

LSC # 41
Action Approved
2-21-91

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- (X) Professor Dr. Kwasi Yirenkya Phone 357-2310
- (X) Writing Workshop? (If not at IUP, where? when? IUP Spring 1990)
- (X) Proposal for one W-course (see instructions below)
- (X) Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENTAL COURSE

- () Department Contact Person _____ Phone _____
- () Course Number/Title _____
- () Statement concerning departmental responsibility _____
- () Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- () Professor(s) _____ Phone _____
- () Course Number/Title _____
- () Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) Kwasi Yirenkya

Department Chairperson Joel M. Black

College Dean Robert J. Foster

Director of Liberal Studies Charles D. ...

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.

II. Copy of the course syllabus.

III. Samples of assignment sheets, instructions, or criteria concerning writing that are given to students.

Provide 12 copies to the Liberal Studies Committee.
Please number all pages.

WRITING SUMMARY

RS 440 HISTORY OF CHRISTIAN THOUGHT II

RS 440 History of Christian Thought II is proposed as a "W" course. This course, listed as Liberal Studies elective, is taught once every two years during the Fall or Spring Semester, and has drawn students from Religious Studies majors as well as various disciplines in the University. The course which requires extensive reading of original source material is restricted to juniors and seniors. Sophomores who indicate strong interest are occasionally admitted to the class. While knowledge in History I helps in understanding II, it is not required. As a "W" course, it will be offered every Fall or Spring. The class size in the past has been 30, and will now be limited to 25.

Six types of writing skills will be utilized in this class:

1. **NOTE-TAKING:** Instructor lectures from several books and requires that students take notes which will be inspected at least twice in the semester but will not be graded. A few good notes will be selected as examples for class discussion to encourage others. Exam questions are set from text books and lecture notes.
2. **WRITING TO ENHANCE LISTENING AND TO STIMULATE THOUGHT:** Students will be required to view three videos in class during the semester. Their task is to record as much information as possible from the tapes. They will be asked to make their own judgments as to who has been able to write down much of the information with a degree of accuracy. If applicable, students should be encouraged to make these judgments from the perspectives of their own disciplines (e.g. a journalist's, a historian's, or a sociologist's point of view).
3. **WRITING TO IMPROVE READING:** Students will be divided into four groups. Each week one student from each of the four groups will be asked to submit a three-page brief summary of assigned chapter in the textbook. Students have five minutes each to present their summaries in class. They will be asked to identify and discuss major arguments raised by each scholar in the textbook. The purpose of this exercise is to encourage students to demonstrate their comprehension of the original source reading material which is often more difficult than secondary source texts. In part, it will help instructor to know whether students understand the material they read. In addition, students will be encouraged to include in their summaries comments about the relevance of each scholar's thought to our contemporary society. This part of the exercise is to encourage critical thinking. The exercise encourages active participation and also trains students in public speaking and self expression. The evaluation will be based mainly on each student's ability to articulate the views

of the scholar chosen and insightful comments on the relevance of the scholar's thought to contemporary society (not on public speaking). This exercise is worth 10% of the grade.

- 4. **WRITING AND FAMILIARITY WITH PROFESSIONAL JOURNALS:**
During the semester, each student will be required to pick and summarize two articles (4th and 8th week) from two different types of Journals in Religion. They will be required to note such things as the author's introduction, thesis, subheadings, content, conclusion, endnotes, and bibliography. This assignment is to help students to be familiar with professional journals in religion and to begin to learn to utilize some of the approaches they note. This assignment is worth 10% of the grade.

- 5. **WRITING FOR EVALUATION:** There will be two written examinations. Approximately two-thirds of each exam will be multiple choice, true-false, and fill in blanks questions. The remaining one-third will be essay type questions. Evaluation will be based mainly on content. This is 60% of the grade (30% each exam).

- 6. **TERM PAPER:** Students will be required to write an essay (library research) of about six pages in length (typed) and double-spaced. Early in the semester (second week), each student will be required to select one of the topics in the course such as Immanuel Kant, Schleiemacher, Elizabeth Cady, William James, Rauschenbusch, Karl Barth, Black Theology, Feminist Theology and Religious Pluralism. They will be asked to improve upon their papers on several occasions (in and outside class). By the eighth week, the student should give his/her paper to two other students who will be assigned to read and make comments to the essay. Each student will be required to have at least one session with the instructor to discuss the progress of his/her paper by the tenth week of the semester. The final paper, together with the revisions, should be submitted in a folder. Separate instructions concerning the research paper will be distributed in class. The paper constitutes 20% of the grade.

GRADING GUIDE FOR TERM PAPER

Introduction and Thesis clearly stated	5
Paragraph, spelling, grammar etc.	5
Evidence of improvement of the paper on several occasions	10
Conclusion	5
Endnotes, references using not less than three books	5
Content	20

	50

RS 440 History of Christian Thought II

Dr. Kwasi Yirekyi

Office: 448 John Sutton Hall

Phone: 357-5615 or 2310

Office Hours: MWF 3:30-5:00 PM

Instructor will also be available by special appointment.

Required Textbook: 1). Hugh T. Kerr (Ed.), Readings in Christian Thought, Second Edition. Nashville: Abingdon Press, 1990.
2). John Hick, The Second Christianity, Oxford University Press, (Year?)

Supplementary books will be introduced at appropriate periods. Instructor will make such books available either in his office or at the reserved desk in the Library. You will be informed about these books.

Course Objectives:

1. Students will be introduced to some of the modern great religious thinkers (including some philosophers) who have made significant impact on Western Religious thought.
2. Students will demonstrate a critical understanding of the contributions and weaknesses of each major religious thinker.
3. To raise contemporary (e.g. theological, socio-economic, political and ethical) issues relating to the thought of these scholars and to challenge some of the assumptions you have brought to this class and at the same time enable you to come to some kind of personal understanding of them.

Expectations and Assessment:

1. Instructor takes attendance in this class to enable him to get to know you (i.e. students) better and to monitor your participation in class.
2. If you miss class it is your responsibility to find out what you missed from your classmates. Make an effort to get to know people and make friends in class.
3. There will be 2 exams each worth 30%. Exam papers will be discussed in class but instructor will finally keep the papers.
4. A Term Paper (about 6 pages) is worth 30% and Class presentation is 10%.
5. There will be about 3 video tapes to be shown in class or in the library. Attendance is expected.
6. We will have invited guest speaker(s) to our class. Time will be announced later.
7. Take notes in class. In preparation for exams you are expected to read your textbooks as well as your notes.
8. Discussion and participation is important in this class.

9. Make a special effort to share news items and newspaper clips on religion with the class.

FINAL GRADE SCALE

90% - 100% A
 80% - 89% B
 70% - 79% C
 60% - 69% D
 Below 59% F

Skeletal Syllabus:

- Week 1 Creative Religious Ideas in the Modern Age: Kant
 2 Creative Religious Ideas in the Modern Age: Schleiermacher, Strauss and Ritschl.
 3 Creative Religious Ideas in the Modern Age: Parker, Bushnell, Newman.
 4 Creative Religious Ideas in the Modern Age: Fannie Williams, Elizabeth Stanton, Elizabeth Cady.
- * Library Class: Film/Tape
 5 Catholic Dogmas and Definitions
- * EXAM 1
 6 Harnack, James, Otto
 7 Forsyth, Troeltsch, Rauschenbusch
- * Library Class: Film/Tape
 8 The Contemporary Quest: Kierkegaard
 9 The Contemporary Quest: Schweitzer and Barth.
 10 The Contemporary Quest: Brunner, Reihold Niebuhr, Georgia Harkness, Bultmann.
- * Library Class: Film/Tape
 * EXAM 2
 11 The Contemporary Quest: Tillich, Bonhoeffer, Rahner.
 12 The Contemporary Quest: Bonhoeffer, Rahner, Merton.
 13 The Contemporary Quest: Process Theology, Liberation Theology, Feminist Theology, Black Theology.
- * Library Class: Film/Tape
 14 The Contemporary Quest: Pope John XXIII, Martin Luther King.
 15 The Contemporary Quest: The World Council of Churches, Evangelical Theology, and Religious Pluralism.

4. What impact did the Humanism of the Renaissance make on Papal Authority?

5. a) What was the purpose of John Henry Newman (1801-1890) and his collaborators in founding the Oxford or Tractarian Movement?
b) How did the church of England receive this movement?

6. Briefly state the thesis of Rudolf Otto's (1869-1937) "The Idea of the Holy."

7. What does Albert Schweitzer (1875-1965) Say about the "Quest for the Historical Jesus?"

8. Why is Karl Barth referred to as the "theologian's theologian" of the twentieth century?

9. What does Reinhold Niebuhr mean by History as "Finis" and "Telos"?
10. Comment briefly on Paul Tillich's "Sin and Estrangement" in his Systematic Theology (Vol. II).
11. Critically examine Dietrich Bonhoeffer's role in the German resistance movement. What moral issues are raised by his alleged involvement in attempted assassination of Hitler?

12. Critically evaluate the significance of Pope John XXIII (1882-1963).
13. Briefly describe the World Council of Churches' "The Amsterdam Message" and express your own opinion on the role of the Council.
14. Briefly state the argument made in Thorstein Veblen's (1857-1929) "The Theory of the Leisure Class."