

MULTNOMAH BIBLICAL SEMINARY

Name and Units: Contemporary Theology and Ethics
3 units

Instructor: Dr. Paul Louis Metzger

Course Description: Considers major theological movements of the twentieth century and current directions. Contemporary ethical systems and issues are explored. Students articulate their own ethical system.

Relationship to Curriculum and Prerequisites: M.Div. and M.Div./TS Standard and Advanced tracks: required.
TH 507 and TH 508 or advanced standing.

M.Div. Program Learning Outcomes and Course Learning Outcomes:

M.Div. Program Learning Outcomes	Course Learning Outcomes
1. Exhibit spiritual growth as wholehearted disciples of Jesus Christ through engaging the recognized practices of Christian formation nourished by the Word of God and empowered by the Holy Spirit, and be able to guide others in a similar personal relationship with Christ.	
2. Demonstrate knowledge of the contents of the Bible and competence in biblical interpretation.	
3. Reflect theologically on life and ministry from biblical, historical and constructive theological perspectives in ways that are consistent with evangelical orthodoxy.	<p>I. Theology Segment:</p> <ol style="list-style-type: none"> 1. The student will develop a <i>critical</i> mind by discerning connections and distinctions between the respective theological traditions as well as truth from error in view of Scripture. 2. The student will demonstrate a <i>charitable</i> spirit in the consideration of alternative theological perspectives. 3. The student will build <i>constructive</i> bridges between various theological systems of thought. <p>II. Ethics Segment:</p> <ol style="list-style-type: none"> 1. The student will develop understanding of and be able to evaluate major approaches to ethics. 2. The student will articulate a relational and communal approach to theologically framed ethical action and spirituality in contradistinction to a consumer and commodity-oriented approach to ethical action and spirituality. 3. The student will develop an affective, communal and non-consumer model of theological-ethical engagement through attention to concrete ethical issues in the church and beyond.

4. Understand and engage their cultural context.	
5. Model competent and Christ-like ministry leadership in the Church and marketplace.	

MAPS Program
Learning Outcomes
and Course Learning
Outcomes:

MAPS Program Learning Outcomes	Course Learning Outcomes
1. Minister in a support role based upon an ability to serve with a clear biblical and theological foundation.	<p>1. The student will develop a <i>critical</i> mind by discerning connections and distinctions between the respective theological traditions as well as truth from error in view of Scripture.</p> <p>2. The student will build <i>constructive</i> bridges between various theological systems of thought.</p> <p>3. The student will develop understanding of and be able to evaluate major approaches to ethics.</p> <p>4. The student will articulate a relational and communal approach to theologically framed ethical action and spirituality in contradistinction to a consumer and commodity-oriented approach to ethical action and spirituality.</p> <p>5. The student will develop an affective, communal and non-consumer model of theological-ethical engagement through attention to concrete ethical issues in the church and beyond.</p>
2. Understand the nature of the family and to develop ministry strategies from a biblical perspective in light of contemporary culture.	<p>1. The student will build <i>constructive</i> bridges between various theological systems of thought.</p> <p>2. The student will develop understanding of and be able to evaluate major approaches to ethics.</p> <p>3. The student will articulate a relational and communal approach to theologically framed ethical action and spirituality in contradistinction to a consumer and commodity-oriented approach to ethical action and spirituality.</p> <p>4. The student will develop an affective, communal and non-consumer model of theological-ethical engagement through attention to concrete ethical issues in the church and beyond.</p>
3. Support pastors of local churches in matters of leadership and people management.	1. The student will develop an affective, communal and non-consumer model of theological-ethical engagement through attention to concrete ethical issues in the church and beyond.
4. Utilize a variety of communication skills including expository preaching, small group leadership, and one-on-one dialogue.	1. The student will build <i>constructive</i> bridges between various theological systems of thought.
5. Assess counseling needs and develop listening, guidance, and relational skills.	1. The student will demonstrate a <i>charitable</i> spirit in the consideration of alternative theological perspectives.

MATS Program Learning Outcomes and Course Learning Outcomes:

MATS Program Learning Outcomes	Course Learning Outcomes
1. Articulate and defend their ethical and theological system.	<p>1. The student will develop a <i>critical</i> mind by discerning connections and distinctions between the respective theological traditions as well as truth from error in view of Scripture.</p> <p>2. The student will develop understanding of and be able to evaluate major approaches to ethics</p> <p>3. The student will articulate a relational and communal approach to theologically framed ethical action and spirituality in contradistinction to a consumer and commodity-oriented approach to ethical action and spirituality.</p> <p>4. The student will develop an affective, communal and non-consumer model of theological-ethical engagement through attention to concrete ethical issues in the church and beyond.</p>
2. Have a basic awareness of the history of Christian theology and spirituality and respectfully engage traditions other than their own.	<p>1. The student will develop a <i>critical</i> mind by discerning connections and distinctions between the respective theological traditions as well as truth from error in view of Scripture.</p> <p>2. The student will demonstrate a <i>charitable</i> spirit in the consideration of alternative theological perspectives.</p> <p>3. The student will build <i>constructive</i> bridges between various theological systems of thought.</p>
3. Demonstrate a capacity for constructive theological reflection.	<p>1. The student will develop a <i>critical</i> mind by discerning connections and distinctions between the respective theological traditions as well as truth from error in view of Scripture.</p> <p>2. The student will build <i>constructive</i> bridges between various theological systems of thought.</p> <p>3. The student will develop an affective, communal and non-consumer model of theological-ethical engagement through attention to concrete ethical issues in the church and beyond.</p>
4. Perform scholarly independent study.	
5. Produce and defend scholarly research papers and/or a thesis.	

Required Resources:

<p>Prices for required resources for this course can be viewed at: https://www.multnomah.edu/Intranet/</p> <p>Theology—Roger E. Olson, <i>The Journey of Modern Theology: From Reconstruction to Deconstruction</i>. Illinois: InterVarsity Press, 2013. ISBN 978-0830840212</p> <p>Ethics—Clark & Rakestraw, <i>Readings in Christian Ethics: vol. 1; (Ethical Systems)</i>. ISBN: 0801025818 Metzger, <i>Consuming Jesus: Beyond Race and Class Divisions in a Consumer Church</i>. Grand Rapids:</p>

Eerdmans, 2007. (Practical Theology and Applied Ethics). ISBN 9780802830685

Recommended Resources:

Prices for recommended resources for this course can be viewed at: <https://www.multnomah.edu/Intranet/>

Theology Bibliography

- Karl Barth, *Protestant Theology in the Nineteenth Century: Its Background and History*. New Edition, with an Introduction by Colin E. Gunton. Grand Rapids: Eerdmans, 2002.
- David F. Ford, ed., *The Modern Theologians: An Introduction to Christian Theology in the Twentieth Century*, 2 vols. Oxford: Basil Blackwell, 1989.
- Alasdair Heron, *A Century of Protestant Theology*. Philadelphia: Westminster/John Knox Press, 1980.
- Lonnie D. Kliever, *The Shattered Spectrum: a Survey of Contemporary Theology*. Atlanta: John Knox Press, 1981.
- H. R. Mackintosh, *Types of Modern Theology: Schleiermacher to Barth*. Hertfordshire: Nisbet and Company, 1947.
- Peter Scott and William T. Cavanaugh, ed., *The Blackwell Companion to Political Theology*. Oxford: Blackwell, 2006.

Ethics Bibliography

- Donald G. Bloesch, *Freedom For Obedience: Evangelical Ethics in Contemporary Times*. San Francisco: Harper & Row, 1987.
- Dietrich Bonhoeffer, *Ethics*. Edited by Eberhard Bethge. London: SCM Press, 1955.
- Jonathan Edwards, "Charity and its Fruits," in *The Works of Jonathan Edwards*, vol. 8, ed., Paul Ramsay. New Haven: Yale University Press, 1989.
- Arthur F. Holmes, *Ethics: Approaching Moral Decisions*. Downers Grove: InterVarsity Press, 1984.
- Servais Pinckaers, *The Sources of Christian Ethics*. Washington, D. C.: The Catholic University of America Press, 1995.
- Helmut Thielicke, *Theological Ethics: Foundations*. Grand Rapids: Eerdmans, 1979.
- David F. Wells, *Losing Our Virtue: Why the Church Must Recover Its Moral Vision*. Grand Rapids: Eerdmans, 1998.
- Dallas Willard, *Renovation of the Heart: Putting On the Character of Christ* (Colorado Springs: NavPress, 2002).

Which **Course Learning Outcomes (CLO)** and **Program Learning Outcomes (PLO)** do the required assignments address?

Assignments:

<p>Readings: The student is to read the entirety of the three required texts. Other readings will also be made available in class.</p>	<p>CLO: 1, 4 MDIV PLO: 3 MAPS PLO: 1, 2 MATS PLO: 1, 2</p>
<p>Mid-Term Exam: The instructor will administer an exam on 10/6 pertaining to the contemporary theology segment of the course. The student should have finished reading Grenz and Olson and materials pertaining to contemporary theology by that time. The remaining texts will only be tested upon at the end of the term.</p>	<p>CLO: 1, 3 – 6 MDIV PLO: 3 MAPS PLO: 1, 2 MATS PLO: 1, 2</p>
<p>Paper: The student is to write a 2,500 word paper applying a Trinitarian model of ethical engagement as defined by the instructor to a specific ethical problem arising from consumerism and its impact of the church. In doing so, student papers will also be engaging modern narratives of the supposed decline of theology and religion in the face of rising science, and related ethical concerns like the increasing objectification of God and the human in the light of the alliance of materialistic and market-driven forces. How can Trinitarian theology help the academy and the churches as allies with one another, and in constructive dialogue with the sciences, to understand, preach, and enact the good news of the non-commodified Gospel, given to us by the irreducibly embodied human, Christ, who is also a person of the non-objectifiable God?</p>	<p>CLO: 5 – 6 MDIV PLO: 3 MAPS PLO: 1, 2 MATS PLO: 4, 5</p>

The student is to use ten sources (including books and journal/magazine articles, which will also involve use of interlibrary loans) for the project. The paper should follow the formatting guidelines provided by the instructor during the first few weeks of class. The paper is due at the beginning of class on 11/30. The paper must be turned in on time, and will be marked down 10 points for every day late.	
Final Exam: The instructor will administer a test on 12/7, which will cover all the readings, lectures, and classroom discussions for the course. The student will have opportunity to articulate his or her own ethical system on the final exam.	CLO: 1, 3 – 6 MDIV PLO: 3 MAPS PLO: 1, 2 MATS PLO: 1, 2
Involvement: Regular attendance, timeliness, attentiveness, and classroom participation are expected, and can affect the grade positively or negatively. Please note that classroom attendance will be taken weekly. If the student misses a quarter of the classes, school policy requires that the student must petition to remain in the course for credit.	CLO: 2 MDIV PLO: 3 MAPS PLO: 1, 2 MATS PLO: 1 – 3

Grading:

Mid-Term Exam:	100 points
Paper:	100 points
Final Exam:	100 points
Total	300 points
Grading: A numerical scale will be used to determine letter grades. Grades will be posted on SelfService at the end of the term. Scale: 95-100%=A, 90-94%=A-, 87-89%=B+, 83-86%=B, 80-82%=B-, 77-79%=C+, 73-76%=C, 70-72%=C-, 67-69%=D+, 63-66%=D, 60-62%=D-; below 60%=F.	

Course Schedule:

<p>From God of the Gaps to God in the Gallows: Toward a More Liberating Theology and Theological Ethics</p> <p>I. God of the Gaps:</p> <p>II. God and the Gaps: The Classic Response: God and History</p> <p>Kant's Heuristic Response: God Beyond History</p> <p>Hegel's Dialectical Response: God as History</p> <p>Schleiermacher's Existential Response: God's Interior History</p> <p>Nietzsche's Response: The History of God's Death</p> <p>III. God in the Gallows: Karl Barth's Humanity of God and God as Neighbor</p> <p>Dietrich Bonhoeffer's God in the Gallows</p> <p>Liberation Theology's Rise and Demise</p> <p>Toward a More Liberating Theology and Ethics: In Search of a Trinitarian, Incarnational and Participational Ethics</p> <p style="text-align: center;"><i>God truly gives himself to us, yet without losing himself or giving himself away</i></p>

Instructor Contact Information:

Dr. Paul Louis Metzger
