Directs

EMT 5912 Method in Theology and Ethics
EC Room 205
Thu. 11 a.m. –1 p.m.

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Goals
This course provides a critical study of resources and challenges for advanced work in theology and ethics. Through an examination of various methods—how to proceed and relate various sources, norms or basepoints for doing Christian theology and ethics—it investigates how select feminist, constructive, liberative and postcolonial/decolonizing frameworks shape Christian practices and moral agencies in specific contexts. Emphasis on self-reflexive, dialogical and collaborative skills in research, conversation and scholarship.

Outcomes
The relevant outcomes of the GCST Toronto School of Theology advanced degree programs primarily are:

Knowledge of the area of concentration, specifically:
1.1 basic familiarity with their area of concentration, as outlined in the departmental description of the field and as understood in scholarly discussion at the forefront of study in the area;
1.2 competence in a significant proportion (as determined by the department) of the subjects within their area of concentration.

Ability with scholarly tools and skills, especially proficiency with the following skills:
2.3 proficiency in the use of a library and the construction of a bibliography
2.4 competence or proficiency in the use of pertinent electronic and web-based resources
2.5 proficiency in the following skills:
   • clear and effective communication in both oral and written forms;
   • the construction of a logical argument;
   • the making of informed judgments on complex issues; and
   • the use of GCSTS standard conventions of style for scholarly writing.

Accessibility services and learning accommodations = [http://www.accessibility.utoronto.ca](http://www.accessibility.utoronto.ca)
Students with diverse learning styles are welcome in this course. If you have a disability or health consideration that may require accommodations to facilitate your learning, please contact the instructor and/or the University of Toronto Office of Accessibility Services as soon as possible. Because it takes time to implement accommodations, the sooner you meet with a counsellor at Accessibility Services, the sooner the counsellor can assist you in achieving your learning goals in this course. Please contact the Accessibility Services by e-mail at accessibility.services@utoronto.ca, or by visiting either:

Robarts Library
130 St. George St., First Floor
Toronto, ON M5S 3H1
Voice: (416) 978-8060;
FAX: (416) 978-8246;
TTY: (416)978-1902

9th Floor, Room 939
215 Huron Street
Toronto, ON M5S 1A2
Voice: (416) 978-7677;
Fax: (416) 978-5729
TTY: (416) 978-1902
TEXTS -- Emmanuel College LIBRARY Reserve Shelf for EMT 5912
Cynthia Moe-Lobeda, *Resisting Structural Evil: Love as Ecological-Economic Vocation* (Fortress 2013)
Angie Pears, *Doing Contextual Theology* (Routledge, 2012 – also UT Ebook)

**Recommended**  { *titles = on Reserve Shelf options for Book Review* }
Marcella Althaus-Reid, et al, *Another World is Possible* (SCM, 2007)
Monica Coleman, *Yes, Ain’t I a Woman Too? Third Wave Womanist Religious Thought* (Fortress, 2013)
*Elisabeth S. Fiorenza, *Transforming Vision: Explorations in Feminist Theology* (Fortress, 2011)
Mary McClintock Fulkerson, *Changing the Subject: Women’s Discourses and Feminist Theology* (1994)
*Dwight Hopkins, *Shoes the Fit Our Feet: Sources for a Constructive Black Theology* (Orbis, 1993)
*Namsoon Kang, Diasporic Feminist Theology*
Catherine Keller et al, *Postcolonial Theologies: Divinity and Empire*
*Isasi-Diaz, Ada Maria, *La Lucha Continua: Mujerista Theology OR Mujerista Theology*
*Isasi-Diaz, Ada Maria et al, eds. Decolonizing Epistemologies: Latina/o Theology and Philosophy*
Angie Pears, *Doing Contextual Theology* = TEXT BOOK
*Michele Saracino, *Being about Borders: A Christian Anthropology of Difference*
Robert J. Schreiter, *Constructing Local Theologies* (Orbis Books, 1985)
Don Schweitzer and Derek Simon, eds. *Intersecting Voices: Critical Theologies in a Land of Diversity*
Dorothee Soelle, *Thinking about God*
*Sharon D. Welch, A Feminist Ethic of Risk* (Fortress, rev. ed. 2000)

**Collegial Expectations:** In this seminar the professor is resource, co-learner and coordinator of the course.
Students should be self-motivated and need to understand that preparation for and participation in class are each crucial to the health and learning of the course.

**Class preparation:** As a basic calculus for every hour in class, students are expected to do at least 3 hours of reading/thinking/mulling and/or writing – but take into account factors of content (dense or accessible), your comfort with the material and how fast you read.

**Class Rhythm:** Housekeeping; clarifying the agenda; presentation (professor &/or student); discussion.
SEE Necessary Considerations in Theo-Ethical Method [see p. 4]. Legge will wrap up + look to next class.
Course Requirements

Class Participation
As an AD seminar, come to class having done the readings, thought about them and bring in one or two questions to contribute for possible discussion.

Study Habits. Good practice = Take notes of main points and page number. Then pose short questions (always give the page reference(s) to specific text(s)). Keep track of what interests you by noting topics and/or textual connection(s) with other readings of this course -- and give some thought to how you could respond to the condrum/question. Note “aha’s” and “really??” responses to consider what concerns/interests you.

Creating a Collegial Classroom Ethos we will practice signs of religious moral life: mutual respect and hospitality; attentive and active listening (i.e., sharing air time); constructive “critical” engagement of texts. Each week come prepared to raise critical/constructive questions rooted in our common texts.

Written and In-Class Work
1) Two class presentations (15 % x 2 = 30%) Choose one BEFORE reading week and ONE after. [1,500 words; with name, topic, date, numbered pages]
As per syllabus page 4, apply the five necessary methodological considerations to the texts.
Guidelines for Class Presentations: 15 minutes with a handout as per B. below

A. Your presentation is not to be just a summary. Students should assume that everyone has done the reading. Apply the “Necessary Considerations in Theo-Ethical Method” in this syllabus (4) to underline the method. Conclude with one or two questions to prompt class discussion.

B. Prepare and bring to class a ONE PAGE handout of your seminar: on one page, in point form outline your presentation, give your questions for discussion. The instructor will co-moderate the discussion.

2) Book Review and Dialogue (30%). Due 7 March 2019 (2000-2500 words)
Evaluation rubrics will be handed out and discussed in class.
FYI You will put review your chosen book with reference to, in dialogue with Moe-Lobeda, RSE, ch.6 “Theological Seeds of Hope and Power,” 135 – 162


3) Major Paper (40%) – 5,000 words. On a topic germane to this course and your academic work.

Evaluation of Written Work [See Grading Scale in TST Advanced Degree Handbook]

• Overall clarity of your thinking, expression and organization.

• Content: research and critical engagement with texts, including demonstration of your comprehension of the author’s points, your ability to present them fairly and to evaluate them.

• Your ability to state and justify your own position in dialogue with others; e.g., engage one point with which you agree and one with which you differ. Explain your reasons for your position.
Necessary Considerations of Theo-Ethical Method

A. **Method** = HOW to proceed; how a theological/moral issue is addressed, developed and justified/supported…

1. Who is the author? What is their context and audience (stated or implied)? How does or might their experience shape their method and reading strategies?

2. What is the issue or problem being addressed? What is the thesis/main point? What is at stake and for whom?

3. **How** (method) does the author proceed to address the issue? Note the *sources* of authority (experience, scripture, tradition, reason) used and what *norms* are applied (whether explicit or implicit) to interpret the sources, name the situation/context/issue and to justify/guide action?

4. Cite the key arguments used to justify their position. What counts as religious, moral, and scientific knowledge? What critical or social theory is used in their theo-ethical analysis? How does it affect the handling of moral agency?
   a. What *virtues* (character traits) are named or presumed? (e.g., for Augustine the four cardinal virtues are temperance, fortitude, justice, prudence; others include, e.g., love, wisdom, sincerity, courage. *Virtue ethics* focuses on the character of the moral agent rather than the act of decision made.)
   b. What *values* (moral goods) are identified? What “facts” are declared and how are they tested (evidence cited)?
   c. What *obligations or responsibilities* (ground rules for life together) are named or assumed?
   d. What *vision* of the world is imagined or created? For whom?

5. What particular theological bases, outcomes and/or moral actions are proposed?

B. **Assessing a moral position and taking a stand**

How do you respond? Be clear about where you stand and why in terms of the author’s content and method and what it illuminates and/or challenges.

E.g., Are power/knowledge networks considered and/or illuminated?
   Is there room for heterogeneous voices and perspectives?
   Do you note any voices missing?
   Are there attempts to disrupt “normalizing” forces, i.e., to prevent closure on “business as usual”?

Finally, to keep dialogue moving, make a tangible connection with another text read in this course.
Class Schedule and Assignments

1. Thu. 10 Jan  Getting Started: Organization and Introduction
   - **Focus:** introduce ourselves, interests, expectations, framework of this course
   - Setting the context: Read Mary Jo Leddy, “Foreword” to *Intersecting Voices* (pdf)
     - Taking our Pulse: where are you at with theology? Theological ethics? Orthodox, liberal, radical?
     - Contextual approaches to theology and ethics—feminist, liberative, postcolonial/decolonizing…
   - Review syllabus, ask questions; working together; presenter spot open next week
   - Introduction: “Theology and Ethics as Situated/Contextual/Located” … Looking ahead to Week 2

2. Jan 17  Varieties of Doing Theology + Ethics: What’s at Stake?
   - Introduce ourselves again; housekeeping – evaluation rubrics; raise your questions
   - Review syllabus and sign up for rest of presentations
   - **Read:** Angie Pears, *Doing Contextual Theology*, Intro, 1-6 + **Recommended** Pears, ch.1, 16 – 49;
     Schweitzer and Simon, “Introduction, Historical Trends” *IV*, 8 – 17
     Douglas John Hall, “Christianity and Canadian contexts…” *IV*, 18 – 32
   - **Recommended:** Harrison, *J in M*, “Doing Ethics” 30 - 37

3. Jan. 24  Sources and Norms: Doing Theology and Ethics in Contexts of Moral Crisis
   - **Read:** all essays with reference to the methodological questions on *Syllabus*, page 4
     Moe-Lobeda, *RSE/LEEV*, ch. 2, 23 – 48 (norm of justice-making love)
     Margaret Farley, “The Role of Experience in Moral Discernment,” *FCTW* 134 - 151
     Paula Cooey, “Bad Women: The Limits of Theory and Theology,” 137 - 153
     Rosemary Radford Ruether, “Sexism and God-Language: Male and Female Images of the Divine” in
     *Sexism and God-Talk: Toward a Feminist Theology*, 47-71

4. Jan. 31  Use of Experience via Critical Theory as Source in Theology and Ethics: What’s at Stake
   - **Read:** Legge, “Introduction” *The Grace of Difference*, 1-31
     Iris Marion Young, “Five Faces of Oppression” abbreviated form @
     Paula Cooey, “Bad Women: The Limits of Theory and Theology,” 137 -153
     Rosemary Radford Ruether, “Sexism and God-Language: Male and Female Images of the Divine” in
     *Sexism and God-Talk: Toward a Feminist Theology*, 47-71

5. Feb. 7  Contextual Methods, Theological Topics
   - **Read:** Pears, *Doing Contextual Theology*, Ch. 4, “Further contexts of liberation,” 110-132
     Gregory Baum, “From Solidarity to Resistance” *IV*, 49 – 66
     Harrison, “Theological Reflection …,” 235-263 //hermeneutical circle of praxis


   ❖ **Read:** Moe-Lobeda, RSE, ch. 4, “Unmasking Evil that Parades as Good,” 81 - 110
       Schweitzer and Simon, “Introduction to Part III,” IV, 189 – 191
       Hutchinson, “Towards a Pedagogy for Allies of the Oppressed,” 145-150 *__________
       Jennifer Henry, “Decolonizing the Heart” and KAIROS, Strength for Climbing *__________

   FEB. 21 = READING WEEK – NO CLASS

7. Feb. 28  Methods for Diversity of Intersecting Voices
   ❖ **Read:** Moe-Lobeda, RSE/LEEV, ch. 5 “Countering Moral Oblivion” 111-124
       Amy R. Allen, “Feminist Perspectives on Power” Stanford Encyclopedia of Philosophy UTL link
       GBTLQ solidarities/Schmeiser IV 13, 223 – 245 *__________
       Kwok Pui Lan, “Feminist theology as intercultural discourse” 23 - 39 *__________

8. March 7  Present your Book Review Dialogues: Method in Theology and Ethics
   ❖ **In dialogue with** Moe-Lobeda, RSE, ch.6 “Theological Seeds of Hope and Power,” 135 – 162
       ➢ **BRING** to class a one-page handout of your review: precis of contents, key insights, questions

9. March 14  Postmodern and Theological Methods  Check in re: Final Papers
   ❖ **Read:** Bounds, “Chaos or Community” & “All that is Solid Melts into Air” 1-44 *__________

10. March 21  Method and Vocation in Postcolonial Theologies
    ❖ **Read:** Keller et al, Postcolonial Theologies, Introduction, 1-21 *__________

11. March 28  Doing Theology and Ethics in Context – Looking Ahead
    ❖ **Read:** Shepherd, Church at the Margins: A Call to Solidarity” (IV)
            Moe-Lobeda, RSE, ch. 9 “Love’s Moral Framework” 237 – 268
            **Recommended:** Angie Pears, Doing Contextual Theology, Ch. 6, 166 – 179
            ➢ **BRING** your final paper topic, one-page outline, and working bibliography

12. APRIL 4  WRAP UP, Review and Evaluation of Course
    ❖ **Read:** Moe-Lobeda, RSE, ch. 10 “Love in Action: Resistance and Rebuilding”

**Final Essay DUE THURSDAY APRIL 18, 2019**
Email m.legge@utoronto.ca and hard copy to Emmanuel College Main Office by 4 pm.
For return by mail, please attach a stamped, self-addressed envelope to your paper.