

## **THEO 7382 – Constructive Theology**

**Fall 2019 – M 5:30 –8:30 pm**

**Truett Theological Seminary – Baylor University**

**Dr. Kimlyn J. Bender, Associate Professor of Theology**

**Office: Truett 211**

**Phone: 254-710-6604**

**E-mail: [Kimlyn\\_Bender@baylor.edu](mailto:Kimlyn_Bender@baylor.edu)**

### **Course Description**

*The culminating course following the Christian Texts & Traditions sequence covering central themes of Christian systematic theology using the materials of students' studies (viz., biblical and theological). The course may focus on a central, unifying theme but in any case will progress through the sequence of themes. As a result of this course and its prerequisites, students should have a firm grasp of and be able to articulate their own doctrinal beliefs in relation to classical Christian orthodoxy.*

### **Course Objectives**

Upon successful completion of the course students should:

- A.** Be familiar with the major themes of Christian constructive [systematic] theology as they encounter these in the orthodox (broadly defined) Christian tradition and in contemporary literature of systematic theology, as well as through other readings, lectures, and discussion in the seminar.
- B.** Be able to state, explain, and argue their own beliefs and convictions about the major themes of Christian theology orally and in writing in the light of Holy Scripture and drawing upon the church's tradition of Scripture's exposition.
- C.** Be capable of reflecting theologically and critically upon doctrinal topics and appreciate and articulate their relationship to matters of church life and pastoral concerns.

### **Course Methods**

This course is a seminar, which means heavy reading schedules. It also means that the centerpiece of class will be the discussion of readings (not lectures). The material read, students' reflection on it, and discussion of the readings in seminar *is* the course. So, for a successful course — do the reading, reflect upon it, come to seminar, and come ready to talk about what you have read.

## Required Texts

1. Karl Barth — *Dogmatics in Outline* (Dogmatics)
2. Karl Barth — *Evangelical Theology* (ET)
3. Kimlyn Bender — *Confessing Christ for Church and World*
4. Daniel Migliore — *Faith Seeking Understanding*, 3rd Edition
5. John Webster – *Holiness*
6. Timothy Larsen and Daniel Treier – *The Cambridge Companion to Evangelical Theology*  
\*This book is also available for Baylor students free online through the library – if NOT purchased, all relevant chapters MUST be printed off and brought to class on the relevant days.

## **Recommended:**

Webster, Tanner, and Torrance – *The Oxford Handbook of Systematic Theology*  
James Wm. McClendon, Jr. — *Doctrine: Systematic Theology, Volume II* (Baylor Press)  
Darrel Faulk – *Coming to Peace with Science*

## Assignments

- A. Class Participation and Attendance:** All students are expected to participate in and actively contribute to class discussions. Failure to participate will negatively impact the final grade for the course. Since class sessions are central to fulfilling the objectives of the course, one percentage point will be deducted from the final cumulative course percentage grade for each absence beyond two (2) unless these are due to an extended illness or other documented emergency. If you come in late or somehow get missed, it is your responsibility to see the professor immediately after the class. Students are also expected to remain in class, during class (with some exceptions, of course). Excused absences require written notice to the professor and are discussed below. Excessive tardiness or absence (more than 6 tardies, 3 unexcused absences) will result in failure of the course regardless of assignments completed. This means that if you miss *more than* three classes, you will not pass the class. Two tardies count as 1 absence.
- B. Reading:** This course is a seminar, and as such, is comprised of discussions of the readings rather than formal lectures. For this reason, the selected readings are crucial. All readings should be completed prior to the class period for which they are listed in the course schedule. Students should be prepared to discuss the content of the readings for each day and will be expected to contribute actively and substantively to class

discussions. The discussions will take up biblical, historical, theological, philosophical, and practical themes as appropriate. The texts for the class should be brought to each class session. Pertaining to the exams, students will be responsible for all reading content, regardless of whether or not it was explicitly discussed in class. In the syllabus, additional recommended reading may be listed for further study but is not required.

- C. Reading Reports:** Students are required to bring to each seminar class **two** written reading report for reading for that day, *one reading report for each class topic*. These reports should include on one line: your name, the course title, and section number, and the date and number of the class session (not the date you prepared the report). On the next line(s) it should list the titles of the readings covered in the report, as well as a rough percentage number, rounded to the nearest 10%, of what you read for all of that day's readings. The report should be typed and no more than two pages (single-spaced, double-sided if possible) in length (one page is sufficient). The reports do three things: they should summarize in your own words the main points and arguments of daily readings in the *primary texts* (or, if no primary text is read for the day, in the secondary ones – but never the Migliore reading); they should provide analysis of the readings and record personal reflections; and they should include 2-3 questions that can be raised in seminar discussions. These reports will be a primary resource to inform your final project. They should be brought to each seminar session and will be collected at the end of the class. No late reports will be accepted, though should a student anticipate that he or she will be absent, a report may be turned in early to the professor. 25 reports are required (including presentations) though more are possible. The student can do two more to receive up to 20 extra credit points for the course.
- D. Presentations on Texts:** Students will be required sometime during the semester to make a presentation to the class on primary texts. For the text presented, prepare a twopage (single-spaced) paper for a ten-minute presentation of an assigned text, read by the presenting student to the class. Bring copies of the paper (printed front and back) for each class member and the professor. This paper should follow all proper grammatical usage, be written in complete sentences and paragraphs, and should demonstrate an analytical engagement with the text that helps the class think critically about it (it should not simply summarize the reading and never quote it at length – remember, the class has read and summarized the reading already in their reading reports). The focus of the paper should be on significant positions and implications that bear upon prior readings in the course, contemporary questions and issues, and the church and Christian life. It should take up specific themes that you found intriguing, curious, controversial, insightful, or mistaken. In its conclusion, it should also provide two or three discussion questions in light of the passage presented. Following the presentation please be prepared to begin a discussion in your own thoughts on the reading.
- E. Papers:** Students will write a position paper (18-20 pp.), double-spaced and following standard formatting (12 pt Times Roman). The paper will be about one specific theme of Christian theology as it intersects with contemporary questions. The final assignment will be an integrative paper that will be a 18-20 pp. double-spaced summation of the student's theological confession taking up the traditional topics of theology proper (the doctrine of God); Christology, pneumatology, soteriology, ecclesiology, eschatology, et al. This

paper should be a “mini-summa” of the students’ own theology developed in conversation with Scripture, the Christian tradition broadly and the confessional tradition of the student, readings for and beyond the class, and class discussion. LATE PAPERS WILL NOT BE ACCEPTED EXCEPT FOR EXTRAORDINARY CIRCUMSTANCES (see below). ALL PAPERS MUST BE SUBMITTED IN HARDCOPY AND VIA TURNITIN.COM.

**F. Oral Final Exam:** The oral final will exist simply in a 20-25 minute oral exam comprised of questions from the professor to the student regarding their final paper. This exam will seek to 1) probe the student’s understanding and ownership of what he or she has written; 2) gauge his or her ability to articulate and argue the convictions and positions addressed in the confessional paper, and; 3) test the student’s ability to engage with critical questions posed to his or her positions taken. This session will be scheduled during the early days of finals week on a sign-up basis.

### **Grades**

25%	Participation and Reading Reports (250 pts.)
30%	Position Paper (300 pts.)
40%	Confessional Faith Statement Paper (400 pts.)
5%	Final Oral Exam (50 pts.)

-----

100 %      Cumulative Grade Total = 1,000 pts.

**Grade Scale:** A (94-100), A- (90-93), B+ (87-89), B (84-86), B- (80-83), C+ (77-79), C (74-76), C- (70-73), D+ (67-69), D (64-66), D- (60-63), F (below 60).

### **Course Policies and Additional Instructions**

This course operates according to all guidelines and policies of Baylor University and George W. Truett Theological Seminary. The professor reserves the right to change or amend this syllabus at any time. Students are responsible to regularly check their Baylor e-mail for announcements and changes. Please ask the professor if you have any questions about this syllabus or the course.

**A. Excused Absence Policy:** The attendance policy for the class is discussed above. Any absence due to illness or family emergency is excused with verified documentation from a health practitioner or family member. Exceptional circumstances include illness (with an accompanying doctor’s note) or death in the family (with an accompanying family letter and funeral program). Only for exceptional circumstances will an exam be re-scheduled for a student, and such an exam must be completed within one week of the scheduled exam date unless due to extended family emergency or extended health issues. Only such extraordinary circumstances can warrant an extension for a paper deadline or the re-scheduling of a class presentation. Any assignments missed due to

an excused absence must be made up within one week from your return to class. Any petitions for excused absences due to church-related events, conferences, weddings, etc. must be cleared with the professor in advance and should be made known to the professor at the beginning of the course if possible.

## **B. Plagiarism and Academic Dishonesty:**

### ***Definition of Plagiarism:***

According to the Seminary catalog, all Seminary students, as students enrolled in Baylor University, are subject also to general University regulations, including the Honor Code. Plagiarism is listed among the potential academic violations in the Honor Code. Baylor University has defined plagiarism as:

“incorporating into one’s work offered for course credit passages taken either word for word or in substance from a work of another, unless the student credits the original author and identifies the original author’s work with quotation marks, footnotes, or another appropriate written explanation.”

Students may claim that they did not *mean* to plagiarize or that it was unintentional. Intent, however, cannot be judged in such matters. If you submit a document that plagiarizes another source, then you have committed plagiarism. It is the responsibility of the student to check and recheck sources to insure that proper citations have been included. If in doubt, consult with your professor about proper procedure.

### ***Prevention of Plagiarism:***

**All students must submit papers and presentations to “Turnitin.com.”** This computer source will scan your document and determine if there is evidence of plagiarism. This search engine will also provide a citation of the source from which you have taken the text in question. Please be advised of the following statement:

“Students agree that by taking this course, all required papers, exams, class projects or other assignments submitted for credit may be submitted to turnitin.com or similar third parties to review and evaluate for originality and intellectual integrity. A description of the services, terms and conditions of use, and privacy policy of turnitin.com is available on its web site: <http://www.turnitin.com>. Students understand all work submitted to turnitin.com will be added to its database of papers. Students further understand that if the results of such a review support an allegation of academic dishonesty, the course work in question as well as any supporting materials will be submitted to the Honor Council for investigation and further action.”

### *Consequences of Plagiarism:*

Students who have submitted plagiarized work will face the following consequences:

1. The student will be penalized in accordance with the Baylor University Honor Code. Possible sanctions include, but are not limited to, failure/grade penalty on the assignment, rewriting the assignment, failure/grade penalty on the test, and failure/grade penalty in the course. The professor is required to report all forms of academic misconduct to the Office of Academic Integrity. All matters of academic dishonesty, including student appeal, will be handled according to the University's Honor Code.
2. If a student commits plagiarism a second time, then according to the Baylor University Honor Code, the Office of Academic Integrity will refer the student's file to the Honor Council. The Honor Council will consider additional sanctions for repeat violations. Possible sanctions include, but are not limited to probation, suspension, and expulsion. For further information, see the Baylor Office of Academic Integrity <http://www.baylor.edu/honorcode/index.php?id=44062>).

**C. Policy on Access and Learning Accommodation:** Any student who needs learning accommodation should inform the professor immediately at the beginning of the semester. The student is responsible for obtaining appropriate documentation and information regarding needed accommodations from the Baylor University Office of Access and Learning Accommodation (OALA) and providing it to the professor by the end of the second week of class. The OALA phone number is (254) 710-3605 and the office is in Paul Foster Success Center.

**D. Title IX Office:** *Sexual and Gender-Based Harassment and Interpersonal Violence Policy.* Baylor University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities, and it does not tolerate discrimination or harassment on the basis of sex or gender.

If you or someone you know would like help related to an experience involving sexual or gender-based harassment, sexual assault, sexual exploitation, stalking, intimate partner violence, or retaliation for reporting one of these types of prohibited conduct, please contact the Title IX Office at (254) 710-8454 or report online at [www.baylor.edu/titleix](http://www.baylor.edu/titleix).

The Title IX office understands the sensitive nature of these situations and can provide information about available on- and off-campus resources, such as counseling and psychological services, medical treatment, academic support, university housing, and other forms of assistance that may be available. Staff members at the office can also explain your rights and procedural options if you contact the Title IX Office. You will not be required to share your experience. **If you or someone you know feels unsafe or may be in imminent danger, please call the Baylor Police Department (254-710-2222) or Waco Police Department (9-1-1) immediately.** For more information on the Title IX Office, the *Sexual and Gender-Based Harassment and Interpersonal*

*Violence policy*, reporting, and resources available, please visit the website provided above.

- E. Style Guide for Seminary Community:** In preparing written materials, students are required to conform to **Chicago style (or Turabian) for matters of reference and documentation**. Students are strongly advised to get a handbook that gives guidance for this and/or to utilize online resources for such guidance. **Midterm papers especially must conform to Chicago style (footnotes), which is preferred for this class.** Also note that **every** assignment should be **12-point Times New Roman font, single-spaced and with one-inch margins.**

## Course Schedule:

C1: August 26 – Monday:

*Introduction to the Course and to Constructive Theology*

Reading: Migliore, Ch. 1, 1-20 (No reading report due for this reading)  
Hauerwas, “The ‘How’ of Theology and Ministry” – Reserve

*Orientation to the Question of Theology*

Reading: McClendon, “How Theology Matters” from *Ethics* – Reserve  
Recommended Reading: McClendon, *Doctrine*, Ch. 1

September 2 – NO CLASS: Labor Day

C2: September 9– Monday:

*Theology as a Task of the Church and a Science*

Reading: Barth, ET, 3-12; Bender, Ch. 11, pp. 315-351

*Revelation as God’s Initiative and Prerogative*

Reading: Barth, ET, 15-59; Migliore, Ch.2, 21-45

C3: September 16 – Monday:

*Faith as Trust, Knowledge, and Confession*

Reading: Barth, *Dogmatics*, 9-34

*Theology as an Exercise in Sanctified Reason*

Reading: Webster, 1-30

C4: September 23 – Monday:

*The Life of the Pastor-Theologian as One of Wonder, Concern, Commitment, and Faith*

Reading: Barth, ET, 63-105

*Revelation, Scripture, and Canon*

Reading: Bender, Ch. 5, 145-177; Migliore, Ch. 3, 46-54  
Recommended Reading: Larsen & Treier: Ch. 3, Daniel Trier, 35-49

C5: September 30 – Monday:

*Scripture and Tradition*

Reading: Bender, Ch. 8, 243-269; Migliore, Ch. 3, 55-65  
Recommended: Bender, Ch. 6 & 7

*An Essay on Authority – Understanding Scripture, Tradition, Reason, and Experience*

Reading: McClendon, *Doctrine*, Chapter 11, 453-488 – Reserve; Hays – “Salvation by trust?: Reading the Bible faithfully” – Reserve

C6: October 7 – Monday:

*The Triune God and the Question of Atheism*

Reading: Larsen & Treier: Ch. 2, Kevin Vanhoozer, 17-34; Bender, Ch. 9, 271-284

*The Holiness of God*

Reading: Webster, 31-52; Migliore, Ch. 4, 66-95

C7: October 14 – Monday:

*God the Father*

Reading: Barth, *Dogmatics*, 35-45; Achtemeier – “Exchanging God for ‘No Gods’” – Reserve  
Recommended Reading: Larsen & Treier: Ch. 11, Elaine Storkey, 161-176

*Creation and Providence*

Reading: Barth, *Dogmatics*, 46-64; Migliore, Ch. 5, 96-120

C8: October 21 – Monday:

*God, Christ, and Creation*

Reading: Bender, Ch. 10, 287-314; Migliore, Ch. 6, 121-142

*The Doctrine of Creation and Contemporary Science*

Reading: WATCH and Read:

<https://www.scienceforseminaries.org/resource/awe-wonder-scientists-reflect-on-their-vocations/>

<https://www.scienceforseminaries.org/resource/the-workings-of-science/>

<https://biologos.org/resources/barriers-to-traditional-creation-theology-with-denis-alexander>

Murphy: “Natural Science” article (Oxford Handbook of Sys. Theology) – Reserve;  
Haarsma, “Galaxies, Genes, and the Glory of God” – Reserve  
Recommended Reading: Polkinghorne, Ch. 1 & 4, 4-24; 66-83; Reserve essays by  
Walton, Cunningham

C9: October 28 – Monday:

*Humanity in the Light of Christ and Creation*

Reading: Johnson, “Justice, Creation and New Creation” – Reserve; Treier &  
Larsen: Ch. 5, Cherith Nordling, 65-78; Migliore, Ch. 7, 143-167

*Humanity in the Light of Contemporary Science*

Reading: WATCH and READ:

<https://www.scienceforseminaries.org/resource/space-and-exploration-humans-in-a-vast-universe/>

<https://www.scienceforseminaries.org/resource/biological-evolution-and-the-kinship-of-all-life/>

“Evolution and the Kinship of All Life – Study Guide” – Reserve

“Science Resources List - AAAS” – Reserve

Wilson, “Mere Creation: Ten Theses (Most) Evangelicals Can (Mostly) Agree On”  
– Reserve

C10: November 4 – Monday:

*God the Son – The Person of Christ*

Reading: Barth, *Dogmatics*, 65-100; Migliore, Ch. 8, 168-187  
Recommended Reading: Larsen & Treier: Ch. 4, John Webster, 51-63

*God the Son – The Work of Christ*

Reading: Barth, *Dogmatics*, 101-128 [129-136]; Migliore, Ch. 8, 187-204  
Recommended Reading: Larsen & Treier: Ch. 6, D. Stephen Long, 79-92

C11: November 11 – Monday:

*Confessing Christ in Context*

Reading: Migliore, Ch. 9, 205-231; Bruce Fields, “The Future of Black Theology” – Reserve

Recommended Reading: Larsen & Treier: Chs. 12, 14-18; Migliore, Ch. 13, 314-346

*God the Holy Spirit*

Reading: Barth, *Dogmatics*, 137-140; Hauerwas, “How the Holy Spirit Works” – Reserve; Migliore, Ch. 10, 232-258

Recommended Reading: Larsen & Treier: Ch. 8, Miyon Chung, 109-124; Larsen & Treier: Ch. 7, Terry Cross, 93-108

C12: November 18 – Monday:

*The Church*

Reading: Barth, *Dogmatics*, 141-152; Migliore, Ch. 11, 259-285

*The Church in Context*

Reading: Webster, “The Church as Witnessing Community” – Reserve; Larsen & Treier: Ch. 9, Leanne van Dyk, 125-141

C13: November 25 – Monday (AAR):

*The Holiness of the Church*

Reading: Webster, 53-76

*The Signs of Salvation and Christian Worship*

Reading: McClendon, *Doctrine*, Chapter 9, 373-416 – Reserve; Migliore, Ch. 12, 286-313

C14: December 2 – Monday:

*The End of All Things*

Reading: Barth, *Dogmatics*, 129-136; 153-155; Migliore, Ch. 14, 347-373

*Sanctification in the Christian Life – and Discussion of Papers*

Reading: Webster, 77-105

C15: December 9 – Monday:

*Theology in the Life of the Church: The Threat to Theology*

Reading: Barth, *Evangelical Theology*, 109-156

*Theology in the Life of the Church: Theological Work*

Reading: Barth, *Evangelical Theology*, 159-206

**IMPORTANT DATES:**

**Midterm Paper Due: Friday, October 18 – 10:00 AM**

**Final Paper Due: Monday, December 2 – 5:30 PM – beginning of class**

**Final Oral Exam – Tuesday, December 3 OR Wednesday, December 4 for each student**

## *Course Syllabus*

### THE07382-02: *Constructive Theology*

George W. Truett Theological Seminary Fall, 2019 Roger E. Olson, Professor

#### **Class Information**

\*Meeting times: Tuesdays, 2:30-3:50 Tuesdays and Thursdays Room 215

\*See separate handout “General Instructions for All Students” (Addendum to the Course Syllabus) posted to Canvas under “Files” for contact information and more.

#### **Course Description**

\*The culminating course following the Christian Texts & Traditions sequence covering central themes of Christian systematic theology using the materials of students’ studies (viz., biblical and historical-theological). The course may focus on a central, unifying theme but will progress through the sequence of themes. As a result of this course and its prerequisites students should have a firm grasp of and be able to articulate their own doctrinal beliefs in relation to classical Christian orthodoxy.

#### **Course Objectives**

\*Students in Constructive Theology will deeply encounter orthodox (broadly defined) systematic Christian theology through readings, lectures and discussions and become able to state their own beliefs in relation to that.

\*Students will be able to state, explain, and defend their own beliefs about the major themes of Christian theology orally and in writing using theological sources and norms (e.g., revelation/Scripture, tradition, reason and experience).

#### **Class Session Format**

\*This course is a seminar, which means heavy reading schedules. It also means that the centerpiece of class will be the discussion of readings. The material read, students’ reflection on it, and discussion of the readings in seminar *is* the course. So, for a successful course — students are expected to do the reading, reflect upon it, come to seminar, and come ready to talk about what they have read including questions for clarification and for discussion.

#### **Class Textbooks (Required)**

\*Emil Brunner, *Dogmatics* (3 Volumes): Volume 1: *The Christian Doctrine of God*, Volume 2: *The Christian Doctrine of Creation and Redemption*, and Volume 3: *The Christian Doctrine of Faith, The Church, and the Consummation* (any editions)

## Grading

25%	Participation and Daily Reading Reports
15%	First Minor Essay
15%	Second Minor Essay
15%	Third Minor Essay
30%	Major Term Essay

## Course/Class Policies

\*See the syllabus addendum: “General Instructions for All Students...” on Canvas.

## Assignments

\**Daily Reading Report*: Bring to each class session a one to two page reading report to use in class and to hand in at the end of class. These reading reports may not be submitted after class; they may be submitted early in case of absence. See the separate “template” for reading reports; follow it for each one but with content specific to the assigned reading for that class session.

\**Minor Essay*: Write three minor essays of 5-7 pages each throughout the semester. See the course calendar for dues dates. See the separate “template” for minor essays; follow it for each one but with content specific to the unit of the course preceding its due date (since the beginning of the class or since the previous essay’s due date).

\**Major Essay (Culminating Project)*: Write a major essay of 10-15 pages. See the due date on the course calendar. See the separate “template” for the major essay; follow it carefully.

\**Note*: Essays (not reading reports) *must* be submitted to Turnitin via Canvas *before* being submitted to the professor. Plagiarized essays will automatically receive the grade “0” (not “F”) and reported to the seminary’s dean for academic affairs.

## **Course Calendar: Fall, 2019** **Constructive Theology Section 1**

*Important Notice: This is a tentative course schedule; it is subject to revision as needed—with appropriate notice to the students. Be sure to read your e-mail daily and pay close attention to e-mails that may be from the professor about the course. Follow this schedule unless you receive e-mail notice to do otherwise. If such notice is sent out by e-mail you are responsible to follow the changes rather than this schedule.*

*Also: Before reading a chapter, read through the questions on the Study Guide for that chapter. Be prepared to discuss the questions in seminar/class. You may be called on to speak to one or more of the questions on the Study Guide. Also, the Study Guides sometimes instruct you to skip a portion of a chapter.*

*Note: Skip all appendixes and excurses unless otherwise instructed in this course calendar. Some follow chapters; others are embedded within chapters. Only read those specifically assigned here:*

Tuesday, 8-27	Introduction to the Course
Thursday, 8-29	<i>Dogmatics 1: The Christian Doctrine of God</i> (Henceforth simply <i>Dogmatics 1</i> ): 1-4
Tuesday, 9-3	<i>Dogmatics</i> : 5-8
Thursday, 9-5	<i>Dogmatics</i> : 9-11 and Appendix (8): The Authority of Scripture
Tuesday, 9-10	<i>Dogmatics 1</i> : 12-14
Thursday, 9-12	<i>Dogmatics 1</i> : 15-16
Tuesday, 9-17	<i>Dogmatics 1</i> : 17-21
Thursday, 9-19	<i>Dogmatics 1</i> : 22-23 First Minor Essay Due
Tuesday, 9-24	<i>Dogmatics 2</i> : 1 (“The Creator and His Creation”)
Thursday, 9-26	<i>Dogmatics 2</i> : 1 Appendix B
Tuesday, 10-1	<i>Dogmatics 2</i> : 2 (“Man and Creation”)
Thursday, 10-3	<i>Dogmatics 2</i> : 3 (“Man as Sinner”)
Tuesday, 10-8	<i>Dogmatics 2</i> : 4 (“The Consequences of Sin”)

Thursday, 10-10	<i>Dogmatics 2: 5</i> (“Angels, Spirits and the Devil”)
Tuesday, 10-15	<i>Dogmatics 2: 6: 1-5</i> (“The Theme and Its Importance” through “Miracles”)
Thursday, 10-17	<i>Dogmatics 2: 6: 6-7</i> (“Divine Providence and Human Freedom” through “The Problem of Evil”)
Tuesday, 10-22	<i>Dogmatics 2: 10</i> (“The Foundation of Christian Faith”)
Thursday, 10-24	<i>Dogmatics 2: 11</i> (“The Saving Work of God in Jesus Christ”)
Tuesday, 10-29	<i>Dogmatics 2: 12</i> (“The Person of Jesus Christ” but skip “[C]”)
Thursday, 10-31	No Class
Friday, 11-1	Second Minor Essay Due by 5:00PM
Tuesday, 11-5	<i>Dogmatics 3: 1 &amp; 2</i>
Thursday, 11-7	<i>Dogmatics 3: 6, 8, &amp; 9</i>
Tuesday, 11-12	<i>Dogmatics 3: 10, 11 &amp; 12</i>
Thursday, 11-14	<i>Dogmatics 3: 13 &amp; 14</i>
Tuesday, 11-19	<i>Dogmatics 3: 17 &amp; 18</i>
Thursday, 11-21	<i>Dogmatics 3: 19 &amp; 20</i>
Tuesday, 11-26	<i>Dogmatics 3: 21 &amp; 22</i> Third Minor Essay Due
Tuesday, 12-3	<i>Dogmatics 3: 23</i>
Thursday, 12-5	<i>Dogmatics 3: 24</i>
Monday, 12-9	Final Essay Due by 5:00PM

## Template for Reading Reports for Constructive Theology

Constructive Theology, Your Name

Date of the Class Session (*not the date you composed the reading report!*)

Specific Volume and Chapters (e.g., Emil Brunner, *Dogmatics 1: The Christian Doctrine of God*, Chapter 1 “The Position of Dogmatics”...)

Divide your reading report by chapters with...

A paragraph of a few/several (five to ten) sentences summarizing in your own words the “gist” of the chapter. If someone asked you “What is Brunner’s main thesis of this chapter?” what would you say? Be concise. You may quote one or two sentences, but you must also use mainly your own words.

At least one specific clarification question about something in the chapter. A clarification question is one where you would ask Brunner (or the professor) to clarify something that is unclear to you. A clarification question has an answer but you don’t know what it is.

At least one specific discussion question arising out of the chapter. A discussion question is one that you would ask fellow Christian students who have read the chapter; it does not have a definite answer but asks about something such as *application to ministry* (broadly defined or specifically defined). For example: “Given what Brunner says about...what advice would he give to a Christian having conversation about God with an atheist?”

Follow the above *for each chapter read*...

\*Note: This is in addition to reading and considering the study guide over the chapter. Come to class prepared to read your reading report summarizing paragraph and/or ask one of your questions *as well as* to discuss questions on the reading guide.

\*Note: Reading reports are used to record attendance; if you do not have a reading report you must turn in a sheet of paper (full size) with the “header” and “present” on it. Otherwise you will be counted absent.

\*Note: Reading reports must not be written during class; plan ahead so that you can print out your reading report well before class. Do not leave class to retrieve your reading report from a printer and do not send your reading report to the professor during class. Only send your reading report to the professor if you must be absent and then only *before* class. *The professor will not accept reading reports brought to him after class or retrieved from a printer by leaving class or sent to him during class.*

\*Reading reports will be returned with a “check,” a “check plus” or a “check minus.” “Check plus” indicates exceptional insight; “check minus” indicates incompleteness or serious confusion; “check” indicates that the reading report is satisfactory and acceptable.

## Template for Minor Essays for Constructive Theology

Title Page: Constructive Theology, Your Name, Minor Essay 1, Date Submitted, Essay Title

Text: At least five *full pages* (not four and a half), numbered from the first page of text (not the title page), double spaced, 12 point font, proofread and corrected of all errors, manual of style used stated at the end.

Subject: Your opinion, concisely stated and explained and theologically supported, related to Brunner's view of the same subject, about a doctrinal issue included in that unit of the course (viz., since the beginning of the course or since the previous essay's due date). Choose a subject/doctrinal issue that is specific and fairly narrow (e.g., *not* "Scripture" *but* "Scripture and the 'Word of God'" or *not* "God" *but* "The Trinity" also *not* "Election" *but* "Predestination"). Be sure to explain Brunner's view and yours and support your view using Scripture, tradition, reason and experience. The more specific and narrow the subject, the better. Avoid choosing a subject so broad it can't be managed in a minor essay such as this.

Suggested Outline:

I. The issue stated in the form of a question (about half of first page of text)

II. Brunner's view of the issue (answer to the question) (about one to two pages)

III. Your own view of the issue (answer to the question) (about one to two pages)

IV. Reasons supporting your view (Scripture, Christian tradition, reason, experience) (about two pages)

\*Note: Here "experience" does *not* mean "feelings" but prayer, worship, divine guidance., etc. Also, do not appeal to what you've always heard or been taught, etc.

V. Summary and conclusion

\*Don't forget to state the manual of style you use and add a bibliography of any sources you relied on outside of Brunner's *Dogmatics*.

\*Be sure to include the volume and page number of any quotes—direct or indirect (paraphrase)—from Brunner. Be sure to document any other quotes following your manual of style. *Be sure to submit your essay to Turnitin via Canvas! Then submit a hard copy to the professor.*

\*These essays will be graded based on *mechanics* (spelling, style, grammar, etc.), *understanding*

of Brunner and the issue, and use of theological reasoning—sources and norms—to defend your view.

### **Template for Major Essay/Culminating Project for Constructive Theology**

Title Page: Same as for the minor essay only “Major Essay” instead of “Minor Essay” Be sure to give your essay a title on a title page.

Text: At least ten *full pages* (not nine and a half)...(the rest same as for minor essays). The title page does *not* count as one of the ten or more pages of text. Begin numbering with the first page of text—after the title page.

Subject: Your concise but somewhat comprehensive *personal statement of Christian belief* about *five* specific Christian *doctrines*. Imagine that someone (e.g., an ordaining council) asked you to explain your beliefs about these doctrines. What would you say? Choose ones you can express your opinion about fairly solidly and that you can explain and defend articulately and using theological sources and norms (*viz.*, Scripture, tradition, reason and experience). Choose ones you suspect you *might* be asked about by someone in your church or under your pastoral care or discipleship or by an ordination council or hiring committee. Examples of doctrines for consideration in this major essay/culminating project are: Scripture, Trinity, Election/Predestination, Creation, The Image of God (in Humanity), Sin, Church, Justification, Sanctification. (This is only a brief selection to give you an idea of what kind of doctrines you may include in this major essay/culminating project. Obviously your treatments of such “big doctrines” would have to be general and then specific. Give your general definition of the doctrine, expressing your view of it as well as Brunner’s, and then write about a specific point within the doctrine that you think an ordaining council might pointedly ask about. For example, about “Scripture”: biblical inerrancy.)

Suggested Outline:

I. First doctrine: Question stated followed by your belief followed by your reasons for believing that based on Scripture, tradition, reason, experience. (About two pages)

II. Second doctrine: Same as first...

III. Third doctrine: Same as first and second...

IV. Fourth doctrine: Same as first, second and third...

V. Fifth doctrine: Same as first, second, third and fourth...

VI. Bibliography including manual of style used.

\*In each section, with regard to each doctrine, include some brief statement of Brunner’s view of the doctrine.

\*You may include among the five doctrines *two* that you wrote about in minor essays but do *not* merely “cut and paste” them in here; compose a new, whole, continuous, consistent essay.

\*Be very concise; cut out all unnecessary verbiage; speak (write) directly only to the points. Be clear and direct; don’t write about doctrines about which you have no real opinion. In each case state your view firmly and defend it theologically (viz., “I believe this because....”). Avoid all appeals to subjective feelings or what you’ve always heard or been taught by others, etc.

\*Think of this as your own personal mini-summa—albeit selective and partial. Be sure to proofread it and correct all errors including grammatical ones before submitting it.

\*Be sure to submit this to Turnitin via Canvas first and then submit a hard copy to the professor.