

**THEO6326 Reformation and Modern Theology**  
**SPRING 2021 // FRIDAYS 8:00-11:00 A.M.**  
**NOLA2U LIVE**  
**NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY**  
**DIVISION OF THEOLOGICAL & HISTORICAL STUDIES**



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*"I find it necessary to write and appeal to you to contend for  
the faith that was once for all entrusted to the saints."*

Jude 3 (NRSV)

### **The Mission of the Seminary**

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

### **Course Description**

This course is a survey of the developments in theology in the era of the Reformation in the sixteenth century, the era of Protestant Orthodoxy in the seventeenth and eighteenth centuries, and the theologies which have emerged in the nineteenth and twentieth centuries. Special attention is given to the proliferation of theologies in the twentieth century.

### **Student Learning Outcomes**

1. The student will understand the doctrinal developments and formations of significant movements, schools, and individuals in church history from the end of the fifteenth century until the end of the twentieth century.
2. The student will communicate a basic knowledge of the trajectory of thought in the development of ideas as they work out historically;
3. The student will apply the key ideas of the broader Christian tradition to his or her particular ministry calling and vocation.

## Biblical Authority

In order to develop competent theological researchers for the twenty-first century church and academy, students in this course will be exposed to seminal works in Christian theology from a wide array of theological perspectives, including the influential works of many prominent non-evangelical theologians. Students are expected to become familiar with and demonstrate advanced, biblically guided critical engagement with the works of these thinkers.

The instructors of this course operate under the assumption that the Bible is the inspired, totally true and trustworthy Word of God. While history, tradition, and reason play no small role in the theological task, the Bible holds ultimate authority in Christian doctrine and practice. *The Baptist Faith and Message* (2000) provides the structure of this course's content.

## Required Texts

Olson, Roger E. *The Journey of Modern Theology: From Reconstruction to Deconstruction*. Grand Rapids: InterVarsity, 2013.

McGrath, Alister E. *Reformation Thought: An Introduction*. 4th ed. Malden, MA: Wiley-Blackwell, 2012.

## Recommended Texts

Allison, Gregg R. *Historical Theology: An Introduction to Christian Doctrine*. Grand Rapids: Zondervan, 2011.

Berkouwer, G. C. *A Half Century of Theology: Movements and Motives*. Translated and Edited by Lewis Smedes. Grand Rapids: William B. Eerdmans, 1977.

Berkhof, Hendrikus. *Two Hundred Years of Theology: Report of a Personal Journey*. Grand Rapids: William B. Eerdmans, 1989.

Bockmuehl, Klaus, *The Unreal God of Modern Theology: Bultmann, Barth, and the Theology of Atheism: A Call to Recovering the Truth of God's Reality*. Colorado Springs: Helmers & Howard, 1988.

George, Timothy. *Theology of the Reformers*, rev. ed. Nashville: Broadman & Holman, 2013.

Grenz, Stanley and Roger E. Olson. *20th Century Theology: God and World in a Transitional Age*. Grand Rapids: InterVarsity, 1993.

Heron, Alasdair I. C. *A Century of Protestant Theology*. Cambridge, UK: Lutterworth, 1980.

Hill, Jonathan. *The History of Christian Thought*. Downers Grove: InterVarsity, 2004.

Lindberg, Carter. *The European Reformations*, rev. ed. Malden, MA: Wiley-Blackwell, 2009.

Livingston, James C. *Modern Christian Thought: The Enlightenment and the Nineteenth Century*. 2d ed. Minneapolis: Fortress, 2006.

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Olson, Roger E. *The Story of Christian Theology*. Downers Grove: InterVarsity, 1999.

Pelikan, Jaroslav. *The Christian Tradition: A History of the Development of Doctrine*. 5 vols. Chicago: University of Chicago, 1975-1991.

Placher, William C. *The Domestication of Transcendence: How Modern Thinking about God Went Wrong*. Louisville: Westminster John Knox, 1996.

## Course Teaching Methodology

This course utilizes a seminar style to reach the student learning outcomes: lecture, extensive critical reading with instructor and student led discussion, research, writing and presentation of research.

## Course Requirements

### **1. Attendance and Course Participation/Discussion Leadership (15%)**

Students are expected to read the assigned pages listed for each class period as well as the others' papers. Our class meetings will be conducted seminar-style, and all students will participate in the discussions of the readings and students' papers. *Students will be required to hand in a reading report at the end of the semester.*

Reading Report: Students will take notes when reading the textbook assignments. These notes will be neatly organized and submitted in digital format (either in a Word doc., or a scanned PDF of hand-written notes) at the end of the course. The report should include a statement giving the percentage of the total reading completed.

## **2. Historical Theology Report (20%) Assignment Dates Vary**

Every student is required to write one (1) report on an assigned theologian or subject that corresponds to the class reading for the week. These papers are intended to be prepared by students and presented in class as teaching tools. Each paper will be 1500 to 2000 words in length and include a bibliography of at least ten resources (textbooks, reference books, journal articles, quality Internet sources are allowed, but you must consult a minimum of five monographs as well). Where reports concern individuals, they should focus on the salient features of that theologian's thought; where reports concern topics, they give an accessible and nuanced account of the topic. Think of these as encyclopedia entries: short, informative, and well-researched.

**The topics for these papers will be selected by students in conversation with Dr. Riley.**

Examples for historical theology reports:

### Reformation:

- Luther
- Zwingli
- Melancthon
- Bucer
- Calvin
- Hubmaier
- Arminius
- Scripture
- Ecclesiology
- Justification by Faith
- Predestination
- Political Thought

### Modern Theology:

- Kant
- Fichte
- Schleiermacher
- Hegel
- Kierkegaard
- Newman
- Kuyper
- Ritchl
- Kähler
- Harnack
- Troeltsch
- Hodge
- Edwards

### Twentieth Century:

- Rauschenbusch
- Bultmann
- Barth
- Rahner (RC)
- Loisy (RC)
- Reinhold Niebuhr
- H. Richard Niebuhr
- Bonhoeffer
- Tillich
- Ramm
- Henry
- Moltmann
- Pannenberg
- Mary Daly
- James Cone
- Hauerwas
- Caputo

### East and South:

- Alexei Khomiakov (R. Orthodox)
- Vladimir Soloviev (R. Orthodox)
- Nicholai Berdyaev (R. Orthodox)
- Vladimir Lossky (R. Orthodox)
- George Florovsky (R. Orthodox)
- John Zizoulas (Gr. Orthodox)
- K. Kitamori (Japan)
- C. S. Song (Taiwan)
- P. Chenchiah (India)
- P.D.Devanandan (India)
- R. Pannikar (India)
- John Mbiti (Africa)
- John Taylor (Africa)
- Kenneth Cragg (Africa/Islam)

### **3. Research Papers (35%)**

Each student will prepare a research paper on a topic agreed upon by the professors and the student. Papers should be 15-20 double-spaced pages in length. *First research papers are due April 12, 2020.* A hard copy must be submitted to the professor, but digital copies can be dropped in our Google account for everyone else in the class.

Students may write on an aspect of a theologian or theological movement (and can write on the same theologian they focus on in their class reports if they so please). Unlike the historical theology presentation, the professors are not seeking survey papers, but each paper should have a clear thesis and make critical arguments.

The research paper will be evaluated as follows:

1. Grammar and style: Spelling, sentence and paragraph development; punctuation; and conformity to the 7th or 8th edition of Turabian. (20 points)
  2. Clarity and Coherence: Balance; thoroughness; organization; logical development; overall sense of the paper. (20 points)
  3. Research: Bibliography; type and variety of sources (primary, secondary, monographs, journal articles, websites, etc.); most bibliographic entries should be accompanied by footnote citations. (20 points)
  4. Historical Awareness and Insight: Factual accuracy; awareness of historical connections (continuity/discontinuity, cause/effect, contrasts/comparisons); sensitivity to historical context; awareness of the historical impact of a person. (20 points)
  5. Analysis and Evaluation: Going beyond the mere reporting of facts to include explanation, interpretation, analysis of material; evaluation of strengths and weakness of a person; demonstration that you have thought about the material that you have researched. Give strong and insightful introduction and conclusion. (20 points)
- An “A” paper (93-100) has a clearly articulated thesis that guides the organization of the paper, the content of the paper, and the selection of resources. Such papers also show the author’s ability to do quality research, choosing quality resources, distinguishing between primary and secondary sources, and are conversant with up-to-date literature in the field. “A” papers demonstrate creative, substantive critical engagement with sources. Authors of “A” papers write with professional attention to grammar, form, and style.
  - “B” papers (85-92) clearly state a thesis but fail to connect the stated thesis with the organization and content of the paper. These papers include some material irrelevant to this issue at hand. “B” papers evidence that the student is growing in his or her ability to do research even if some source selections are questionable. Authors of these papers attempt to make critical arguments and show growing skill in this area. These papers evidence only minor errors in grammar, form, and style.

- “C” papers (77-84) lack a clear thesis and structure and tend to be “survey papers” that are descriptive without argumentation. While these papers evidence some interaction with current, quality sources, they gravitate toward secondary sources and out-of-date sources. “C” papers also contain numerous grammatical errors and problems with form and style, even to the point of distracting readers from the content of the paper.
- D” (70-76) and “F” (0-69) papers make no attempt to define the problem and show no evidence of a coherent structure. These papers show the author’s inability to do graduate level research, a failure to engage quality resources, and only a superficial grasp of sources that are cited. “D” and “F” papers contain major grammatical errors and show no evidence whatsoever of proofreading.

Students will present their paper in class but need not read the papers verbatim, as every student is expected to read every paper prior to the class session. Rather, presenters should describe the research process, hit the highlights of the paper, and any additional information they learned researching their papers.

#### **4. Primary Source Book Reviews and Presentations (30%)**

Every student will write a review of a primary source from the Reformation to Modern period. These book reviews should be 4-6 single-spaced pages in length. Each review should include a bibliographic entry, brief biographical data about the author (including dates, degrees, theological tradition, academic positions held, research interests, and significant works), a brief summary of the book’s argument and contents, and critical analysis.

**Book selections are made in conversation with and approval by Dr. Riley.**  
***Consider choosing a book for review that will aid you with your research paper.***

A few questions to consider while reading these monographs: What is the main purpose or thesis of this book? To whom is this book written? Did the author(s) fulfill his or her purpose? What are some of the author’s working assumptions (e.g., his or her denominational background, field of research, or view of Scripture)? Does the author provide strong biblical, philosophical, and historical support for his or her positions? Are there any points of contact between this book/writer and other texts read during the course of the semester? How might the content of this book affect ministry in the local church or ministry within your particular calling? Are there any ideas that changed your particular way of thinking on the subject matter at hand? Would you recommend this book to someone else?

- “A” papers (93-100) clearly state the book’s thesis, successfully and succinctly outline its argument in its own terms, demonstrate advanced critical engagement with the argument and content of the book, make clear and well-structured arguments, and exhibit a proficient grasp of grammar, spelling, and style.

- “B” papers (85-92) clearly state the book’s thesis, show an attempt to understand the book on its own terms and critically reflect on the issues at hand, make arguments, and show sufficiency in grammar, spelling, and style.
- “C” papers (77-84) state the book’s thesis, present the content of the book, raise preliminary critical questions for further evaluation, limit evaluation to approval or disapproval of the author’s arguments, and make repeated mistakes in grammar, spelling, and style.
- “D” (70-76) and “F” (0-69) papers lack evidence of grasping the book’s thesis and content, limit evaluation to preformed judgments without serious consideration of the book’s ideas, contain major grammatical, spelling, and stylistic errors, and demonstrate little or no attempt to proofread.

## Course Evaluation

Grades will be determined on the basis of the NOBTS grading scale—an A for 93-100, B for 85-92, C for 77-84, D for 70-76, and F for 69 or below. Borderline grades will normally be determined by the numerical grade received (we round up from .5), unless the student’s promptness and faithfulness in class attendance, positive attitude and contribution in class discussions, and preparedness and attentiveness in class warrants special consideration. These factors only apply when the student is fractionally close to the next highest grade.

• Attendance and Course Participation/Leadership	15%
• Historical Theology Report	20%
• Research Paper and Presentation	35%
• Primary Source Book Review and Presentation	30%
<b>Total</b>	<b>100%</b>

## Helpful Information

### For NOLA2U Live Students

If you are taking this course as a NOLA2U Live student, please note the following attendance policies:

1. The course on the New Orleans campus will be connected synchronously via Web conferencing with Internet students. These courses will require weekly attendance at the stated class meeting times.
2. Students are only allowed to miss the amount of class time specified in the NOBTS attendance policy as stated in the graduate catalog. (See page 184 in the graduate catalog: <https://www.nobts.edu/resources/pdf/academics/GraduateCatalog.pdf> ).
3. Technical issues will not be considered a valid reason for missing a class session.

### NOBTS Style Guide

A copy of the approved NOBTS Style Guide can be found in the course Blackboard shell, or can be located online at the Writing Center's page on the seminary website at: <https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>

### Help for Writing Papers at “The Write Stuff”

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

### Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
2. [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).
3. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
4. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

### Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.



### **Professor's Policy on Late Assignments**

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by two points per day. No assignment will be accepted that is over two weeks late unless prior permission is granted by Dr. Riley. **Late work should include the date due and the day delivered on the cover page.**

### **Professor's Availability and Assignment Feedback**

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time during weekdays. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided on the basis of syllabus guidelines

### **Classroom Parameters**

- Please arrive on time.
- Turn off cell phones.
- Utilize laptops and other technology for class purposes only.
- Respect the professor and other members of the class.
- Maintain confidentiality when someone shares personal information.
- Participate in class and group discussions.

### **Extra Credit**

Extra credit may be available. Talk to Dr. Riley if you are interested in receiving extra credit.

### **Academic Policies**

Academic policies relate to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: *New Orleans Baptist Theological Seminary Academic Catalog*.

**Course Schedule**

**Note: the course schedule will not be set until the first day of class, based on the number of students in the class**

<b>THEO5311 Spring 2021 Reading and Assignments Schedule</b>			
<b>Date</b>	<b>Topic</b>	<b>Assignments</b>	<b>Presenters / Topic</b>
1/22	Course Introduction “Midlegomena”	Syllabus	Riley
1/29	Reformation	McGrath, pp. 1-74	Road to Reformation Riley
2/5	Modernity	McGrath, pp. 253-67 Olson, pp. 17-124	March to Modernity: Enlightenment Rationalism and Romanticism Riley
2/12	Reformation	McGrath, pp. 75-140	Meet the Reformers
			Return to Bible
			Justification Riley
2/19	Reformation	McGrath, pp. 191-222	Predestination
			Political Thought
2/26	<b>Due: Primary Source Book Review</b>		Student present reviews in class
3/5	Modernity	Olson, pp. 125-240	Liberal Theologies
			Conservative and Mediating Theologies
3/12	Twentieth Century	Olson, pp. 295-448	Crisis Theology
			Radical Theology
			Chastened Liberal

3/19	<b>SPRING BREAK</b> <i>“...give him rest from days of trouble. . .” (Psalm 94:13)</i>		
3/26	Twentieth Century	Olson, pp. 503-614	Catholic Theology
			Liberation Theology
4/2	Twentieth Century	Olson, pp. 615-648, 449-502	Eschatological Theo.
			Evangelical Theology
4/9	Into the Twenty-first Century	Olson, pp. 649-713	Postliberal Theology
			Postmodern Theology
4/16	Paper Presentations		1. _____ 2. _____ 3. _____
4/23	Paper Presentations		4. _____ 5. _____ 6. _____
4/30	Paper Presentations Final Class Discussion		7. _____ 8. _____ 9. _____

## ADDITIONAL BIBLIOGRAPHY

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- Byrne, James M. *Religion and the Enlightenment: From Descartes to Kant*. Louisville, KY: Westminster John Knox Press, 1997.
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- Cox, Harvey. *Fire from Heaven: The Rise of Pentecostal Spirituality and the Reshaping of Religion in the Twenty-First Century*. Cambridge, MA: Da Capo Press, 2009.
- Cragg, Gerald R. *The Church and the Age of Reason, 1648-1749*. Rev. ed. Penguin, 1990.
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- González, Justo L. *The Story of Christianity*, vols. 1-3. 2d ed. New York: HarperOne, 2010.
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*Beginnings to the Eve of the Reformation.* Louisville: Westminster John Knox, 1988.

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