

CAREY THEOLOGICAL COLLEGE
THEO 699 - Theological Insights for the Contemporary Church (The Modern Era)
Summer 2020

Professor: Dr. Bradley Penner

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Course Dates: June 29-September 4, 2020 (Online)

Credit Hours: 127.5 hours/3 credits Master's

COURSE DESCRIPTION

This course gives the student an opportunity to do focused study in a specialized area of historical theology, particularly the modern era (ca. 1700-2000). It will help students to broaden and deepen their knowledge of theology in the modern era, challenge them to do in-depth critical research of historical-theological issues and concepts, and promote growth in skills that are relevant to the study of historical theology in the modern era and its implications for the contemporary church.

COURSE OUTCOMES

Upon completion of this course, you will be able to:

- Speak knowledgably about theology in the modern era in which this course is located, demonstrating critical understanding and broadening perspective on the field as a result of in-depth study of modern theology;
- Demonstrate capacity to think critically and appreciatively about modern theology, together with its role within the larger discipline of historical and systematic theology;
- Be conversant with the relevant primary and secondary literature and other public information resources—classical and current—that inform modern theology;
- Articulate key issues under discussion in modern theology together with prominent streams of thought on those issues;
- Demonstrate increasing problem-solving ability with respect to key issues in modern theology, forming personal conclusions and applying creative concepts to those issues;
- Show growing competence in select skills needed in the study of modern theology, with an appreciation for the integration of skills, disciplinary concepts, and a Christian worldview;

COURSE GOALS

This course will provide an in-depth survey of the development (positive and negative) of Christian theology in the modern era from the rise of the Enlightenment to the dawn of postmodernism. The rationale for this course is to instill in and foster a greater historical consciousness in the student for a greater awareness of how theology developed post-Reformation, why theology exists as it does in its current multiplicities, and to what extent modern theology in all its forms impacts the student's ecclesial identity and the spiritual practices thereof.

INSTRUCTOR INTRODUCTION

I was born and raised in B.C. but now I live in Red Deer, Alberta with my wife (Marcia) and our two children (Hanah and Landen). We worship at First Baptist Church in Red Deer (CBWC) and I also serve on the board of the CBWC. I hold three degrees in theology from Prairie College (BA), Briercreech Seminary (MA), and the University of Edinburgh (PhD). When I am not reading, writing, and teaching theology I can be found watching the Vancouver Canucks or playing my guitar.

COURSE WELCOME

Welcome to the course. THEO 699 Theological Insights for the Contemporary Church (The Modern Era) is an online course and *Canvas* will be used as the content/learning management system. In this course, as in all graduate courses taken at Carey, individual and group success depends on our shared commitment and responsibility for rich learning and scholarship. Each student has a personal responsibility for their learning, as well as an obligation to contribute to the learning of others by participating fully and respectfully in conversations, learning activities, and tasks.

COURSE TEXTBOOKS

Barth, Karl. *On Religion: The Revelation of God as the Sublimation of Religion*. London: Bloomsbury, 2013.

Machen, J. Gresham. *Christianity and Liberalism*. Grand Rapids: Eerdmans, 2009.

Olson, Roger. *The Journey of Modern Theology*. Downers Grove: IVP, 2013.

Schleiermacher, Friedrich. *On Religion: Speeches to its Cultured Despisers*. Cambridge: CUP, 1996.

von Harnack, Adolf. *What is Christianity?* Philadelphia: Fortress Press, 1986.

COURSE SCHEDULE

Modules	Assignments	Assigned Readings
Week 1 (June 29-July 3)	• Zoom session #1	Olson, 11-124
Week 2 (July 6-10)	• Discussion Question and Response #1	Olson, 125-212
Week 3 (July 13-17)	• <u>Theology of Religion Essay Due</u>	Olson, 213-240
Week 4 (July 20-24)	• Discussion Question and Response #2	Olson, 241-294
Week 5 (July 27-31)	• Discussion Question and Response #3	Olson, 295-368
Week 6 (August 3-7)	• <u>Essence of Christianity Essay Due</u>	Olson, 369-448
Week 7 (August 10-14)	• Discussion Question and Response #4	Olson, 449-546
Week 8 (August 17-21)	• Discussion Question and Response #5	Olson, 547-614
Week 9 (August 24-28)	• Zoom Session #2	Olson, 615-648
Week 10 (August 31-September 4)	• <u>Research Essay Due</u>	Olson, 649-713

TIME INVESTMENT AND EVALUATION

Activity/Assignment	Hours	Grade %
Reading & Online Forum Participation (2hours/post)		10%
Theology of Religion Essay		25%
Essence of Christianity Essay		25%
Research Essay		40%
Total	127.5	100%

See below for Carey Grading Scale and relevant rubrics for this course.

COURSE ASSIGNMENTS

1.) Online Forum Participation

Each student will post **five (5)** reflective and critical responses on *Canvas* to the questions posed by the professor on *Canvas* (see course schedule above) **AND** post **five (5)** responses to another student's initial post (i.e., you cannot respond to another student's response). Each response must be **250 words** in length and must evidence a clear stance relative to the question posed. Both posts are worth **2%** of the student's final grade. The purpose of these online postings is for you to interact reflectively and critically with the weekly readings to develop your theology of the modern era.

Due: At the end of the week by 5:00pm PST (see course schedule above)

2.) Theology of Religion Essay

Each student will read, in their entirety, the texts by Schleiermacher and Barth (and in that order) and then compose a **1500-word** (approx. 5 pages) position paper in which they will (1) argue for one of the two views; (2) identify that view's key strengths; (3) identify that view's key weaknesses and explain why it remains a plausible view; and (4) highlight some weaknesses of the other view that make it untenable. You are to focus on the most important issues in addressing (2), (3), and (4). Keep this question in mind as you write your essay: If you were trying to convince someone to adopt the view you have chosen, what would you say and why?

Due: July 17, 2020 @5:00pm PST

3.) The Essence of Christianity Essay

Each student will read, in their entirety, the texts by Harnack and Gresham (and in that order), and then compose a **1500-word** (approx. 5 pages) essay in which they will (1) argue for one of the two views; (2) identify that view's key strengths; (3) identify that view's key weaknesses and explain why it remains a plausible view; and (4) highlight some weaknesses of the other view that make it untenable. You are to focus on the most important issues in addressing (2), (3), and (4). Keep this question in mind as you write your essay: If you were trying to convince someone to adopt the view you have chosen, what would you say and why?

Due: August 7, 2020 @5:00pm PST

NOTE for both essays: You must agree with only one of the texts. You cannot synthesize the two texts, even if you do not completely agree with the one text you have chosen. Also, this is not a critical review; I want you to argue for one of the views. You are not required to do any extra research for this essay; however, you may quote from the texts using parentheses – e.g. (p. 25). The purpose of these essays is to have you interact critically and charitably with primary sources.

4.) Research Essay

Rationale: Using online discussions and textbook readings as a springboard, you should from the very beginning start to give thought to a course-related topic/issue that you want to explore in greater depth. This is typically done regarding a position as articulated by an individual theologian or a school of theology. The topic/issue can explore any topic raised by the discussions or the readings that you, for any number of reasons, have found particularly interesting and/or troubling.

Methodology: Once you identify the topic/issue you wish to research the first step is to collect the biblical passages that speak to the topic/issue. Sometimes it is helpful to use theological dictionaries and reference books for the central ideas in the debate. Once started, it is then most helpful to obtain a deeper understanding of the topic you wish to study from theological works. Then your research proceeds to primary sources if appropriate (e.g., the actual writing of the person or issue you are researching) and secondary sources (what others said about your person or issue). I want you to think critically about what you are reading while considering scripture, lectures, and class discussions. Therefore, a well-organized paper, with thoughtful personal interaction and incisive critical thought, when placed upon solid research, written in clear, succinct English with proper grammar, will earn you the highest grades.

Particulars: The essay must be **3600 words** (approx. 12 pages), and you must cite from a minimum of fifteen (15) scholarly sources (not including the Bible)

Due: September 4, 2020 @5:00pm PST

COURSE REQUIREMENTS

We expect that you will embrace fully in spirit and commitment to Carey's 5 C's. This course is designed for you:

Content: To be active in your learning and a full participant with your professors and colleagues in discovery and problem-based learning;

Context: To consider the importance of evangelism, how best to apply your learning about contemporary issues to evangelism in North America and other global contexts;

Character: To be a scaffold for your character development, provided you engage in self-reflection, online discussions, and feedback from each other, in a spirit of collegiality and engagement;

Community: To collaborate and engage in knowledge building with peers and professors, nurturing spiritual friendships and mentorship among each other; and,

Competency: To develop skills-competency either through a formal academic essay or project that enables you to transfer those insights to the contemporary evangelistic issues.

CAREY GRADING SCALE

Master's Scale

Grade class	Descriptors	Letter grades	GPA	%
A class work Excellent, superior work	Effectively and exceptionally accomplishes all course outcomes and objectives. Work produced is excellent quality, of publishable quality, and benefit to the wider Christian community. Shows exceptional growth/mastery. Exceptionally creativity and originality in approach to the subject.	A+ A A-	4.0 4.0 3.7	100-98 97-94 93-90
B class work Good solid work	Accomplishes all course outcomes and objectives. Work produced is good quality, and beneficial to peers and fellow students. Growth/mastery of course material is good. Shows creativity and originality in approach to subject.	B+ B B-	3.3 3.0 2.7	89-87 86-84 83-80
C class work Passible but needs to improve	Accomplishes enough course outcomes and objectives to be passible. Work produced is not recommended for dissemination unless qualified. Growth/mastery is basic but encouraged to repeat the course. Shows hints of creativity and originality, but not consistent.	C+ C C-	2.3 2.0 1.7	79-77 76-74 73-70
F class work Non-passible	Fails to accomplish course outcomes and objectives. Work should not be disseminated under any condition. Little to no growth/mastery of course material. Fails to show creativity or originality in approach to the subject.	F	0	69-0

Rubric Criteria	Minimally meets requirements (C+ to B-)	Meets All Requirements (B to B+)	Meets All and Exceeds Some Requirements (A- to A+)
Ideas and Content	You provide a clear and partially accurate description of the subject matter.	You clearly and accurately articulate (describe) the ways in which the subject matter is manifested.	You provide an accurate, thorough description of the ways in which the subject matter is manifested. 30% of grade
Insight	You have provided a surface level reading of the subject matter.	You have provided an in-depth, introspective reading of the subject matter.	You have provided an in-depth, introspective reading of the subject matter yielding a deep understanding of subject matter. 30% of grade
Sources	Some sources are correctly documented using CMS format.	Most sources are correctly documented using CMS format.	All sources are correctly documented using CMS format. 10% of grade
Presentation	Appropriate written English is evident throughout the assignment. It can be easily read and understood. Writing and presentation style is engaging.	Clarity, simplicity, parsimony and appropriate written English are evident throughout the assignment. It can be easily read and understood. Writing and presentation style is engaging and thought-provoking.	Clarity, simplicity, parsimony and appropriate written English are evident throughout the assignment. It provokes readers/viewers/listeners to think deeply, awakening new questions and insights. 30% of grade

INSTRUCTIONS AND NETIQUETTE FOR ONLINE COURSES

Netiquette: Carey Theological College Online Discussion Netiquette

1. **Participate** – For the maximum benefit to all, every participant needs to contribute to the discussion. Be on time. Respond to at least one classmate for any discussion forum or blog or as many times as required by the instructor.
2. **Check previous postings** – Read the previous discussion thread before answering to avoid repeating comments and/or posting in the wrong heading or thread. Try to respond to anyone who replies to your initial posting in a way that moves the discussion forward.
3. **Read Assignment Instructions before Posting** – There are different types of online assignments: discussion forum, blog, wiki, group project, media presentation, survey, etc. Please read the assignment guidelines carefully before posting. If the posting involves group effort, you may consider using Chat or Collaborate within Connect to facilitate group discussions.
4. **Be Concise and Brief** – Be careful not to let your posts become too wordy. Respect the time of the other readers and aim to make your entries clear and concise.
5. **Cite your References** – Just as you would if you were writing an academic paper, give proper credit to the sources you used in your conversations or posts.
6. **Use Proper Writing Style** – Again, just as you would in an academic paper, proper spelling, grammatical construction and sentence structure should be utilized in your postings. Please refrain from using emoticons or slang.
7. **Be Courteous** – Be ready to disagree but do not demean, harass or embarrass others. Respect the diversity of the people in your cohorts and understand that racist and sexist comments or jokes are unacceptable.
8. **Encourage Others** – Help each other to develop and share ideas. Some students are more experienced with on-line settings than others. Offer your support to those who are less familiar.
9. **Use Appropriate Tones** – Remember you are writing in an academic environment, and refrain from showing extreme emotions. No yelling, throwing tantrums or rants. Humor can also be difficult to convey in text, especially if there are students whose first language is not English, so please make sure everyone realizes when you are trying to be funny.
10. **Respect Others** – An online classroom will include participants from a wide range of backgrounds (culture, age, socio-economic, etc.). It is important to respect fellow classmates' opinions and not impose your own perception or bias on others. At Carey, there also are core courses shared by students enrolled in different degree programs. It is important to learn to listen and appreciate each other's unique contribution to the learning experience.

Netiquette Reference Sources:

https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html

<http://teaching.colostate.edu/tips/tip.cfm?tipid=128>

<http://www.albion.com/netiquette/corerules.html>

Academic Policies

Please see the **Carey Academic Catalog** for more details:

https://carey-edu.ca/wp-content/uploads/academic_catalog/Academic%20Catalog.pdf

Course Attendance

Students are expected to attend all scheduled class sessions to fulfil degree requirements. This includes on-line webinars and/or live-streamed portions of courses.

Carey Grading Scale

See the Carey Academic Catalogue for details on the Carey grading scale.

Course Withdrawal Policy

A student who withdraws after the period for which tuition refunds are available within the first half of the course will receive a "W" on their transcript. Beyond those dates, they will receive an "F."

Extensions

Extensions for course work will only be granted in exceptional circumstances. If an extension will make it impossible for the professor to submit the final grade no later than one month following the final assignment, the student must petition the Registrar's Office. If the Registrar's Office grants such a request, the final extension deadlines will be clearly established. Work granted an extension may receive a grade reduction of up to one-third of the final mark.

Academic Integrity

Academic integrity is honest and responsible scholarship. Students are expected to submit original work and give credit to other peoples' ideas. Academic dishonesty is acting in a manner to gain unearned academic credit. Examples of academic dishonesty are:

- Plagiarizing by misrepresenting the work of another person (in whole or in part) as a student's own work or failing to give credit for either wording or ideas that belong to another.
- Submitting the same material for credit in more than one course (whether the earlier submission was at Carey or another institution).
- Using unauthorized aids of any sort in examinations, completing work in unauthorized collaboration with others, or the unauthorized recording and use of class lectures.

Penalty for a lack of academic integrity may include a failing grade in the assignment, examination or course, depending on the severity of the offense. All students are responsible for knowing and practicing academic integrity and must become familiar with the plagiarism student resource at: <http://learningcommons.ubc.ca/academic-integrity/>.

Gender Language

As language usage changes, the church must discern where its language must change in order to bear faithful witness to the gospel. Modern English usage has moved away from using masculine terms to refer to groups that include women. Using of such terms in worship, writing, or conversation miscommunicates the invitation of the gospel and the nature of the church. Assignments that don't conform to the gender language policy will be returned to the student for resubmissions.

See the Carey Academic Catalogue for more details on this policy.