



REFORMATION & MODERN THEOLOGY

THEO5311 • Spring 2015 • Tuesdays 2:00-4:50 p.m.

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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

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

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.

Core Value Focus

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. These values shape both the context and manner in which all curricula are taught, with “doctrinal integrity” and “mission focus” especially highlighted in this course. The core value focus for the 2014-2015 academic year is “spiritual vitality.”

Student Learning Outcomes

1. The student will become familiar with the doctrinal developments and formations of significant movements, schools, and individuals in church history from the end of the first century to the end of the fifteenth century;
2. The student will gain a basic knowledge of the trajectory of thought in the development of ideas as they work out historically;
3. The student will become familiar with a broad survey of the institutional, political, social, and cultural conditions which influenced the development of Christian thought;

4. The student will be exposed to significant documents from the history of Christian thought;
5. The student will learn to appreciate the struggles and labors of the great saints of Christianity who helped shaped, establish, and defend Christian orthodoxy;
6. The student will develop and appreciation and understanding of how his or her own beliefs developed from the history of Christian thought.

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

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

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

Recommended Texts

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

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.

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

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

McGrath, Alister E. *The Christian Theology Reader*. 4th ed. Oxford: Wiley-Blackwell, 2011.

———. *Historical Theology: An Introduction to the History of Christian Thought*. 2d ed. Oxford: Wiley-Blackwell, 2012.

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.

Course Requirements

1. Attendance and Course Participation (10%)

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.*

2. Historical Theology Report (20%)

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 three to five single-spaced pages and include a bibliography of at least six resources (textbooks, reference books, and the Internet are allowed, but you must consult a minimum of three monographs as well).

The topics for these papers will be assigned by the end of the first day of class.

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. *Research papers are due October 28, 2014.* Two hard copies must be submitted to the professors, but digital copies can be dropped in our Dropbox 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. Book Reviews (20%)

Every student will write a review of a book written on one of the themes of this course. 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.

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.

5. Final Exam (15%)

Every student will complete a take-home final comprehensive final exam. Students will be evaluated on their mastery of the course content and their ability to engage it critically.

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	10%
• Historical Theology Report	20%
• Research Paper	35%
• Book Reviews	20%
• Final Exam	15%
Total	100%

Class Policies

1. Attendance and Class Participation

As noted above, attendance and class participation are necessary for meeting the requirements of this class. Students are expected to be attentive and prepared for each class session. Students who are engaged in private conversations or doing work for other classes may be asked to leave the class; repeat violations may result in removal from the course. Rude or disruptive behavior is also not permitted.

2. Laptop Guidelines

Laptops are permitted in class as long as they are used for taking notes or accessing Dropbox materials related to this particular course. *Students using laptops are requested to sit in the front of the classroom for accountability purposes.* Gaming, e-mail, social networking, and web browsing of any kind are strictly prohibited. Failure to heed this policy may result in dismissal from the class session and loss of laptop privileges; repeat violations may result in removal from the course.

3. Plagiarism

The instructor calls attention to the policy on plagiarism found in the NOBTS Graduate Catalog and Student Handbook. Remember the words of the proverb: “*Whoever walks in integrity walks securely, but he who makes his ways crooked will be found out*” (Prov. 10:19).

Extra Credit

1. Book Review

Students may write one (1) additional critical book review of another book from the list of review monographs for extra credit. All of the requirements for the critical review listed above apply to extra credit book reviews. Students can earn up to five points on their final grade with a quality critical book review.

2. ETS Report

Students attending the annual national meeting of the Southwest Regional meeting of the Evangelical Theological Society in New Orleans, LA on April 10-11 may write a 1000-word report on papers about historical theology attended (at least three). Students can earn up to seven points on their final grade with submission. For registration information, please visit <http://www.etsjets.org>.

THEO5311 Spring 2015 Reading and Assignments Schedule				
Date	Topic	Assignments	Presenters / Topic	
1/20	Course Introduction Prolegomena	Syllabus	Historical Theological “Midlegomena”	Putman / Riley
1/27		McGrath, pp. 1-74	Road to Reformation	Putman
				Riley
2/3		McGrath, pp. 253-67 Olson, pp. 17-124	March to Modernity	Putman
				Riley
2/10		McGrath, pp. 75-140	Scripture	
			Ecclesiology	
			Sacraments	
2/17		McGrath, pp. 141-206, 223-52	Calvin	
			Arminius	
2/24		Olson, pp. 125-240	Schleiermacher	
			Hodge	
3/3		Olson, pp. 295-368, 421-448	Barth	
			Bonheoffer	
3/10		Olson, pp. 369-420, 449-502	Tillich	
			Moltmann	
3/17		Olson, pp. 503-614	Rahner	
			von Balthasar	

THEO5311 Spring 2015 Reading and Assignments Schedule			
Date	Topic	Assignments	Presenters / Topic
3/24	SPRING BREAK "...give him rest from days of trouble. . ." (Psalm 94:13)		
3/24		Olson, pp. 615-713 Research Papers Due	Henry Hauerwas
3/31			
4/7	Paper Presentations		1. _____ 2. _____ 3. _____
4/14	Paper Presentations	Book Reviews Due	4. _____ 5. _____ 6. _____
4/21	Paper Presentations		7. _____ 8. _____ 9. _____
4/28	Paper Presentations		10. _____ 11. _____ 12. _____
5/5	Paper Presentations Final Class Discussion	Final Exams Due	13. _____ 14. _____ 15. _____

ADDITIONAL BIBLIOGRAPHY

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- Bainton, Ronald H. *Here I Stand: A Life of Martin Luther*. Charleston, SC: Forgotten Books, 2012.
- Bettenson, Henry, and Chris Maunder, eds. *Documents of the Christian Church*. New York, NY: Oxford University Press, 2011.
- Bobrick, Benson. *Wide as the Waters: The Story of the English Bible and the Revolution It Inspired*. New York, NY: Penguin Books, 2002 .
- Brecht, Martin. *Martin Luther: His Road to Reformation, 1483-1521; Martin Luther: Shaping and Defining the Reformation, 1521-1532; and Martin Luther: the Preservation of the Church, 1532-1546*. Minneapolis: Fortress Press, 1990-1994.
- Byrne, James M. *Religion and the Enlightenment: From Descartes to Kant*. Louisville, KY: Westminster John Knox Press, 1997.
- Carpenter, Joel A. *Revive Us Again: The Reawakening of American Fundamentalism*. New York, NY: Oxford University Press, 1999.
- Chadwick, Owen. *The Church in the Cold War*. Penguin, 1993.
- 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.
- Dickens, Arthur G. *The English Reformation*. Rev. ed. University Park, PA: Pennsylvania State University Press, 1991.
- Estep, William R. *The Anabaptist Story: An Introduction to Sixteenth-Century Anabaptism*. Grand Rapids, MI: Eerdmans Publishing Co., 1995.
- Finke, Roger and Rodney Stark. *The Churching of America, 1776-2005: Winners and Losers in Our Religious Economy*. New Brunswick, NJ: Rutgers University Press, 2005.
- González, Justo L. *The Story of Christianity*, vol. 2. 2d ed. New York: HarperOne, 2010.
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- . *Iustitia Dei: A History of the Christian Doctrine of Justification*. 3d ed. Cambridge: Cambridge University Press, 2005.
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- Newman, John Henry. *An Essay on the Development of Doctrine*. 2d ed. Notre Dame, IN: University of Notre Dame Press, 1989.
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- Noll, Mark. *Turning Points: Decisive Moments in the History of Christianity*. Grand Rapids, MI: Baker Book House, 2000.
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