All precourse assignments should be emailed to the Course of Study Office by June 20, 2014

Course Description
A critical exploration of religious responses to suffering. Focal issues will include the relation of love and spiritual transformation to suffering, the role of religious models of suffering, and religious experience and the problems of theodicy.

Course Objectives
- To develop the ability to think critically, objectively, and carefully about the problem of evil, related religious claims, and the proposed solutions.
- To familiarize students with the major issues and arguments in the problem of evil literature.
- To develop one’s own theological response to the question, “What is your understanding of evil as it exists in the world?” articulate their own approach to the theological challenges of suffering and meaning.

Required Textbooks
You are required to read the following texts and journal articles in preparation for class.

Required Journal Articles (these will be available on Blackboard)
- Memory, tradition, and the re-membering of suffering. Author(s): Anderson, E Byron Source: Religious Education 105 no 2 Mr-Ap 2010, p 124-139. ISSN: 0034-
Precourse Assignment
Write four pages on your choice of one of the required texts and one of the journal articles. In your papers, respond to the text in terms of its impact upon you and your pastoral identity. Please follow the template found on Attachment A (page 3 of the precourse work).

Class Presentation
Prepare a 30-minute class discussion on one of the required articles (choose a different source than the one on which you wrote a reflection paper.) Please see Attachment B (page 4 of the precourse work) for guidelines for the class presentation.

Final Assignment
We will cover written guidelines and expectations of the paper during our time together. Please submit a 12-15 page paper on the topic, ‘What is your understanding of evil as it exists in the world?’

Please Note: The Emory COS Catalog has a page about “Academic Policies.” Pay special attention to the paragraph on plagiarism (Plagiarism is severely graded.). Be sure to give proper credit to authors who you quote or whose “distinctive work” you cite. Please spell-check and proofread your paper, or ask someone to do it for you before sending it in. I consider grammar, spelling, and punctuation when grading.

Class Expectations and Grading
It is expected that you attend all of the class sessions. Grades will be based on the following:

- Precourse assignment: 30%
- Class Presentation: 20%
- Class Participation: 10%
- Final Assignment: 40%
Attachment A

Your full name: ____________________________

ACOS Theology of Suffering
Professor: Rev. Dr. Joy R. Samuels
Date: __________

READING INTERACTION # ______

Book, chapter or article title: ____________________________________________

Author’s name: ________________________________________ Rating (1-10): ______

I. Write a brief summary, in your own words, about the contents of the text you read. Try to

limit yourself between four and six lines.

II. What are the three most significant lessons that you derived from the material?

(1)

(2)

(3)

III. What are some theological and/or pastoral implications of this text to the study of parables?

(1)

(2)

(3)

IV. What are some subjects and themes mentioned by the text that cause some concerns and/or

bring up questions for future studies and reflections on the text?
ATTACHMENT B

ACOS THEOLOGY OF SUFFERING: CLASS PRESENTATION

Please write a 1-page initial proposal for your seminar presentation, including:

- the topic and a description of the seminar presentation,
- what you hope your colleagues to learn,
- the approach or methodology to be used, including the elements of creativity to be employed
- An initial bibliography or a preliminary list of sources (minimum of 3 academic articles/books).

You will have from 30 minutes to make your respective presentation, including time for discussion, depending on the size of the group and the day of presentation. Seminar presentations must be creative and facilitate the involvement of the class participants. Evaluation of the class presentation will be based on:

1) Understanding of the material and how it relates to the course objectives,
2) Creativity of the class presentation,
3) Engagement with the class.

Please submit a 3 page reflection paper after you complete your seminar presentation and respond to the following prompts:

- Did you reach your goals for the seminar presentation (i.e., what you hope your colleagues will learn)?
- What would you do differently?
- What would be the next step in the development of this seminar?
- What did you learn about yourself?

IMPORTANT NOTE:
- Your 1-page initial proposal is due the 3rd day of class (July 30, 2014).
- Your 1-page reflection paper is due the day following your class presentation.
Guidelines for Written Assignments

- All papers should be typed, double-spaced, on 8 ½” by 11” paper, unless the instructor has asked for a different format specifically within the precourse work. Font should be Times New Roman or something similar and no larger than size 12. Margins are to be 1” on all four sides of each page.
- All papers must include a page number and the last name of the student in either the header or footer of every page.
- You should note the question you are answering at the beginning of each new section of materials.
- All papers should provide citations for all quoted material. You may use MLA, Turabain, APA or Chicago Style.
- Punctuation should be consistent; clarity of meaning is the primary purpose of punctuation. Edit and retype material as needed and check spelling in a standard dictionary.
- All papers should attempt to eliminate discriminatory language—for example: racism, ageism, sexism, classism, and prejudicial usage concerning handicapping conditions.

Inclusive Language Covenant
The faculty of Emory Course of Study School has adopted a covenant statement encouraging inclusiveness in the use of language, as follows:

The Inclusive Language Covenant is designed to create a linguistic environment in which all students, staff, and faculty can grow in understanding and appreciating the rich diversity of God’s people. The COS faculty commits itself—through continued discussion, reflection, and exploration—to using language in such a way that we respond to the fullness of God’s presence among us as much by our choice of words as by our care for one another. Recognizing that our experience with inclusive language is an integral part of theological formation, we invite students and others to share as partners with us in this learning process.

We understand “covenant” more in terms of its biblical and theological meaning than in a legal or contractual context. Covenant signifies the common commitment of a community of faith in response to God’s revelation and in partnership with one another. The values implied in the covenant have morally persuaded us to try to generate patterns of speech and behavior that bond the members of the community in mutual respect. We expect all members of the community to address issues of diversity constructively. The entire Inclusive Language Covenant can be found on the COS website, and you are encouraged to read the whole covenant.
Directions to Email Precourse Assignments

Please read all the directions below before emailing your assignments to the COS Office, any emails received that do not follow the directions below will not be accepted. You will receive an email confirmation of receipt and if your email is not submitted correctly an email indicating you will need to resend your assignments.

1. Email only michelle.levan@emory.edu, do not email instructors precourse assignments.
2. Email must be received no later than 11:59pm on the deadline of June 20th.
   1. Please note that the cut off time is EASTERN STANDARD TIME zone, so email your assignments accordingly.
   2. You will be drop from any course for which precourse work has not been received after June 20th deadline. No precourse work will be accepted at check-in.
3. The course number and the phrase “precourse work” should be the subject of your email: Example - Precourse Work 113
   1. You will need to send a separate email for each course you are registered to attend.
4. Precourse work must be sent as an attached document and not in the body of the email.
   1. Any version of Microsoft Word will be accepted; PDF and Mac-Pages documents will not be accepted.
   2. All assignments for each course must be in one document, multiple documents are not acceptable. You should send only one attachment with all course assignments.
5. Your FULL name, phone number and email, should all be clearly included at the beginning of your email. See Example
6. Plagiarism Policy and Plagiarism Defined
   The plagiarism Policy and Defined paragraphs below must be included in the body of your email (both are below), not within your precourse work. The inclusion of the policy and definition in the body of the email, verifies that you agree to it and your email will represent your signature (which is a requirement). If the email does not include the plagiarism policy and definition it will not be accepted. Your email, with the plagiarism policy and definition will be printed and used as the cover sheet for your precourse assignments, because it has the verification of date and time received, and your agreement to the plagiarism policy and definition.
   **Plagiarism Policy** - I have read the plagiarism definition below and verify that this assignment represents my own work, except where credit is given.
   **Plagiarism Defined**: “You plagiarize when, intentionally or not, you use someone else’s words or ideas but fail to credit that person, leading your readers to think that those words are yours. In all fields, you plagiarize when you use a source’s words or ideas without citing that source. In most fields, you plagiarize even when you do credit the source but use its exact words without using quotation marks or block indentation” (201-202). Booth, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. The Craft of Research, Second Edition. Chicago, IL: University of Chicago Press, 2003.
7. If you do not follow the procedure your precourse work WILL NOT BE ACCEPTED!