

**THEO 772\***  
**Modern and Contemporary Christian Theology/Thought**

**Jan. – Apr. 2012**  
**Thursdays**  
**8:30 - 11:30 a.m.**  
**Goodwin 254**

**Pamela Holmes**  
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**Office: Theological Hall 230**

**Office Hours: Thursdays 1-2 p.m. or by appointment**

**Course Description:**

Through a careful consideration of both primary writings from representative figures as well as secondary writings about the same, this course will provide a general overview of the twentieth and twenty-first century Christian theology and thought.

**Learning Objectives:**

1. Explore a broad overview of 20<sup>th</sup> and 21<sup>st</sup> century theologies and thinking within a historical context.
2. Develop an understanding of the diversity of responses to modernity.
3. Acquire competence in the reading of theological texts.
4. Examine contemporary Christian thought and theologies in terms of its current usefulness (defined by one's own contexts and interests).

**Learning Outcomes:**

1. Students will be expected to know the general movement of Christian theology/thought during this period. This will be demonstrated through small quizzes.
2. Students will be expected to reflect on the relation between Christian thought/theology and culture. This will be demonstrated through class discussions.
3. Students will be expected to acquire competence in the critical analysis of Christian theology/thought. This will be demonstrated through class discussions and a final research paper.
4. Students will be expected to critically evaluate some aspect of the class material as it relates to themselves and their situations. This will be demonstrated through a research paper.

**Note:** The Instructor reserves the right to change any aspect of the course at any point during the duration of the course in order to facilitate learning within particular groups of students.

**Format:** Short lectures, small and large group discussions, assigned readings, written assignments and short quizzes.

### **Required Texts:**

**David F. Ford with Rachel Muers, Ed.,** *The Modern Theologians: An Introduction to Christian Theology since 1918*, (Maiden, MA, USA; Oxford, UK; Victoria, Australia: Blackwell Publishing, 2005). (available for purchase at the Campus Bookstore and on reserve at Stauffer Library).

**Paul Tillich,** *Biblical Religion and the Search for Ultimate Reality*, (Chicago, Illinois: University of Chicago Press, 1964).

**Rudolph Bultmann, Schubert M. Ogden, (editor),** *New Testament and Mythology and Other Basic Writings*, (Minneapolis, Minnesota: Fortress Press, 1984,1989).

**Karl Rahner,** *Encounters With Silence*, 2<sup>nd</sup> Edition, (St. Augustine Press, 1999). An earlier edition will be suitable.

**Brian D. McLaren,** *A New Kind of Christianity: Ten Questions that are Transforming the Faith*, Reprint edition, (Harperone: 2011).

### **Course Requirements:**

1. **Your preparation, presence and participation** are both welcome and necessary components of our course. Each week students are expected to carefully read the assigned material in order to engage in an informed discussion. (Note: active listening is recognized as participation for deep introverts. But you are invited to chime in when ready.)
2. **3 Quizzes:** Short, Multiple Choice, In Class Quizzes based on the Weekly Readings.
  - a. 1 on January 26,
  - b. 1 on March 8 and
  - c. 1 on April 5.
3. **1 Class Presentation with 6-8 page Report including Bibliography:**

**Theme:** See Course Outline below.

**Format:**

  1. Identify the key issues to be presented
  2. Gather a bibliography early. 5-10 references works including books and articles.
  3. 30 minutes for class presentation. Creativity encouraged. (20 minutes to present material. 10 minutes for questions and discussion.)
  4. 6-8 page paper over viewing your presentation plus the bibliography due at the beginning of the presentation.
4. **Research Paper** (12-15 pages)

**Theme:** A contemporary theologian or an aspect of contemporary Christian theology/thought that interests you. Consult with instructor before starting to work.

**Format:** 12-15 page research essay, double-spaced.

**Bibliography:** Although reflecting personal interests, the essay should be written in accordance with academic style including the use of proper footnotes of endnotes. Turabian or Chicago is preferred. You should consult and reference at least ten scholarly works including books and articles. This does NOT include the course textbooks or online sources although you are free to reference these in addition to the ten. See the course Bibliography for resources of find additional resources using tools such as the American Theological Library Association (ALTA) database, available through the Queen's Library webpage.

**DUE DATE: April 5, 2012**

**Course Evaluation:**

Class Presentation	20%
3 In Class Quizzes on Readings (3 x 15%)	45%
Research Paper (12-15 pages)	35%

**Grading:**

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

<b>Grade</b>	<b>Numerical Course Average (Range)</b>
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62

D+	57-59
D	53-56
D-	50-52
F	49 and below

**Assignment Due Dates:** All assignments are due at the beginning of class on the stated day unless otherwise indicated. There will be an automatic period of one week in which late assignments will be accepted but penalized 2% per day. No assignments will be accepted after that date unless negotiated before the *initial* due date and, if appropriate, supported by documentary evidence to support the request (e.g., a medical note or a funeral notice).

**Course Completion:** Students wishing to negotiate a course grade of "Incomplete" (IN) must submit a Request for Incomplete Mark form which can be found at (<http://www.queensu.ca/religion/theology/grad/resources/Forms.html>) before the end of classes and must provide documentary evidence to support the request. Failure to do so will result in the submission of a final grade based on work completed by the end of the course.

**Academic Integrity:**

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/2011-2012-calendar/academic-regulations/regulation-1>), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

**Disability Policy:** If you have a physical, psychological, or learning disability and might require accommodations in this course, please contact immediately Queen's Health Counselling and

Disability Services (HCDS), located in the LaSalle Building, 146 Stuart Street (613-533-6467 in order to receive documentation identifying needs requiring accommodation by the instructor.

**Class Outline:**

**JAN. 12      Introductions  
                 Overview of Syllabus  
                 Background**

**Readings: Ford, pp. 1-14, 322-335, 341-354, 357-368, 370-386 .**

**JAN. 19      Barth, Bonhoeffer and the Confessing Church**

**Readings: Ford, pp. 19-42; 43-58, 249-262**

**Student Presentation: Barth/Brunner Debate**

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**Student Presentation: The Barnum Declaration**

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**Student Presentation: ( \_\_\_\_\_ ) Your Choice**

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**JAN. 26      Tillich and Correlation**

**Readings: Ford, pp. 62-74, Tillich, *Biblical Religions and the Search for Ultimate Reality*, pp. 1-84;**

**QUIZ: In Class Quiz on Readings**

**Student Presentation: Walter Rauschenbusch and the Social Gospel**

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**Student Presentation: The Women's Bible**

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**Student Presentation: ( \_\_\_\_\_ ) Your Topic**

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**FEB. 2      Bultmann, Existentialism and Demythologizing**

**Readings: Ford, pp. 287-304; Bultmann, *New Testament and***

*Mythology.*

**Student Presentation: Gadamer and Ricoeur**

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**Student Presentation: Walter Brueggemann**

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**Student Presentation: ( \_\_\_\_\_ ) Your Topic**

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**FEB. 9      The Niebuhr's, Some Liberals and Postliberals**

**Readings: Ford, pp. 194-200, 204-211, 213-224, 229-246**

**Student Presentation: Hans Frei**

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**Student Presentation: Process Theology**

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**Student Presentation: ( \_\_\_\_\_ ) Your Topic**

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**FEB. 16      Lubac, Rahner and Balthasar**

**Readings: Ford, 76-89, 92-104, 106-121, 265-281; Rahner, *Encounters with Silence***

**Student Presentation: Vatican II**

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**Student Presentation: Hans Kung**

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**Student Presentation: ( \_\_\_\_\_ ) Your Topic**

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**FEB. 23      NO CLASS - READING WEEK**

**MAR. 1      NO CLASS – INSTRUCTOR AT CONFERENCE**

**MAR. 8 Pannenburg and Jürgen Moltmann**

**Readings: Ford, pp. 129-144, 147-162**

**Student Presentation: Theology of Hope**

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**Student Presentation: Political Theology**

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**Student Presentation: ( \_\_\_\_\_ ) Your Topic**

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**QUIZ: In Class Quiz on Readings**

**MAR. 15 Liberation and Feminist Theologies**

**Readings: Ford, pp. 429-448, 451-466, 469-481**

**Student Presentation: A Feminist Theologian**

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**Student Presentation: A Latin American Liberation Theologian**

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**Student Presentation: ( \_\_\_\_\_ ) Your Topic**

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**MAR. 22 Evangelical and Pentecostal Theologies**

**Readings: Ford, pp. 589-605, 608-618**

**Student Presentation: Clark Pinnock**

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**Student Presentation: Amos Yong**

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**Student Presentation: ( \_\_\_\_\_ ) Your Topic**

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**MAR. 29 Ecumenical and Postcolonial:**

**Readings: Ford, pp. 556-570, 572-587, 535-551, 485-497,  
502-514, 518-531, 178-191**

**Student Presentation: Edinburgh 2010**

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**Student Presentation: Musa W. Dube**

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**Student Presentation: ( \_\_\_\_\_ ) Your Topic**

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**APR. 5 The Emerging and Emergent Churches**

**Readings: McLaren, *A New Kind of Christianity***

**Student Presentation: Ron Bell**

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**Student Presentation: Shane Claiborne**

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**Student Presentation: ( \_\_\_\_\_ ) Your Topic**

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**QUIZ: In Class Quiz on Readings**

## SELECT BIBLIOGRAPHY

- Barnes, Elizabeth. *The Story of Discipleship: Christ, Humanity, and Church in Narrative Perspective*. Nashville: Abingdon, 1995..
- Bartlett, Anthony W. *Cross Purposes: The Violent Grammar of Christian Atonement*. Harrisburg, PA: Trinity Press Int., 2001.
- Bell, Daniel M. *Just War as Christian Discipleship: Recentering the Tradition in the Church rather than the State*. Grand Rapids: Brazos, 2009.
- Caputo, John D. *On Religion*. New York: Routledge, 2001.
- \_\_\_\_\_. *The Prayers and Tears of Jacques Derrida: Religion Without Religion*. Bloomington: Indiana Univ., 1997. For use in conjunction with Caputo:
- Chopp, Rebecca. *Saving Work: Feminist Practices of Theological Education*. Westminister/John Knox, 1995.
- \_\_\_\_\_. *Reconstructing Christian Theology*. Minneapolis: Fortress, 1994. 12.
- Comblin, José, *Called for Freedom: The Changing Context of Liberation Theology*. Maryknoll, New York, 1998.
- Erickson, Millard J. *Postmodernizing the Faith: Evangelical Responses to the Challenge of Postmodernism*. Grand Rapids, Mich.: Baker Books, 1998.
- Franke, John. *The Character of Theology: An Introduction to its Nature, Task, and Purpose*. Grand Rapids, Michigan: Baker Academic, 2005.
- \_\_\_\_\_ and Stanley Grenz. *Beyond Foundationless: Shaping Theology in a Postmodern Context*. Louisville, Kentucky: Westminster, John Knox Press, 2001.
- Frei, H. W. *Types of Christian Theology*, ed. George Hunsinger and William C. Placher. New Haven, CT: Yale University Press, 1992.
- Green, Joel B. "Modernity, History and the Theological Interpretation of the Bible." *Scottish Journal of Theology* 54, 3 (2002): 308-329.
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- Jones, Serene, and Paul Lakeland, eds. *Constructive Theology: A Constructive Approach to Classical Themes*, w. CD-Rom. Minneapolis: Fortress Press, 2005.
- Knight, Henry H. III. *A Future for Truth: Evangelical Theology in a Postmodern World*. Nashville: Abingdon, 1997.
- Kraus, C. Norman. *Using Scripture in a Global Age*. Telford PA: Cascadia, 2006.
- \_\_\_\_\_. *An Intrusive Gospel?: Christian Mission in a Postmodern World*. Downers Grove, IL: InterVarsity, 1998.
- Milbank, John. *The Word Made Strange: Theology, Language, Culture*. Oxford, UK ; Cambridge, Mass.: Blackwell, 1997.
- Migliori, Daniel. *Faith Seeking Understanding: An Introduction to Christian Theology*. Grand Rapids, MI: Eerdmans, 2004.
- \_\_\_\_\_. *Being Reconciled: Ontology and Pardon*. London: Routledge, 2003.
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- Murphy, Nancy. *Beyond Liberalism and Fundamentalism: How Modern and Postmodern Philosophy Set the Theological Agenda*. Valley Forge, PA: Trinity Press Int., 1996.
- \_\_\_\_\_. "Textual Relativism, Philosophy of Language, and the Baptist Vision." In *Theology Without Foundations*, eds. Hauerwas, Murphy, Nation. Nashville: Abingdon, 1994.
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- \_\_\_\_\_. *The Rebirth of Orthodoxy*. San Francisco: Harper, 2003.
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- \_\_\_\_\_, & Sylvia C. Keesmaat. *Colossians Remixed: Subverting the Empire*. Downers Grove, IL; InterVarsity, 2004.
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## MARKS AND GRADING

### General Principles Influencing Grading:

Overall, performance is considered in light of three key activities:

- 1) **comprehension** of the material: apprehension and understanding of the facts, terms and concepts in the readings, discussions and lectures
- 2) **analysis** of the material: ability to understand the structure of and relationship between the parts of a given text
- 3) **synthesis** of the material: ability to relate items of a given text or idea to other texts and ideas, creating new ideas in the process.

Yet, having good ideas is not sufficient for success either in class or life. You must be able to communicate your ideas to others and work with others toward goals. As a result, you will also be evaluated in terms of your:

- 4) **contribution** to the classroom: ability to contribute one's comprehension, analysis, and synthesis to the overall community of learning in a charitable and respectful manner
- 5) **clarity** of communication: ability to communicate one's comprehension, analysis, and synthesis to the overall community of learning
- 6) **mechanics**: ability to communicate one's comprehension, analysis, and synthesis in standard academic English. It is expected that all written assignments will be free from errors of spelling, punctuation, and syntax when they are handed-in or posted to the web.

### Evaluation of Written Assignments

(Adapted with Permission from Richard Ascough's Material as per his Website)

The following characteristics reflected in the assignment are taken into account in grading written assignments:

- Overall clarity
- Clear thesis statement (research papers only)
- Understanding of issues
- Interaction with material
- Analytic ability Synthesis of material
- Formulation of ideas
- Use of arguments
- Use of resources
- Clear conclusion
- Structure and organization
- Style Grammar and Spelling
- Footnotes and Bibliography (research papers only)

**Note: Content items are weighted more than stylistic items.**

## EVALUATION OF FINAL RESEARCH PAPER

1. Evidence of preparation including but not limited to a bibliography of books, articles and other sources.
2. Project should demonstrate critical analytical skills.
3. Content including but not limited to:
  - Introduction of topic Identification of key issues
  - Development of Topic
  - Organization of topic
  - Use of the broader Christian tradition in examining the topic
  - Use of the broader context
  - Creativity
  - Conclusion
4. Style, grammar and spelling including use of inclusive language
5. Coherence and logical flow of ideas.
6. Proper citing of sources through footnotes or endnotes.
7. Creativity and art of writing.
8. Overall Impression

**TERM PAPER PROPOSAL**  
**DUE Feb. 2, 2012**

**STUDENT:** \_\_\_\_\_

**TOPIC:** \_\_\_\_\_

**WORKING TITLE:** \_\_\_\_\_

**BRIEF DESCRIPTION:**

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**BIBLIOGRAPHY:**

**Primary Sources**

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**Secondary Sources**

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