Theology in a World of Differences
TH614 Fall 2014

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PURPOSE
As pastoral leaders and public theologians, in a global community marked by great differences, we find ourselves often in conversations that matter greatly. To be respectful and to articulate our views clearly are challenges we all face, whether the conversation is in a coffee shop, from a pulpit/lectern or on social media. Recognizing the ambiguity and pluralism of our time in which not all voices in conversation are equal and some cultures dominate, our confidence needs to be strong in offering theological clarity and meaning in respectful and helpful ways.

The purpose of this course is to further the student’s competence and encourage theological reflection across lines of difference by deepening understandings of contextuality, unity and diversity, postcolonialism, interculturalism and religious pluralism. Students will be challenged into conversation with a variety of texts, theologies and worldviews in order to more carefully articulate their own understandings.

COMPETENCY OBJECTIVES
In completing this course, the student will:
1. Develop an understanding of contextual theology and its relevance for engaging the diversity of contemporary culture.
2. Probe into at least three ‘areas of difference’ and engage them conversationally.
3. Acquire fluency in different theological approaches, and demonstrate an ability to converse with them in a world of pluralism.

FORMAT
The class meets once a week for three hours during the Fall term. In keeping with the course’s theme, and in addition to lectures, video presentations and invited guests, conversation will feature strongly, emerging from a list of weekly required readings and the students’ own experiences across differences.

REQUIRED READING

Additional readings will be assigned and available on Moodle.
PRE-REQUISITE
TH500  Constructive Theology I

ASSIGMENTS
- **Class presentations**: two presentations in which the student is, for example, responsible for hosting “the conversation starter” (further details in syllabus).
- **Three brief written assignments (maximum 2 pages)**: various approaches that may include an analysis of a particular challenge in theological difference, or an analysis of a contextual issue (further details in syllabus).
- **Final integrative paper (12-15 pages)**: in which the student demonstrates the ability to analyze and articulate conversant approaches to a variety of theological texts and contexts in a world of differences. **Research depth**: 10-20 entries beyond course texts for final paper as applicable (further details in syllabus).
Selected Bibliography


2-Jul-14