

Course description

General information		
Instructor	Ana-Marija Raffai, PhD	
Course title	Non-violence according to Dorothea Solle's "Mysticism and Resistance"	
Study Programme	University Undergraduate Programme in Protestant theology	
Type of course	Elective	
Year of study	First, second, and third	
Number of credits and class hours	ECTS credits	2
	Class hours (L+E+S)	1+0+0

1. COURSE DESCRIPTION
<p>1.1. <i>Course Objectives</i></p> <p style="padding-left: 40px;">The objectives of this course are to introduce students to</p> <ol style="list-style-type: none"> 1. the approach of political theology; 2. the understanding of non-violence in the work <i>Mysticism and Resistance</i> by D. Sölle, in the hermeneutical key of liberation theology.
<p>1.2. <i>Prerequisite</i></p> <p style="padding-left: 40px;">There are no prerequisites for this course.</p>
<p>1.3. <i>Learning outcomes at the Study Programme level</i></p> <ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of basic themes in practical theology and recognize the connections between theological-religious theory and ecclesial, religious, and social praxis. 2. Demonstrate understanding of the correlation between theology and other humanities and social sciences. 3. Apply the acquired knowledge to evaluate the role of the Church and Christianity in the life of the humanity and society of today. 4. Critically assess individual segments in the relationship between the Church and the contemporary individual and society. 5. Independently and jointly with other experts and participants, put forward ideas and propose solutions in one's ecclesial and/or social community.
<p>1.4. <i>Learning Outcomes</i></p> <p style="padding-left: 40px;">Upon completion of the course, the student will be able to:</p> <ol style="list-style-type: none"> 1. identify violent action, especially structural violence, and confront the patterns of structural and cultural violence; 2. explain the basics of violent action, and identify its problematic points, in order to then transform it into non-violent action;

<ol style="list-style-type: none"> 3. identify the principal models of socio-political engagement based on the New Political Theology; 4. identify the limits and possibilities of the political engagement of believers; 5. identify the differences of religious and fundamentalist political arguments; 6. critically evaluate the limits of the political engagement of believers. 							
<p><i>1.5. Course Content:</i></p> <ol style="list-style-type: none"> 1. Introduction to the life and work of Dorothea Sölle 2. The circles of influence on the theology of non-violence in her works 3. The development of the theology of responsibility and reciprocity 4. Sölle's theology of peace 5. The concept of non-violence: Theological premises and theological arguments 6. Non-violence in the context of the three liberations: from egoism (Ichlosigkeit), from ownership (Besitzlosigkeit), and the liberation from violence (Gewaltlosigkeit) 7. Connecting Sölle's theology of non-violence with examples of political conflict in our society – which non-violent solutions does Sölle inspire? 							
<p><i>1.6. Modes of Teaching</i></p>				x lectures x seminars and workshops <input type="checkbox"/> exercises x remote learning <input type="checkbox"/> field teaching		x homework assignments x multimedia and internet <input type="checkbox"/> laboratory work <input type="checkbox"/> mentored work <input type="checkbox"/> other _____	
<p><i>1.7. Comments</i></p>							
<p><i>1.8. Course Requirements</i></p> <p>Active participation in class, regular reading assignments, and active participation in exercises (workshop) and discussions during lectures.</p>							
<p><i>1.9. Course Assessment¹</i></p>							
Class attendance		Active participation in class		Term paper		Experimental work	
Written exam		Oral exam	1	Essay	1	Research	
Project		Quizzes		Written report		Practical work	
Portfolio							
<p><i>1.10. Grading structure during lectures and on the final exam</i></p>							

¹ **IMPORTANT:** Along with every mode of Course Assessment an adequate number of ECTS credits needs to be given, so that the total number of ECTS credits matches the number for the course. Empty fields can be used for additional activities.

The exam is in oral form. In order to take the exam, the students must hand in their essay.

1.11. Mandatory Resources

- 1) N. HAWKINS, *Dorothee Sölle, Radical Christian, Mystic in Our Minds*, 2005., online: <https://www.theway.org.uk/back/443Hawkins.pdf>
- 2) D. SÖLLE, *The Silent Cry: Mysticism and Resistance*, Minneapolis: Fortress, 2001.

1.12. Additional Resources

- 1) D. SÖLLE, *The Window of Vulnerability: ŽA Political Spirituality*, Minneapolis:Fortress, 1990.
- 2) D. SÖLLE, *Against the Wind: Memoir of a Radical Christian*, Minneapolis: Fortress, 1999.
- 3) S. PINNOCK (ur.), *The Theology of Dorothee Soelle*, Harrisburg, London, New York: Trinity Press International, 2003.
- 4) D. BONNHOFER, *Otpor i predanje*, Zagreb: KS, 1993.
- 5) J. GOSS-MAYR, i H. GOSS-MAYR, *Evandjelje i borba za mir*, Zagreb: KS i Provincijalat franjevacu trećoredaca, 1993.
- 6) J. M. MULLER, *Strategija nenasilnog djelovanja*, Zagreb: KS, 1986.
- 7) L. N. TOLSTOJ, *U što vjerujem?*, Zagreb: Vbz, 2012.
- 8) H. D. THOREAU, *Civil Disobedience*, 1984, online: <https://www.ibiblio.org/ebooks/Thoreau/Civil%20Disobedience.pdf> (15.10.2018.)
- 9) W. WINK, Walter, *Isus i nenasilje – treći put*, Osijek: Centar za mir, nenasilje i ljudska prava, 2005.

1.13. Number of copies of mandatory resources relative to the number of students currently enrolled

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Resources are available to students in electronic form.		

1.14. Modes of quality control that ensure acquisition of knowledge, skills and competences

Discussions with students during class, homework assignments (report on one of the texts discussed in class, or comments on the multimedia material seen in class), and final exam.