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Mark Gstohl, PhD
Xavier University of Louisiana
1 Drexel Drive, Box 81-A
New Orleans, LA 70125-1098
office phone: (504) 520-5456
fax: (504) 520-7947

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Theology 2440: Christianity in the Modern Period Fall 2005

Xavier Mission Statement:

Xavier University of Louisiana is Catholic and historically Black. The ultimate purpose of the University is the promotion of a more just and humane society. To this end, Xavier prepares its students to assume roles of leadership and service in society. This preparation takes place in a pluralistic teaching and learning environment that incorporates all relevant educational means, including research and community service.

Course Description:

This course introduces the Christian theological tradition of the Modern Period by presenting the historical, cultural, and social contexts for past and contemporary Christian Faith. **This is a reading and writing intensive course.**

Course Objectives:

By the end of the semester, the student will:

1. be able to identify the key issues in the critical study of the Christian Faith in the Modern Period;
2. have acquired a basic familiarity with the important theological documents of the period;
3. be able to identify the key theologians of the Modern Period and their emphases;
4. have engaged in critical reflection concerning the beliefs and practices of the Modern Period;
5. have acquired a basic familiarity with resources for on-going academic study of the Christian theological tradition.

Required Texts:

Glenn T. Miller, **The Modern Church: From the Dawn of the Reformation to the Eve of the New Millennium** (Abingdon, 1997)

Sallie McFague, **Life Abundant: Rethinking Theology and**

[Xavier Resources](#)



Roy DuBose III
at the Texas line!

Links:

[Helpful Hints for Students](#)
[My Office Hours](#)
[Teaching Philosophy](#)
[Dr. Mom's Guide to College Students](#)
[All Students Must Read!](#)
[Guide to Research](#)
[The Nuts and Bolts of College Writing](#)

MLA LINKS:

[Search Guide](#)
[Toronto Library](#)

Groups:

10am Class:

Schleiermacher
Ritschl
Kierkegaard
Rauschenbusch

Larika Evans
Mecca
Abdullah
Kristy
Gordon
Leah Harris
Jeanise
Galloway

Barth
Tillich
Bultman
Ruether
Grant
Williams

Noon Class:

Schleiermacher
Ritschl

We will also read articles from the following:

Alfred T. Hennelly, S.J. **Liberation Theologies: The Global Pursuit of Justice**. Mystic, Connecticut: Twenty-Third Publications, 1997.

Leonardo Boff. **Cry of the Earth, Cry of the Poor**. Trans. Phillip Berryman. Maryknoll, NY: Orbis Books, 1997.

Course Evaluation:

Assignments:		Grading Scale:	
Quizzes and Class Participation	10%	A	90-100
Two Sectional Tests	40%	B	80-89
Final Exam	25%	C	70-79
Eco-theology Exploration Paper	20%	D	60-69
Class Presentation	5%	F	Below 60

Procedures/requirements:

1. The heart of the course is in the lectures and classroom dialogue. Students are expected to participate in the classroom dialogue. I respect that students learn in different ways and participate in class in a variety of ways. Active listening, asking questions and contributing to the conversation are all important ways in which students participate in the academic classroom. I make every effort to create different kinds of spaces and formats for students to participate (small groups, drama, writing, simulations, etc.) At the same time, it is your responsibility as a part of learning community to share your voice, perspectives, and questions with the rest of the class – this is what it means to be a learning community. I encourage you to find ways in which you are comfortable doing so or to talk with me about new ways we might structure our conversations to facilitate your participation.
2. Students are expected to read thoroughly the required textbooks for the course (see “Class Assignment Schedule”). Quizzes will be given at the beginning of class. No make-up quizzes will be given. The professor will drop the three lowest quiz grades.
3. During the course of the semester, the professor will assign various projects for students to complete individually or as a group. The student’s participation in these assignments is important, thus each person will be evaluated based on his or her contribution to the assignment. Additionally, the participation of the student in class discussions will also be part of the “class participation” grade. Excessive absences will also impact the class participation grade.
4. Each student will prepare a paper related to Ecotheology. The paper must be at least five pages (single-spaced). Any form of plagiarism will result in a failing grade on this project. If the student is unclear as to what constitutes plagiarism please consult the definition at this site: <http://www.indiana.edu/~wts/wts/plagiarism.html> . The paper must contain a clear thesis and should address environmental issues related to the poor.
5. Students are required to take two sectional tests and a final exam. The exams will cover material from class notes, class discussion, and from the assigned reading. Tests MUST be turned in at the beginning of the class on the day it is due. The tests usually consist of two questions and require at least four pages (single-spaced) of text in order to address the questions.

Kierkegaard
Rauschenbusch
Barth
Tillich
Bultman
Ruether

Marlinda
 Johnson
 Makea
 Gadsden-
 Locke
 Huong Vu
 Tracy
 McGee

Grant

Lakia Murphy
 Lance Woods
 Nicholette
 Bourgeois
 Giayana Dorsey
 Lateef Johnson

Williams

Ayana
 Cartwright
 Keiyanah
 Magee
 Tiffany
 Hammond
 Cicely
 Campbell
 Dionna
 Mathews

1pm Class:**Schleiermacher**
Ritschl

Nastarcia
 Couteé
 Sarah Butler
 Anthony
 Richards
 Sabreen
 Balton
 Delvin Jones

Kierkegaard

Akeem
 Walker
 Ben Azar
 Sade
 Wilkerson
 Biko Gray

6. Each student will participate in a group project. Project topics and dates are designated by **highlighting** in the Class Assignment Schedule. Groups cannot have more than five students. Groups that email the topic, due date, and group members to the instructor will have first choice as to the topics. You will be expected to research one particular topic and “teach” the class about it. The presentations are expected to last 20-30 minutes and should be *informative, interactive, and creative*. Every student will evaluate each group and their own group. **The evaluations will be emailed to Dr. Gstohl no later than 24 hours after the presentation.**

Grading Scale:

All papers and tests will be evaluated according to the following criteria:

- Content
- Critical thinking skills
- Organization and clarity of thought, ability to communicate
- Grammar

Explanation of Grades:

An “A” paper is exceptional in all of the above criteria. The style engages the reader. Organization is well thought out. The text is marked by originality of ideas and outstanding critical reflection. The student not only answers each question or addresses each topic thoroughly; he or she provides a convincing presentation that explores all of the implications related to the question or topic.

A “B” paper is technically competent in all of the above criteria. The writing style is clear, reasonable, and the writing is generally effective without rising to sustained excellence. Each question or topic is covered completely and the student engages in above average critical reflection and commentary. The paper is well organized and contains no grammatical errors.

A “C” paper represents a competent piece of work that is not yet good. C papers are more or less adequately organized along obvious lines, and the argument tends to be oversimple without being wildly implausible. The student fails to answer all of the questions or has failed to cover the topic completely. Errors are sprinkled throughout. In some C papers, excellent ideas are marred by poor presentation. In other C papers, the organization, structure, and grammar are not flawed, but the ideas and how they are developed need work.

A “D” paper demonstrates some effort on the author’s part but that is too marred by technical problems or flaws in thinking and development of ideas to be considered competent work.

An “F” paper has received a failing grade, usually reserved for pieces of work that demonstrate minimal effort on the author’s part. (adapted from Barbara Gross Davis, *Tools for Teaching*)

Why Take-Home Tests?

The purpose of my giving take-home tests is to help you become better critical thinkers. I want you to analyze and evaluate the theologies of the reformation period. Therefore, my tests are not designed to make sure you memorize information. See the following website concerning Bloom’s Taxonomy for a more complete understanding of why I insist on more than just memorization of facts... <http://www.coun.uvic.ca/learn/program/hndouts/bloom.html>

Please see my Philosophy of Teaching if you need a clear rationale for my giving take-home tests.

******Papers and tests are due at the beginning of class on the day that they are due. Failure to turn in papers on time will result in a 10 point per day penalty.**

Rauschenbusch

Barth

Tillich

Bultman

Ruether

Brian Adams

Andrea

Jones

Bobby

Green

Grant

Williams

Leslie

Spillman

Jessica

Legaux

Carol Ellis

made with NVU

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A Serious Problem to Avoid in Research

Plagiarism: This is the presentation of someone else's ideas as your own. It involves passing off as your own a copied phrase, sentence, or longer passage from one of your sources or forgetting to use quotation marks with another person's work, or omitting a source citation because you were unclear about the need to cite the source. **It might be done intentionally, or unintentionally either way, it is a serious problem and will result in an "F" on your paper or your test.** If you have any questions about what constitutes plagiarism please see me. You can also consult this website... <http://www.georgetown.edu/honor/plagiarism.html>

Reading and Class Assignments:

8/22 Syllabus and Introduction	8/24 Miller 15-27	8/26 Miller 28-48
8/29 Miller 49-68	8/31 Miller 69-89	9/2 Trent Reading
9/5 Labor Day Holiday	9/7 Miller 121-140	9/9 First Sectional Exam Due
9/12 Schleiermacher Presentation	9/14 Miller 191-210 Ritschl Presentation	9/16 Miller 221-230 Kierkegaard Presentation
9/19 Miller 240-259 Rauschenbusch Presentation	9/21 Barth Presentation Tillich Presentation	9/23 Bultmann Presentation
9/26 Hennelly Handout: Latin American Liberation Theology	9/28 Hennelly Handout: Latin American Liberation Theology	9/30 Hennelly Handout: North American Feminist Liberation Theology Rosemary Ruether Presentation
10/3 Hennelly Handout: North American Feminist Liberation Theology Jacquelyn Grant Presentation	10/5 Hennelly Handout: Black Liberation Theology	10/7 Second Sectional Exam Due
10/10 Hennelly Handout: Black Liberation Theology Delores S. Williams Presentation	10/12 Hennelly Handout: An Ecotheology of Liberation	11/14 Hennelly Handout: An Ecotheology of Liberation
10/17 Leonardo Boff: The Ecological Era	10/19 Leonardo Boff: An Ecological View of the Cosmo	10/21 Leonardo Boff: The Ecological Crisis
10/24 Leonardo Boff: All the Capital Sins against Ecology	10/26 Leonardo Boff: Eco-Spirituality	10/28 Leonardo Boff: All of the Cardinal Ecological Virtues
10/31 McFague: 3-24	11/2 McFague: 25-38	11/4 McFague: 39-58
11/7 McFague: 58-70	11/9 McFague: 71-81	11/11 McFague: 81-98
11/14 McFague: 99-126	11/16 McFague: 127- 143	11/18 McFague: 143- 156
11/28 McFague: 157-180	11/30 McFague: 181- 202	12/2 McFague: 203-210
12/5 Theological Exploration Paper		

Research Paper Guidelines:

Requirements:

1. Use a style or format commonly used by your particular academic discipline.

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2. **Use footnotes or endnotes** *do not use parenthetical notes*. The researcher must cite at least five reputable (check with instructor if in doubt) sources. No more than two of these sources can be internet based. Do not use definitions from a dictionary. However, you can use theological dictionary or encyclopedia
3. You must present and defend a thesis.
4. Use 1 inch margins.
5. Use a serif font (such as Bookman, Courier, New Century Schoolbook, or Times Roman).
6. Staple the paper do not put it in a folder/binder.
7. Include a title page and a bibliography.
8. Use headings to show sections of the paper.
9. The use of first person (I or we) and second person (you) is not allowed. Formal writing demands that arguments be presented in such a manner so as to eliminate the need for all but third person references.
10. **Use inclusive and respectful language in reference to persons and God.** (Use 'people', 'persons', 'human beings', 'humanity', and so forth. Occasionally you can use 'his or her'. 'His/her' is not acceptable).
11. Use correct grammar and spelling.
12. The uses of past tense must be consistent. Generally, past tense is used to refer to historical events and persons, including writers of published materials; and the present tense is utilized to present arguments, interact with opinions and viewpoints, and cite extant texts.
13. Avoid one-sentence paragraphs.
14. Do not overuse indefinite pronouns (such as 'it' or 'there' without an antecedent).

Suggestions:

1. Organize your work , write an outline before writing the text.
2. Make sure to backup your work. Losing data will not be an excuse for turning in a late paper.
3. You may use a small font for footnotes.
4. Use the active voice; avoid overuse of the passive voice.
5. Strive to be concise both in verbiage and argumentation. The quality of the content of the work is not measured by its length.
6. Avoid unusually long and/or choppy sentences.
7. Avoid sermoniac rhetoric that appeals to the emotion rather than the mind.
8. Avoid clichés and excessive use of adverbs such as "very."
9. Personifications are to be avoided as much as possible. For example, do not give books animate qualities. Books are inanimate.

10. Avoid overuse of references such as "this student," "this researcher," and "this writer."

11. Edit! Proofread!