

Teaching and Learning in **COLLEGE INTRODUCTORY RELIGION COURSES**

Barbara E. Walvoord



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Teaching And Learning In College Introductory Religion Courses

Forrest Clingerman, Reid B. Locklin



Teaching And Learning In College Introductory Religion Courses:

Teaching and Learning in College Introductory Religion Courses Barbara E. Walvoord, 2008 This book addresses the questions and concerns frequently posed by the professors and graduate students who instruct these multifaceted courses It covers issues such as a teacher's role in defining theology and religion the teaching and learning process course structure and content The volume also examines recent case studies of theology and religious studies courses at various institutions including a private non sectarian university a public research university a Catholic masters level university and at a Protestant baccalaureate college BOOK JACKET *Teaching Islamic Studies in the Age of ISIS, Islamophobia, and the Internet* Kimberly Hall, Doaa Baumi, Manuela Ceballos, Benjamin Geer, Mouez Khalfaoui, Alfons H. Teipen, William Maynard Hutchins, Laila Hussein Moustafa, Nathan S. French, Todd Green, Sabahat F. Adil, Kecia Ali, Phil Dorroll, Lyndall Herman, Shehnaz Haqqani, 2019-01-24 A much needed volume and a must read for educators addressing a challenging topic in a challenging time Choice How can teachers introduce the subject of Islam when daily headlines and social media disinformation can prejudice students perception of the subject Should Islam be taught differently in secular universities than in colleges with a clear faith based mission What are strategies for discussing Islam and violence without perpetuating stereotypes The contributors of *Teaching Islamic Studies in the Age of ISIS Islamophobia and the Internet* address these challenges head on and consider approaches to Islamic studies pedagogy Islamophobia and violence and suggestions for how to structure courses These approaches acknowledge the particular challenges faced when teaching a topic that students might initially fear or distrust Speaking from their own experience they include examples of collaborative teaching models reading and media suggestions and ideas for group assignments that encourage deeper engagement and broader thinking The contributors also share personal struggles when confronted with students including Muslim students and parents who suspected the courses might have ulterior motives In an age of stereotypes and misrepresentations of Islam this book offers a range of means by which teachers can encourage students to thoughtfully engage with the topic of Islam Abundant and useful references Highly recommended Choice *The Oxford Handbook of the Bible and American Popular Culture* Dan W. Clanton (Jr.), Terry R. Clark, 2020 The study of the reciprocal relationship between the Bible and popular culture has blossomed in the past few decades and the time seems ripe for a broadly conceived work that assesses the current state of the field offers examples of work in that field and suggests future directions for further study This Handbook includes a wide range of topics organized under several broad themes including biblical characters such as Adam Eve David and Jesus and themes like Creation Hell and Apocalyptic in popular culture the Bible in popular cultural genres for example film comics and Jazz and lived examples such as museums and theme parks The Handbook concludes with a section taking stock of methodologies and the impact of the field on teaching and publishing The Oxford Handbook of the Bible and American Popular Culture represents a major contribution to the field by some of its leading practitioners and will be a key resource for

the future development of the study of both the Bible and its role in American popular culture Post-Traumatic Public Theology Stephanie N. Arel, Shelly Rambo, 2016-11-02 This book imagines new modes of religious response to trauma moving beyond simple answers to the why of human suffering toward discussions of profound expressions of faith in the aftermath of trauma Engaging current realities such as war race and climate change chapters feature specific locations from which theology is done and draw on the resources of Christian faith in order to respond This volume recognizes religious leaders as first responders to trauma and offers theological reflections that can stand up in the current realities of violence and its aftermath The writings provide models for how to integrate the language of faith with the literature of trauma *After World Religions* Christopher R Cotter, David G. Robertson, 2016-02-05 The World Religions Paradigm has been the subject of critique and controversy in Religious Studies for many years After World Religions provides a rationale for overhauling the World Religions curriculum as well as a roadmap for doing so The volume offers concise and practical introductions to cutting edge Religious Studies method and theory introducing a wide range of pedagogical situations and innovative solutions An international team of scholars addresses the challenges presented in their different departmental institutional and geographical contexts Instructors developing syllabi will find supplementary reading lists and specific suggestions to help guide their teaching Students at all levels will find the book an invaluable entry point into an area of ongoing scholarly debate Contested Issues in Training Ministers in South Africa Marilyn Naidoo, 2015-07-01 The purpose of this book is to engage challenging issues that are called into question during ministerial training This is a volume presenting eleven contested issues that attend to concerns related to structures processes knowledge and practices within theological education Contributors offer keen insights about how to think differently and more complexly about these matters within a changing South Africa It is an affirmation of the multiple voices locations identities and positions within South African theological education as a starting point for transformative theological education It is hoped that these reflections can enable future ministers to confront the question of how to be in the world with the required competence integrity and professional identity to meet the needs of church and society International Handbook of Inter-religious Education Kath Engebretson, Marian de Souza, Gloria Durka, Liam Gearon, 2010-08-17 This Handbook is based on the conviction of its editors and contributing authors that understanding and acceptance of as well as collaboration between religions has essential educational value The development of this Handbook rests on the further assumption that interreligious education has an important role in elucidating the global demand for human rights justice and peace Interreligious education reveals that the creeds and holy books of the world's religions teach about spiritual systems that reject violence and the individualistic pursuit of economic and political gain and call their followers to compassion for every human being It also seeks to lead students to an awareness that the followers of religions across the world need to be and to grow in dialogical relationships of respect and understanding An essential aim of interreligious education is the promotion of understanding and engagement between people

of different religions and therefore it has great potential to contribute to the common good of the global community

Interreligious education has grown from the interfaith movement whose beginning is usually identified with the World Parliament of Religions held in Chicago in 1893. This was the first time in history that leaders of the eastern and western religions had come together for dialogue and to consider working together for global unity.

College & University Chaplaincy in the 21st Century Dr. Lucy A. Forster-Smith, 2013-07-13

The first comprehensive resource for chaplains and campus ministers of all faith traditions, a vital resource for ministry in multifaith and secular contexts. Caregiver, educator, trustee of institutional traditions, public religious voice, and occasionally prophet in an increasingly multifaith, multicultural global world, the role of the college or university chaplain has changed. This book examines experiences and perspectives that arise at the intersection of religious practice, distinct campus culture, student counseling, and the secular context of the modern academic institution. Contributors, who are actively engaged in the work of college chaplaincy from educational institutions as diverse as Stanford University, Williams College, Jesuit-affiliated Creighton University, and Louisiana's historically black Dillard University, and from many faith traditions, explore the practice, theology, and joys of campus ministry and the chaplain's calling to support, challenge, stir the imagination of, and address this generation's urgent longing for connection and meaning.

CONTRIBUTORS: Rabbi Rena S. Blumenthal, Vassar College; Rev. Gail E. Bowman, Dillard University; Rev. Janet M. Cooper, Nelson Brown University; Rev. Dr. Lucy A. Forster-Smith, Macalester College; Rev. Dr. Susan Henry Crowe, Emory University; Rev. K. P. Hong, Macalester College; Rev. Dr. Charles Lattimore, Howard University; Rev. Dr. Linda J. Morgan, The College of Wooster; Rev. Dr. J. Diane Mowrey, Queens University of Charlotte; Fr. Roc O'Connor, SJ, Creighton University; Rev. Ian B. Oliver, Yale University; Fr. Daniel Reim, SJ, University of Michigan, Ann Arbor; Rev. Dr. Paul H. W. Rohde, Augustana College; Rev. Deanna L. Shorb, Grinnell College; Rev. Dr. Richard E. Spalding, Williams College; Rev. Dr. Samuel H. Speers, Vassar College; Sohaib N. Sultan, Princeton University.

A Student's Search for Meaning Melissa Carter, James Fraser, Chelsea Garbell, Amy Wilson, 2023-11-25

This edited volume brings together reflections on how students pursue the search for meaning and purpose in the context of higher education. It offers perspectives from humanities professors, college chaplains of multiple faiths, and observers of the changing shape of the American university as each considers the needs and expectations of today's students. The collection addresses three key lines of inquiry: what the student search for meaning looks like in the context of higher education; how do presenters understand the dimensions of the search for meaning itself; and how do or don't humanities faculty and religious life leaders talk to each other around the common student concerns addressed in both coursework and the extracurricular world of religious life programs. Together, the conversation suggests that students pursue a search for meaning in the context of university life and the academic curriculum, but the particular dimensions of this search are yet undefined. This is often a contested pursuit because it conflicts with the other purposes of the university.

which some see as primary A key audience for this book is university administrators who work in the field of chaplaincy and faith based programming as well as department chairs and faculty in the liberal arts who are directly involved in building humanities curriculum

Teaching Civic Engagement Forrest Clingerman, Reid B. Locklin, 2017-08 Teaching Civic Engagement offers a new conceptual model an examination of theoretical questions and concerns and a variety of concrete teaching strategies to assist faculty in engaging questions of civic belonging and social activism in religion classrooms The book explores the civic relevance of the academic study of religion

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