exams will not be accepted late on the basis of the student’s involvement with school-approved activities. If you are not able to be in class for an exam or assignment submission, then you must pre-arrange with the instructor to take the exam and/or submit the assignment before the scheduled date in the syllabus.

**Appendix 1: Research Degree Requirements**

I. Overview of Assignments:

<u>Assignment</u>	<u>Percent</u>	<u>Due</u>
A. Political Theology Paper/Project: (a.k.a. presentation and paper)	50%	One week after presentation
1. Presentation	20%	
2. Paper	30%	
B. Lecture and Syllabus:	30%	Day of lecture
C. Annotated Bibliography: * See lecture assignment	5%	Day of lecture
D. Response and Facilitation	15%	Day of presentation
<u>Total:</u>	<u>100%</u>	

II. Political Theology Paper/Project:

- A. Description:

Research degree students will write an academic thesis paper or prepare a cultural engagement project. If you have an idea for a paper or creative project, please come and discuss your idea with me. I am open to papers/projects that cohere with the essence of the course and are suited to your research field and interests.

B. Purpose:

This assignment gives you experience writing article, essay, and chapter length theological papers and presenting research in an oral form similar to that performed at academic conferences.

C. Guidelines for the Paper:

The paper should include (description categories below correspond to those of the grading rubric) . . .

1. Content and argument:

a. Detail a clear thesis (the view that your paper supports).

- Example of a thesis statement: the Emergent church movement is an authentic Christian way of being the church in a postmodern and post-Christian culture.

b. Describe your topic.

c. Write an essay that coherently demonstrates your view.

d. Detail major alternatives and/or criticisms and interact with them vis-à-vis your view.

2. Presentation:

a. Write a stylistically clean and academic paper—e.g., you should avoid excessive first person discourse, colloquialisms (academic is different than conversational voice), passive voice (use active).

b. Use and document a *minimum* of fifteen scholarly resources.

c. Accurately document sources according to the College's Style Guide ([link](#)).

d. Paper length: 20–25 pages. Not to exceed 7,000 words.

e. Provide a bibliography (list only the books cited in the footnotes of the paper).

f. Use footnotes.

D. Guidelines for the Class Presentation:

1. Time:  
The paper presentation takes a thirty-minute segment of the class. Each presentation includes two parts:
  - a. The paper presentation (15–20 minutes)
  - b. The response and facilitation, which is led by another student (10 minutes, see below for more details on the response and facilitation).
2. Presentation content:  
You should articulate the paper’s thesis, topic, and argument. You can use PowerPoint, etc. if you wish. The purpose of this assignment is to give you experience with presenting papers as might at an academic conference. You should prepare and present your paper for that type of venue. I encourage you to consider presenting your paper for this class at a conference and/or the Theological Research Seminar of the Divinity College.

### III. Response and Facilitation (due day of presentation):

- A. Purpose:  
Provides experience in responding to and moderating academic presentations and discussions, such as one might do at an academic society meeting.
- B. Description:  
Each student *prepares a critique* and *facilitates a discussion* of a thesis paper presentation.

1. The critique:
  - a. Remember to be charitable; not only Christian, but since academia is a small guild, it is self-preservation.
  - b. Critical (includes highlighting and discussing problems *and* strengths):

The critique should explore the following sorts of issues:

- Does the paper have a thesis?
- Does the content develop and support the thesis?
- Does it use appropriate sources?
- Does it interact with the relevant secondary literature?

2. The discussion:  
You should keep the presentation to time limit and effectively manage student discussion (do not let one person dominate the interaction; move on to a new issue if discussion begins to go off on tangents and run down rabbit trails). Be sure to elicit comments from all people present. You might want to have some prepared questions and discussion prompts to facilitate the initial discussion.

C. Guidelines:

1. Each student paper presentation will take approximately fifty minutes (one segment of a class session).
  - Note: Paper presentations and responses depend on class size. Final times frames based on final class lists.
2. The presentation and discussion typically includes the following items:
  - a. Presenter presents the paper: approximately thirty minutes.
  - b. Response: approximately fifteen minutes.  
You can go through point by point as a monologue or start by raising and offering your thoughts on the paper's primary contributions and arguments and invite discussion based on your remarks and interaction with the paper and then so forth through the rest of the points you have identified.
  - c. Class discussion of the paper and response: approximately five to ten minutes.
3. A written submission/outline is not required, but is encouraged as it may be beneficial to other students in the course.

IV. Lecture & Syllabus:

A. Purpose:

This assignment provides experience *preparing* a syllabus and *delivering* a lecture for teaching in an undergraduate setting. The preparation of the syllabus also helps fulfill one of the requirements of the Mastery Checklist.

B. Description:

You will prepare a syllabus on a topic related to political theology (determined in consultation with the professor). You may use this assignment to investigate an area that will promote your research program (e.g., prepare for doctoral comprehensive exams and MA thesis/PhD dissertation topics). You should, however, gear the syllabus and the lecture toward an undergraduate audience.

C. Guidelines:

1. Research:
  - a. Research for the lecture will account for the supplemental reading for research degree students (approximately 5,000-6,000 pages)

- b. Documentation of reading:  
Please provide an annotated bibliography of the reading consulted in the preparation of the lecture (the annotations for the texts should be about one paragraph—identify the key thesis and contributions of the text).

2. Lecture:

- a. The lecture should present and discuss the primary content points of the topic (or sub-topic)
- b. Lecture handouts/outlines and PowerPoint/Prezi are helpful, but not required.
- c. Length:  
The lecture and discussion will take a fifty-minute period of the course. We will have two for each session of the student lecture segment of the course.

3. Syllabus:

Be sure to craft the syllabus with a target class in mind—e.g., undergraduate or graduate. The syllabus topic is not limited to “Political Theology,” though it should relate to political theology. For example, “Peace Studies” could be a course topic that would include a variety of topics, not all of which would be specifically “political theology.”

The syllabus should contain the essential features of a class syllabus:

- Course title
- Course description
- Course objectives
- Texts (required and supplemental)
- Assignments
- Course outline

D. Evaluation:

Grading of the lecture and discussion session will be based on the following . . .

1. Please submit to the professor a copy (electronic or hard copy) of your lecture notes and annotated bibliography used to develop the lecture.
2. Does the lecture accurately present and discuss the topic?
3. Does the lecture engage in critical evaluation/discussion of the content?
4. Does the lecture highlight the transcendent value of the material—e.g., does it have value for contemporary Christian thought, life, and ministry?
5. Does the lecture facilitate student discussion?

V. Class Leadership:

A. Purpose:

A significant part of your future or current work will likely include teaching in an academic and/or church context. Taking a leadership role in the course will provide an opportunity to develop teaching skills for your current/future vocational work.

B. Description:

1. Group discussions:

- a. The course will have regular in-class group discussions of the assignments and readings.
- b. Research students will have the opportunity to facilitate these group discussions. You do not need to play the role of expert, but facilitate the discussion by asking questions, offering short insightful thoughts on the subject, and drawing on course readings that will relate to the discussion and spark group discussion.

2. De-brief meetings:

- a. Research students will meet three times (probably weeks four, nine, and twelve) during the semester with the professor to discuss teaching style, content, purpose of chosen content, rationale of approach, experience leading the group discussions, evaluation of lectures, etc.
- b. I envision these meetings as times when we can prompt each other to consider and hone our teaching styles, approach to teaching the content for this course, and theological viewpoints
- c. Length: approximately thirty minutes.