Course Description and Outcomes
This course critically reflects on significant individuals, movements, events, and theological developments from the nineteenth century to the present. Through study of varied theological expressions in the modern and postmodern decades, the student enters into the church’s enduring task of interpreting, articulating, and enacting the gospel for contemporary life. Students will read selected primary sources (posted on Canvas and assigned during the course).

Students will be able to:
1. Describe the origins and theological tenets of liberalism from the early 19th century to the present, including its influence on ecumenism and process theology.
2. Describe and distinguish reactions to liberalism, including Fundamentalism, Neo-Orthodoxy, and Evangelicalism.
3. Describe the historical development and theology of the Holiness Movement, Pentecostalism, and the Charismatic Movement.
4. Describe the origins and tenets of Liberation and Contextual theologies.

Required Textbooks

Supplementary Textbooks
Pre-Class Assignments

Pre-class assignments should be submitted in the “Assignments” section of Canvas by June 1.

Pre-Class Assignment #1
In González’s book, read chapters 20, 21, 22, 24 on Lutheran Orthodoxy, Reformed Orthodoxy, the Rationalist Option, and the Pietistic Option (chapters 19, 20, 21, 23 in the 1984 edition). These chapters will give the background out of which modern theology emerges. Then read chapter 31 on Protestant Theology in the 19th century, particularly the sections on Schleiermacher, Hegel, and Kierkegaard (chapter 28 in the 1984 edition).

Pre-Class Assignment #2
Read the following sections of the Livingston book (Where “entire chapter” is indicated, read the whole chapter. Where page numbers are given, read only those pages from the chapter.):

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Pages</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>Chapter Three:</td>
<td>pp. 62-84</td>
<td>Dialectical Theology</td>
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<tr>
<td>Chapter Four:</td>
<td>entire chapter</td>
<td>Karl Barth, Dietrich Bonhoeffer</td>
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<tr>
<td>Chapter Five:</td>
<td>pp. 133-137; 140-161</td>
<td>Paul Tillich, Rudolf Bultmann</td>
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<td>Chapter Six:</td>
<td>entire chapter</td>
<td>H. R. Niebuhr, Reinhold Niebuhr</td>
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<td>Chapter Seven:</td>
<td>pp. 205-213</td>
<td>Karl Rahner</td>
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<td>Chapter Eight:</td>
<td>pp. 237-252; 260-263</td>
<td>Vatican II and Roman Catholic Theologians</td>
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<td>Chapter Nine:</td>
<td>entire chapter</td>
<td>Political and Latin American Liberation Theology</td>
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<td>Chapter Ten:</td>
<td>pp. 309, 312-335</td>
<td>Process Theology</td>
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<td>Chapter 11:</td>
<td>pp. 341-349; 369-376</td>
<td>Wolfhart Pannenberg, Hans Frei</td>
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<td>Chapter 12:</td>
<td>pp. 387-392; 401-412</td>
<td>Evangelical Theology, Carl Henry</td>
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<td>Chapter 13:</td>
<td>pp. 417-419; 423-433, 437-438</td>
<td>Feminist Theology</td>
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<td>Chapter 14:</td>
<td>entire chapter</td>
<td>Black Theology</td>
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<td>Chapter 16:</td>
<td>pp. 493-509; 519-526</td>
<td>Theology at the End of the Twentieth Century</td>
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</table>

Read carefully and follow the instructions for the assignment precisely. This material can be difficult. Do not fret. We will go over it in class. You will understand it much better then. The reading is to get you familiar with the material. The purpose of the assignment is to let me know that you have read the material. The pre-work will count 20-25% of your class grade. Type your pre-class work using standard one-inch margins and twelve-point font (Times New Roman, for instance). Number your pages, and include your name with the page number.

For the material from González and in chapters 3-6 in Livingston, list with a sentence or two of explanation what you believe are the three to five major ideas of the movement or the persons under discussion. Do not write essays. Here are further instructions on how to produce your lists:

From the González chapters on Lutheran Orthodoxy, Calvinist Orthodoxy, and Pietism, and Livingston chapter 3, do not mention every person but rather the three to five most important features of the movements.

In chapters that focus on particular thinkers and theologians (González, chapters on The Rationalist Option and Protestant Theology; Livingston, chapters 4-6), list the 3-5 distinctive features of each philosopher’s or theologian’s thought.

Do not overdo your lists. Your list should be limited to the major elements of the different theologians and movements. List only what strikes you as the main ideas or what you would say if
someone asked you to tell them what the major ideas of a theologian or movement are. Be sure that each item in your list contains enough information (a sentence or two) so that I will know what you are talking about and that you will know what you are talking about when you arrive at the COS. Do not merely copy sentences from the books, and do not simply underline your book and have someone else type what you have underlined, but use your own words so that later you can understand the point. Your lists should be clearly written and organized. Indicate the chapter and the topic or person that you are talking about. At the end of each point on the list, place the page number in parenthesis of where the idea is found.

For the assigned material from Livingston (be sure to check which pages are assigned), chapters 7-14 and 16 (chapter 15 is not assigned), create 1 to 3 multiple choice questions on each theologian or movement. Once again, the chapter and topic should be indicated for each question or each group of questions. The correct answer and the page number on which it is found should be placed in parentheses at the end of the question. Your questions will be used in a class assignment the first two days of class. Your questions will be graded on how relevant they are and how useful they will be for the class assignment. Follow these rules and the example in producing your questions:

**Rules for the questions:**

1. The questions should be fair and challenging. What do you think someone needs to know about the theologians in your particular readings? Do not ask trivial or detailed information. Ask questions about what is distinctive about a theologian’s or movement’s thought.
2. Do not use the same answer for each question, and do not give choices that are obviously unrelated to the question.
3. Use Times New Roman in a 12 pitch font.
4. Do not use the automatic numbering function. Turn it off.
5. In parenthesis following the question, indicate the correct answer, and put the number of the page from Livingston where the answer is found.
6. Each question should have four possible answers.
7. Use the following example for the form of the question. Be sure to follow the form exactly (Type the number. Skip two spaces. Type the question and ending punctuation. Skip two spaces. Within parentheses, give the letter of the answer, a double hyphen, and the page number.):

1. Which is not true about Carl Henry? (d—403)
   a. Perhaps the most influential evangelical theologian of recent times
   b. Supported a modified understanding of inerrancy, which claimed that mere passing statements of the Biblical writers were not necessarily factually infallible
   c. Waite likes him because he quoted Waite’s book on the Trinity in his book Jesus of Nazareth
   d. He was put on trial by the evangelical theological society
Pre-Class Assignment #3
Read Henry Knight’s book *From Aldersgate to Azusa Street*. Write a 3-page, typed essay discussing the similarities and differences among the Wesleyan, Holiness, and Pentecostal movements. Be sure to write in your own words, using quotations infrequently and only to support a point that you have already made. Be sure to use information from the entire book. Document your essay with in-text notation indicating on which page you found the information. Use Modern Language Association (MLA) formatting for your documentation, which can be found at Purdue University’s Owl, the online writing lab: https://owl.english.purdue.edu/owl/resource/747/01/
Because we are using only this book for the assignment, you need only the page number. The author’s name and a works cited page are not necessary.

Grade Deduction Policy
Pre-class work must be received no later than 11:59p.m. EST on June 1, 2018. Pre-class work received after the deadline will be subject to the late penalty schedule below:
- Pre-class work received between June 2-8 will receive a one-letter grade deduction.
- Pre-class work received between June 9-15 will receive a two-letter grade deduction.
- Students who have not submitted pre-class work by June 15 will be dropped from the class.

COS Grading Scale

A+  97-100  B+  87-89  C+  77-79  D+  67-69
A  93-96   B  83-86   C  73-76   D  65-66
A- 90-92   B- 80-82   C- 70-72   F  0-64

Plagiarism Defined
“You plagiarize when, intentionally or not, you use someone else’s words or ideas but fail to credit that person, leading your readers to think that those words are yours. In all fields, you plagiarize when you use a source’s words or ideas without citing that source. In most fields, you plagiarize even when you do credit the source but use its exact words without using quotation marks or block indentation” (201-202). Booth, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research, Second Edition*. Chicago, IL: University of Chicago Press, 2003.

Guidelines for Written Assignments
- All papers should be typed, double-spaced, and on 8.5”x11” paper.
- The font should be Times New Roman, 12 point.
- Margins should be 1” on all sides.
- All papers must include a page number and the student’s last name in the header or footer.
- All papers must be properly cited. You can see how to properly cite your quotes in the “Files” section of your Canvas site under “Writing Tips.”
The faculty of Emory Course of Study School has adopted a covenant statement encouraging inclusiveness in the use of language, as follows:

The Inclusive Language Covenant is designed to create a linguistic environment in which all students, staff, and faculty can grow in understanding and appreciating the rich diversity of God’s people. The COS faculty commits itself through continued discussion, reflection, and exploration to using language in such a way that we respond to the fullness of God’s presence among us as much by our choice of words as by our care for one another. Recognizing that our experience with inclusive language is an integral part of theological formation, we invite students and others to share as partners with us in this learning process.

We understand “covenant” more in terms of its biblical and theological meaning than in a legal or contractual context. Covenant signifies the common commitment of a community of faith in response to God’s revelation and in participation with one another. The values implied in the covenant have morally persuaded us to try to generate patterns of speech and behavior that bond the members of the community in mutual respect. We expect all members of the community to address issues of diversity constructively. The entire Inclusive Language Covenant can be found on the COS website, and you are encouraged to read the whole covenant.