



On-Campus Course Syllabus

THS 665 L1

Modern and Postmodern Theology

Spring 2021

Class Information

Day and Time: Monday 7:30 PM – 10:00 PM

Room Number: E207

Contact Information

Instructor Name: Dr. Jim Larsen

Instructor Email: jlarsen@criswell.edu

Instructor Office Hours: Contact Professor for Appointment

Course Description and Prerequisites

An examination of the development of major theological perspectives from the rise of the Enlightenment to the present time. Attention is given to modernist and postmodernist theology in their major forms as well as major developments within evangelical theology, including varied reactions to the changing theological landscape.

Course Objectives

At the end of this course, the student should have the ability to:

1. Construct a general timeline of major figures who lived and significant events which occurred during the eighteenth through twentieth centuries.
2. Discuss how major thinkers of this period influenced the development of Christian doctrine, particularly major doctrines of significance to the church of our day.
3. Discuss/describe how relevant theological terms and associated concepts developed over the course of the period studied.
4. Demonstrate an understanding of hermeneutical considerations that contributed to the controversies and/or major doctrinal developments during this period.
5. Engage in sympathetic but critical dialogue with articulations of concepts and scriptural interpretations of thinkers discussed in this course.

Required Textbooks

- *The Bible*: The professor typically uses the *English Standard Version* for course lectures.
- McGrath, Alister E., *The Christian Theology Reader*, 5th ed. Malden, MA: Wiley Blackwell, 2017. ISBN 9781118874387.
- Olson, Roger E. *The Journey of Modern Theology: From Reconstruction to Deconstruction*. Downers Grove: IVP Academic, 2013. ISBN 9780830840212.

Recommended Reading

- MacGregor, Kirk R. *Contemporary Theology: An Introduction; Classical, Evangelical, Philosophical, and Global Perspectives*. Grand Rapids: Zondervan, 2019.
- Pelikan, Jaroslav. *Christian Doctrine and Modern Culture (since 1700)*. Paperback ed. The Christian Tradition: A History of the Development of Doctrine 5. Chicago: University of Chicago Press, 1991.

Course Requirements and Assignments

Required Text Reading (20%): The course texts form the foundation upon which lectures are built, thus it is imperative that students complete the assigned reading prior to the beginning of each class session. The percentage of assigned reading completed will be reported at the beginning of the class session for which it is due. If a student is going to be absent, he/she must e-mail the percentage of reading completed to the professor **prior to the beginning of class** in order to receive credit. There is no credit for reading that is not **completed and reported** by the beginning of the class in which it is due.

Book Interaction (10%): Students will write a 12-15 page interaction with a book dealing with either a major theologian, significant “event,” or doctrinal controversy associated with the period covered in this course. The book to be reviewed *must be approved* by the professor and must be one the student has not read. The first half of the paper (approximately) must include background on the author, including his context. Additionally, the first half of the paper must address the importance/significance of this particular volume, and provide a brief overview/summary of the book. The first half of the book interaction is to be submitted for review as indicated on the **Course Outline/Calendar**. The second half of the paper must provide a critical engagement with ideas, approaches, etc. presented in the book, compared and contrasted with material discussed in class, the course text, and additional sources as appropriate.

Research Paper (25%): The student will be required to write a **15-25 page research paper** investigating either a major theologian, significant “event,” or doctrinal controversy/development associated with the period covered in this course. In addition to an in-depth treatment of the selected topic, this paper must address why/how an understanding of the topic being examined is important to the church today. Additional requirements for this paper include:

1. A proposal for the topic to be examined in this paper *must be approved by the professor no later than* the date indicated on the course topic schedule below. This proposal must include a brief justification for the topic and a preliminary bibliography. The student should consult with the professor early and as necessary to meet this specified deadline.
2. The paper and associated proposal must be formatted in accordance with the *Criswell College Manual of Style* (CCMS), 3rd ed., available online at http://www.criswell.edu/current_students/library/, as well as in print form on reserve at the Wallace Library circulation desk.
3. The paper and associated proposal must be double spaced and include a title page and bibliography. Neither the title page nor bibliography contribute to the required page count for the final paper.
4. The final paper must cite *at least* ten (10) sources, properly formatted in accordance with the CCMS. With the exception of online journal articles, books, or other “academic” sources, no internet sources are to be used (e.g. Wikipedia).
5. The paper must be written well, including grammar, spelling, logical coherence, and source support for arguments/claims made.

Exams (25%): There will be a midterm and a final exam for this course. The midterm exam will cover required reading and lesson material discussed up to that point in the course. The final exam will cover the remaining required reading and lesson material as well as significant concepts presented during the first portion of the course. Each exam will be a timed, closed book exam, and will be administered online in Canvas. **No late exams will be accepted.**

Discussions/Interactions (15%): This course is intended to provide the student with advanced discussions on modern and postmodern theology. Consequently, assignments are designed to challenge students' thinking as well as promote more biblically mature engagement with related contemporary theological discussions. Since lectures, discussions, and reading assignments build upon each other, students must complete assignments prior to the class for which they are assigned. Assignments will be in the form of online discussions/interactions. Online discussions/interactions should be governed by the following guidelines:

- The professor will post an item for *discussion* on Canvas for which *all* students must provide an appropriate response. This response should be between 400 and 600 words in length. Your postings must reflect (a) facts, providing appropriate support where needed; (b) logical reasoning, (c) be related to the topic, (d) be written well, and (e) *must be completed* by the beginning of the class session following the professor's posting of each discussion item.
- Once the student has provided a response to the professor's post, she/he must then *interact* with the post of at least two other students as well as respond to comments relating to her/his own post. Keep in mind that these posts are intended to promote *discussion*, and thus grades for these discussions will reflect the quality and thoughtfulness of these interactions.
- Again, your interactions with other students must reflect (a) facts, (b) logical reasoning, (c) be related to the topic, (d) be written well, and (e) give other students adequate time to respond.
- While it is acceptable to disagree with the posts of either the professor or another student, disagreement *must be* civil and gracious. Remember: challenge the thought/idea, not the person.
- When posting, be sure to present your thoughts and point of view clearly, concisely, and graciously. Try to avoid sharing your personal opinions if you cannot back them up biblically or by citing other appropriate sources.
- Grades will be based on the quality of the student's initial response to the professor's post, the quality of engagement with other students' work, *and* the quality of the responses to other students' engagement with the student's own work. Consequently *all* engagement/discussion *must be completed* by the beginning of the second class session following the professor's posting of each discussion item.

Class Participation (5%): Students must show up on time and be adequately prepared to contribute to the conduct of class sessions. This may be demonstrated by asking questions, interacting with the professor and/or other students during class discussions, and/or by responding to questions posed by the professor. As one needs to be present in order to participate in class discussions, absences will affect the class participation grade.

Quizzes: It is not expected that quizzes will be given in this course, but the professor reserves the right to administer quizzes as deemed appropriate.

Additional Assignments: While there are currently no additional assignments anticipated for this course, the professor reserves the right to incorporate additional assignments as necessary to assist students in accomplishing the stated goals of this course.

Assignments/Exams Due Dates: Due dates for all course requirements are identified on the **Course Outline/Calendar**. It is expected that all requirements be completed/submitted on time. Students are *strongly* encouraged not to wait until the last minute to work on and/or post assignments or take exams, as unforeseen circumstances may prevent meeting deadlines (power outages, computer problems, internet access problems, etc.). The professor *stresses* the importance of meeting assignment/exam due dates. Unless there is an *extreme* circumstance involved (death in the family, hospitalization, etc.), **no late assignments or exams will be accepted**.

Course/Classroom Policies and Information

Textbooks and Supplemental Bibliography: The selection of textbooks and items on the Supplemental Bibliography should not be interpreted as implying the professor's endorsement of any of the views of the authors. Textbooks and supplemental sources are selected for their perceived value in helping to meet course goals and objectives.

Recording: As a general policy, students may not record class sessions for this course. If a student has a particular need that necessitates recording class sessions, please contact the Director of Student Services. If permission is granted to record class sessions, under no conditions may recordings be duplicated, given, lent, or shared with anyone else. Further, permission is *expressly denied* to upload these recordings to the internet *in any form* or to use them for purposes other than the student's own personal study to meet the requirements of this course. For additional information, see the "**Disabilities**" section below.

Course Outline/Calendar: The schedule provided below is intended to give the student a general idea of the flow of course topics/discussions. While the professor intends to keep as closely as possible to the indicated topic dates, he reserves the right to modify class topics as necessary to meet course objectives as well as deal with potential issues raised by students deemed appropriate to meet these objectives. Unless otherwise indicated, deviations from indicated topics *will not* affect due dates for listed assignments.

On Campus/Zoom Conference Classes: Due to the small number of students in the class, this course may be conducted in a "hybrid" fashion. As agreed upon by students and approved by the professor, class sessions may be conducted by way of Zoom conference sessions. Regardless of on campus or Zoom conference "venue," class sessions will be conducted on the dates and times specified in the course outline. The professor reserves the right to modify this method of class participation as deemed necessary in order to fulfill course requirements.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting.

Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before

submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at

library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

Mon	Topic	Assignments
January 18: Martin Luther King Jr. Day — Holiday		
Jan 25	*Course Introduction	
29 January: Last Day to Drop Classes		
Feb 1	*The Enlightenment and Modernity	(O) Preface – Introduction (M) See Week 2 Module
Feb 8	*Modernity and “Traditional” Theology	(O) Ch 1 (M) See Week 3 Module
Feb 15	*Modernity and “Liberal” Theology	(O) Ch 2 (M) See Week 4 Module Paper Topic Approved
Feb 22	*Modernists and Fundamentalists Collide	(O) Ch 3 (M) See Week 5 Module
Mar 1	*Orthodoxy and Liberalism	(O) Ch 4 (M) See Week 6 Module
Mar 8	*More Responses to Liberalism	(O) Ch 5 (M) See Week 7 Module
March 15–19 — Spring Break		
Mar 22	*Modernism “Morphs”	(O) Ch 6 (M) See Week 8 Module Midterm Exam (Online)
Mar 29	*Attempts To Be “Relevant” Part 1	(O) Ch 7 (M) See Week 9 Module First ½ Book Interaction
1 April: Last Day to Withdraw from Classes		
Apr 5	*Attempts To Be “Relevant” Part 2	(O) Ch 8 (M) See Week 10 Module
Apr 12	*“Evangelicalism” and Modernity	(O) Ch 9 (M) See Week 11 Module
Apr 19	*Postmodernity and Its Challenge	(O) Ch 10 (M) See Week 12 Module
26 April: <u>All</u> Course Requirements for Graduating Students Complete		
Apr 26	*Postmodern Theologies Part 1	(O) Ch 11 (M) See Week 13 Module
May 3	*Postmodern Theologies Part 2	(O) Ch 12 – Conclusion (M) See Week 14 Module Research Paper Book Interaction
May 10–14 — Final Exams (Final Exam Online)		

NOTE: (O) Roger Olson’s *The Journey of Modern Theology: From Reconstruction to Deconstruction*
(M) Alister McGrath’s *The Christian Theology Reader* (by article number)

Selected Bibliography

- Allison, Gregg R. *Historical Theology: An Introduction to Christian Doctrine*. Grand Rapids: Zondervan, 2011.
- Barth, Karl. *Protestant Theology in the Nineteenth Century: Its Background & History*. Translated by Brian Cozens and John Bowden. New ed. London: SCM Press, 2001. Reprint, Grand Rapids: William B. Eerdmans Publishing Company, 2002.
- Bultmann, Rudolf. *New Testament and Mythology and Other Basic Writings*. Edited by and translated by Schubert M. Ogden. Philadelphia: Fortress Press, 1984.
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- Himmelfarb, Gertrude. *The Roads to Modernity: The British, French, and American Enlightenments*. New York: Vintage Books, 2005.
- Hutchison, William R. *The Modernist Impulse in American Protestantism*. Durham: Duke University Press, 1992.
- Iggers, Georg G. *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*. Middletown, CT: Wesleyan University Press, 2005.
- Israel, Jonathan I. *Radical Enlightenment: Philosophy and the Making of Modernity 1650-1750*. New York: Oxford University, 2001.
- Kapic, Kelly M., and Bruce L. McCormack, eds. *Mapping Modern Theology: A Thematic and Historical Introduction*. Grand Rapids: Baker Academic, 2012.
- Kuhn, Thomas S. *The Structure of Scientific Revolutions*. 3rd ed. Chicago: University of Chicago Press, 1996.
- Larson, Edward J. *Summer for the Gods: The Scopes Trial and America's Continuing Debate over Science and Religion*. Cambridge: Harvard University Press, 1997.
- Livingston, James C. *The Enlightenment and the Nineteenth Century*. Vol. 1 of *Modern Christian Thought*. Minneapolis, MN: Fortress Press, 2006.
- Livingston, James C. et al. *The Twentieth Century*. Vol. 2. *Modern Christian Thought*. Minneapolis, MN: Fortress Press, 2006.
- Liotard, Jean-François. *The Postmodern Condition: A Report on Knowledge*. Translated by Geoff Bennington and Brian Massumi. *Theory and History of Literature* 10, edited by Wlad Godzich and Jochen Schulte-Sasse. Minneapolis: University of Minnesota Press, 1984.
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- Olson, Roger E. *The Journey of Modern Theology: From Reconstruction to Deconstruction*. Downers Grove, IL: IVP Academic, 2013.
- Padgett, Alan G., and Steve Wilkens. *Journey to Postmodernity in the 20th Century*. Vol. 3 of *Christianity and Western Thought: A History of Philosophies, Ideas and Movements*. Downers Grove: IVP Academic, 2009.
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On-Campus Course Syllabus

ADDENDUM FOR SP-21

THS 665 L1

Modern and Postmodern Theology

In the event that Criswell College has to close the campus to on-campus classes during the SP-21 semester, this addendum specifies how your instructor intends to adjust the course in order to allow students to meet the course objectives.

The course requirements, assignments, calendar, and attendance requirements from the syllabus for this course are replicated below. Notes and changes to the information in the syllabus are highlighted. Information that is no longer relevant is indicated with a strike through the font and *replacement or new information is placed in italics*.

Course Requirements and Assignments

Required Text Reading (20%): No change to this requirement. The course texts form the foundation upon which lectures are built, thus it is imperative that students complete the assigned reading prior to the beginning of each class session. The percentage of assigned reading completed will be reported at the beginning of the class session for which it is due. If a student is going to be absent, he/she must e-mail the percentage of reading completed to the professor **prior to the beginning of class** in order to receive credit. There is no credit for reading that is not **completed and reported** by the beginning of the class in which it is due.

Book Interaction (10%): No change to this requirement. Students will write a 12-15 page interaction with a book dealing with either a major theologian, significant "event," or doctrinal controversy associated with the period covered in this course. The book to be reviewed *must be approved* by the professor and must be one the student has not read. The first half of the paper (approximately) must include background on the author, including his context. Additionally, the first half of the paper must address the importance/significance of this particular volume, and provide a brief overview/summary of the book. The first half of the book interaction is to be submitted for review as indicated on the **Course Outline/Calendar**. The second half of the paper must provide a critical engagement with ideas, approaches, etc. presented in the book, compared and contrasted with material discussed in class, the course text, and additional sources as appropriate.

Research Paper (25%): No change to this requirement. The student will be required to write a **15-25 page research paper** investigating either a major theologian, significant "event," or doctrinal controversy/development associated with the period covered in this course. In addition to an in-depth treatment of the selected topic, this paper must address why/how an understanding of the topic being examined is important to the church today. Additional requirements for this paper include:

1. A proposal for the topic to be examined in this paper *must be approved by the professor no*

later than the date indicated on the course topic schedule below. This proposal must include a brief justification for the topic and a preliminary bibliography. The student should consult with the professor early and as necessary to meet this specified deadline.

2. The paper and associated proposal must be formatted in accordance with the *Criswell College Manual of Style* (CCMS), 3rd ed., available online at http://www.criswell.edu/current_students/library/, as well as in print form on reserve at the Wallace Library circulation desk.

3. The paper and associated proposal must be double spaced and include a title page and bibliography. Neither the title page nor bibliography contribute to the required page count for the final paper.

4. The final paper must cite *at least* ten (10) sources, properly formatted in accordance with the CCMS. With the exception of online journal articles, books, or other “academic” sources, no internet sources are to be used (e.g. Wikipedia).

5. The paper must be written well, including grammar, spelling, logical coherence, and source support for arguments/claims made.

Exams (25%): No change to this requirement. There will be a midterm and a final exam for this course. The midterm exam will cover required reading and lesson material discussed up to that point in the course. The final exam will cover the remaining required reading and lesson material as well as significant concepts presented during the first portion of the course. Each exam will be a timed, closed book exam, and will be administered online in Canvas. **No late exams will be accepted.**

Discussions/Interactions (15%): No change to this requirement. This course is intended to provide the student with advanced discussions on modern and postmodern theology. Consequently, assignments are designed to challenge students’ thinking as well as promote more biblically mature engagement with related contemporary theological discussions. Since lectures, discussions, and reading assignments build upon each other, students must complete assignments prior to the class for which they are assigned. Assignments will be in the form of online discussions/interactions. Online discussions/interactions should be governed by the following guidelines:

- The professor will post an item for *discussion* on Canvas for which *all* students must provide an appropriate response. This response should be between 400 and 600 words in length. Your postings must reflect (a) facts, providing appropriate support where needed; (b) logical reasoning, (c) be related to the topic, (d) be written well, and (e) *must be completed* by the beginning of the class session following the professor’s posting of each discussion item.
- Once the student has provided a response to the professor’s post, she/he must then *interact* with the post of at least two other students as well as respond to comments relating to her/his own post. Keep in mind that these posts are intended to promote *discussion*, and thus grades for these discussions will reflect the quality and thoughtfulness of these interactions.
- Again, your interactions with other students must reflect (a) facts, (b) logical reasoning, (c) be related to the topic, (d) be written well, and (e) give other students adequate time to respond.
- While it is acceptable to disagree with the posts of either the professor or another student, disagreement *must be* civil and gracious. Remember: challenge the thought/idea, not the person.

- When posting, be sure to present your thoughts and point of view clearly, concisely, and graciously. Try to avoid sharing your personal opinions if you cannot back them up biblically or by citing other appropriate sources.
- Grades will be based on the quality of the student's initial response to the professor's post, the quality of engagement with other students' work, *and* the quality of the responses to other students' engagement with the student's own work. Consequently *all* engagement/discussion *must be completed* by the beginning of the second class session following the professor's posting of each discussion item.

Class Participation (5%): **No change to this requirement.** Students must show up on time and be adequately prepared to contribute to the conduct of class sessions. This may be demonstrated by asking questions, interacting with the professor and/or other students during class discussions, and/or by responding to questions posed by the professor. As one needs to be present in order to participate in class discussions, absences will affect the class participation grade.

Quizzes: **No change to this requirement.** It is not expected that quizzes will be given in this course, but the professor reserves the right to administer quizzes as deemed appropriate.

Additional Assignments: **No change to this requirement.** While there are currently no additional assignments anticipated for this course, the professor reserves the right to incorporate additional assignments as necessary to assist students in accomplishing the stated goals of this course.

Assignments/Exams Due Dates: **No change to this requirement.** Due dates for all course requirements are identified on the **Course Outline/Calendar**. It is expected that all requirements be completed/submitted on time. Students are *strongly* encouraged not to wait until the last minute to work on and/or post assignments or take exams, as unforeseen circumstances may prevent meeting deadlines (power outages, computer problems, internet access problems, etc.). The professor *stresses* the importance of meeting assignment/exam due dates. Unless there is an *extreme* circumstance involved (death in the family, hospitalization, etc.), **no late assignments or exams will be accepted.**

Class Attendance

On-Campus/Zoom Conference Classes: *Due to the small number of students in the class As a consequence of the closure of the campus due to Covid-19, this course may be conducted in a "hybrid" fashion. As agreed upon by students and approved by the professor, class sessions may will be conducted by way of Zoom conference sessions. Regardless of on campus or Zoom conference "venue," class Class sessions will be conducted on the dates and times specified in the course outline. The professor reserves the right to modify this method of class participation as deemed necessary in order to fulfill course requirements. If at some point the campus reopens for on cite classes, the professor will make a determination on whether or not to resume on campus sessions or to continue with Zoom sessions.*

Remote Class Sessions: Identity and Participation Verification

During Zoom class sessions indicated above, students will be expected to participate using both audio and video. Students having difficulty meeting this requirement must contact the professor in order to work out an acceptable alternative.

Course Outline/Calendar

Mon	Topic	Assignments
January 18: Martin Luther King Jr. Day — Holiday		
Jan 25	*Course Introduction	
29 January: Last Day to Drop Classes		
Feb 1	*The Enlightenment and Modernity	(O) Preface – Introduction (M) See Week 2 Module
Feb 8	*Modernity and “Traditional” Theology	(O) Ch 1 (M) See Week 3 Module
Feb 15	*Modernity and “Liberal” Theology	(O) Ch 2 (M) See Week 4 Module Paper Topic Approved
Feb 22	*Modernists and Fundamentalists Collide	(O) Ch 3 (M) See Week 5 Module
Mar 1	*Orthodoxy and Liberalism	(O) Ch 4 (M) See Week 6 Module
Mar 8	*More Responses to Liberalism	(O) Ch 5 (M) See Week 7 Module
March 15–19 — Spring Break		
Mar 22	*Modernism “Morphs”	(O) Ch 6 (M) See Week 8 Module Midterm Exam (Online)
Mar 29	*Attempts To Be “Relevant” Part 1	(O) Ch 7 (M) See Week 9 Module First ½ Book Interaction
1 April: Last Day to Withdraw from Classes		
Apr 5	*Attempts To Be “Relevant” Part 2	(O) Ch 8 (M) See Week 10 Module
Apr 12	*“Evangelicalism” and Modernity	(O) Ch 9 (M) See Week 11 Module
Apr 19	*Postmodernity and Its Challenge	(O) Ch 10 (M) See Week 12 Module
26 April: <u>All</u> Course Requirements for Graduating Students Complete		
Apr 26	*Postmodern Theologies Part 1	(O) Ch 11 (M) See Week 13 Module
May 3	*Postmodern Theologies Part 2	(O) Ch 12 – Conclusion (M) See Week 14 Module Research Paper Book Interaction
May 10–14 — Final Exams (Final Exam Online)		

NOTE: (O) Roger Olson’s *The Journey of Modern Theology: From Reconstruction to Deconstruction*
(M) Alister McGrath’s *The Christian Theology Reader* (by article number)