THEO3002 - The Doctrine of God
Course Outline

Course Co-ordinator: Professor John McDowell
Room: MC108 McMullin Bldg.
Ph: 4921 8759 or messages through School Office 4921 5213
Fax:
Email: John.mcdowell@newcastle.edu.au
Consultation hours: Tuesdays 9am-2pm; otherwise by email

Semester Semester 1 - 2010
Unit Weighting 10

Teaching Methods
Lecture
Seminar

Brief Course Description
This course explores the Christian doctrine of God as Trinity together with its significance for Christian faith. The doctrine will be considered in its scriptural foundations, and in its patristic, scholastic and contemporary developments. Various theological approaches and methodologies will be considered, and particular emphasis will be placed on the variety of Trinitarian thinking found in key writers of the 20th century and their critics.

Contact Hours
Lecture for 2 Hours per Week for the Full Term
Seminar for 1 Hour per Week for the Full Term

Learning Materials/Texts
(see later)

Course Objectives
The aim of the course is to enable students to:

Course Outline Issued and Correct as at: Week 1, Semester 1- 2010

CTS Download Date: 10 February 2010
* appreciate the nature of scriptural origins of the Christian belief in the Triune God;

* identify and discuss main developments that have occurred in the Church's Trinitarian doctrine;

* analyse and discuss a variety of Trinitarian theologies;

* appreciate and apply the practical bearing of Trinitarian faith for Christian praxis.

**Course Content**

Lectures
Students will be required to attend two one hour lectures each week.

Seminars
Students will be required to attend a one hour seminar each week. Depending on the size of the cohort it is expected that faculty will lead the first 7 workshops and the remaining sessions will be led by students as a part of the assessment regime of the course.

**Assessment Items**

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>Two or more written assignments, which might include minor or major essays, tutorial papers, book reviews, online quiz, blogs, essay proposals, bibliographies or other similar exercises, totalling 1000-5000 words. 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other: (please specify)</td>
<td>Specific instructions about the weighting, timing and word limits of all assessment tasks will be found in the course outline available in the first two weeks of semester.</td>
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</tbody>
</table>

**Assumed Knowledge**

Introduction to Theological Method

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**Callaghan Campus Timetable**

THEO3002
THE TRIUNE GOD
Enquiries: School of Humanities and Social Science
Semester 1 - 2009

| Lecture and Seminar | Wednesday 10:00 - 12:00 | [MCG25] |

**IMPORTANT UNIVERSITY INFORMATION**

**ACADEMIC INTEGRITY**

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

**Academic fraud** is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;

b) using a substitute person to undertake, in full or part, an examination or other assessment item;

c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);

d) making contact or colluding with another person, contrary to instructions, during an examination or other
assessment item;

e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and

f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.

g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

**Plagiarism** is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;

b) using another person's ideas without due acknowledgment;

c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

**Turnitin** is an electronic text matching system. During assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or

- Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).

- Submit the assessment item to other forms of plagiarism checking

**RE-MARKS AND MODERATIONS**

Students can access the University's policy at: [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

**MARKS AND GRADES RELEASED DURING TERM**

All marks and grades released during term are indicative only until formally approved by the Head of School.

**SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS**

_Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations_ items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in _Late Penalty_ above.

Requests for _Extensions of Time_ must be lodged no later than the due date of the item. This applies to students:

- applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

- whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

**Note:** different procedures apply for minor and major assessment tasks.

**Students should be aware of the following important deadlines:**

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.

- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.
Late applications may not be accepted. Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au. As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

CHANGING YOUR ENROLMENT

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

Students cannot enrol in a new course after the second week of term, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: https://myhub.newcastle.edu.au

STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit: www.newcastle.edu.au/service/studentsupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
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<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>contact your program officer or</td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td><a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td>City Precinct</td>
<td>Phone 4921 5000</td>
</tr>
<tr>
<td>City Hub &amp; Information Common, University House</td>
<td>Singapore students</td>
</tr>
<tr>
<td>Central Coast Campus (Ourimbah)</td>
<td>contact your PSB Program Executive</td>
</tr>
<tr>
<td>Student Hub: Opposite the Main Cafeteria</td>
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OTHER CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Faculty Websites</th>
<th>Dean of Students Office</th>
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</thead>
<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/business-law/">www.newcastle.edu.au/faculty/business-law/</a></td>
<td>The Dean of Students and Deputy Dean of Students work to ensure that all students receive</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/education-arts/">www.newcastle.edu.au/faculty/education-arts/</a></td>
<td>fair and equitable treatment at the University. In</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/engineering/">www.newcastle.edu.au/faculty/engineering/</a></td>
<td>doing this they provide information and advice</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/health/">www.newcastle.edu.au/faculty/health/</a></td>
<td>and help students resolve problems of an</td>
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</tbody>
</table>

Phone:02 4921 5806
Fax: 02 4921 7151
This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

End of CTS Entry

Studentmail and Blackboard: Refer - www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Important Additional Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer - www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students

Rules Governing Undergraduate Academic Awards
www.newcastle.edu.au/policylibrary/000311.html

Rules Governing Postgraduate Academic Awards

Rules Governing Professional Doctorate Awards
www.newcastle.edu.au/policylibrary/000580.html

General enquiries
Callaghan, City and Port Macquarie
Phone: 02 4921 5000
Email: EnquiryCentre@newcastle.edu.au

Ourimbah
Phone: 02 4348 4030
Email: EnquiryCentre@newcastle.edu.au

University Complaints Managers Office
The University is committed to maintaining and enhancing fair, equitable and safe work practices and promoting positive relationships with its staff and students. There is a single system to deal with all types of complaints, ranging from minor administrative matters to more serious deeply held grievances concerning unfair, unjust or unreasonable behaviour.
http://www.newcastle.edu.au/service/complaints/
Phone:02 4921 5806
Fax: 02 4921 7151
Email: Complaints@newcastle.edu.au

Campus Care
The Campus Care program has been set up as a central point of enquiry for information, advice and support in managing inappropriate, concerning or threatening behaviour.
Phone:02 4921 8600
Fax: 02 4921 7151
Email: campuscare@newcastle.edu.au
THEO3002 The Doctrine of God: Modernity & the Theology of Karl Barth

Course Co-Ordinator: Prof. John McDowell (email: john.mcdowell@newcastle.edu.au)

Semester 1

Description of Course

What is ‘God-talk’ all about? What is God, and how can we speak of God? What, if anything, has changed in the way God is spoken of in modernity? These are a few of many questions that this course will ask, as it traces complex development of the Christian doctrine of modernity and comes to focus on the work of the significant theologian of the 20th, Karl Barth. Themes such as approaching scripture; theology’s relation to its past, to culture, philosophy, politics, and the sciences; what it means to speak of God; the place of Jesus Christ in theological reflections; and the nature of hope will be on the agenda. Not only will Barth will be read in his context as a theologian of his own time, but there will be study of ways in which Barth has been, and can still be received, by contemporary thinkers.

Prerequisites

Entry to the course is open to anyone interested. Religious belief is not a prerequisite for the course…

Learning Outcomes

By the end of the course participants should be able to do the following:

1. understand modern developments in the doctrine of God;
2. expound, explore and critically discuss the theology of the twentieth century’s most influential theologian;
3. understand the nineteenth century Liberal background to Barth’s thought;
4. interact with the vast material of Barth’s commentators;
5. reflect critically on the theological themes studied;
6. appreciate the possible relevance of Barth-study for contemporary ecclesial life and thought.
Course Outline

1. Introduction – What is ‘God’?
2. Apologetic Theology for Cultured Despisers: The Christ of Schleiermacher’s Piety
3. Existential Crisis: Rudolf Bultmann
4. Ending and Beginning Conversation: Barth’s ‘Prophetic’ Word (2Ro)
5. Hearing the Threefold Word: Barth’s Doctrine of God as Trinity (CD I.1)
6. Being Spoken to: Listening to Scripture (CD I.1)
7. READING WEEK
8. Conversations and Conflict: Barth and Brunner
9. Critical Conversations with Calvin: The Electing God (CD II.2)
10. The God of Salvation (CD IV.1)
11. Socialist Ethics (CL)
12. PREPARATION WEEK
13. Recapitulation, Presentation/Test

Selected Reading List

Primary

_____ Against the Stream
_____ The Christian Life
_____ Church Dogmatics
_____ Epistle to the Romans, trans. of 6th edn.
_____ The Humanity of God
_____ The Word of God and the Word of Man

Secondary

Hans Urs von Balthasar, The Theology of Karl Barth
G.C. Berkouwer, The Triumph of Grace in the Theology of Karl Barth
Eberhard Busch, Barth
Eberhard Busch, Karl Barth
Eberhard Busch, The Great Passion
John Franke, Barth for Armchair Theologians
Timothy Gorringe, Karl Barth: Against Hegemony
Trevor Hart, Regarding Karl Barth
Herbert Hartwell, The theology of Karl Barth
George Hunsinger, *Disruptive Grace*

_____ *How to Read Karl Barth*

Bruce L. McCormack, *Karl Barth’s Critically Realistic Dialectical Theology*

_____ *Orthodox and Modern: Studies in the Theology of Karl Barth*

John C. McDowell, *Hope in Barth’s Eschatology*

John C. McDowell and Mike Higton (eds.), *Conversing With Barth*

Joseph Mangina, *Karl Barth: Theologian of Christian Witness*

T.F. Torrance, *Karl Barth: An Introduction to His Early Theology, 1910-1931*

_____ *Karl Barth: Biblical and Evangelical Theologian*

John Webster, *Barth’s Ethics of Reconciliation*

_____ *Barth’s Moral Theology*

_____ *Karl Barth*

John Webster (ed.), *The Cambridge Companion to Karl Barth*
Requirements and Assessments

Assessment will be in accordance with current the School’s policy for third level courses.

For assessment, you will be expected to do the following:

- For essays: to present sympathetically yet critically the issues involved and the thought of key authors; display both an analytic and synthetic ability; give evidence of wider reading, and independent research; provide accurate footnoting, referencing and bibliographical detail.

- For seminar presentations and participation: to demonstrate a critical engagement with the texts; to present the material clearly and cogently; to engage with co-learners in a participative and constructive way.

- For the examination: to respond knowledgeably, with clarity, and in a structured way, to the questions asked; to demonstrate analytic and synthetic skills.

Please note that **ALL THE TUTORIAL READING IS COMPULSORY**, and **those who demonstrate an inability to reason concerning the text will be have marks deducted from their final presentation grade for each occasion of perceptible ignorance of the text.**

[By way of encouragement here, the texts relate directly to material covered by the classes and are therefore integral to the learning experience involved in the course.]

Class attendance is likewise compulsory – failure to comply will result in penalties to be exacted on the final class participation grade.

There are several forms of assessment comprising the final assessment grade for the course:

A) 1x Essay of 2500 words 50%
B) Class Participation 10%
C) 2x Class Tests 40%

**A) Essay Questions and Reading (draft week 5, essay due week 8)**

**IMPORTANT ESSAY WRITING GUIDANCE NOTES**

1) Not all the books at any one time may be available – search for others on these issues.

   - For instance, the library online catalogue can be helpful in searching for other books;
   - The Bonus catalogue can get you some of the books not in our library (but order these well in time);
   - The ATLA Religion Database can aid in identifying articles;
   - Use the internet sparingly and critically (good for some primary etexts – for instance, *Wikipedia* is not a reputable and quotable research tool).

2) Carefully read the question – the essays may not be asking what one might expect from a quick glance.
3) The essay has to reflect an appropriate knowledge of the issue(s) and the key figures involved, an ability to critically engage with the main conversation partners, and carefully lucid and evidenced reasoning.

4) At level 1 an essay should use no less than 5 major resources; level 2 a minimum of 7 major pieces of resource; and level 3 a minimum of 10 major pieces of resource.

5) Avoid using ‘I’ in the essay – e.g., ‘I think that…’; ‘it appears to me…’ and so on.

6) Use gender inclusive language – e.g., ‘humanity’, or the like, rather than ‘mankind’ or ‘man’.

Essay Titles

1. Postmodern God. “Every Name Must be Erased As Soon As it is Articulated” (Mark C. Taylor). How Far Is Barth Able To Talk of God in the 1922 Commentary on the Romans?

2. Anthropology: With Particular Reference to CD III.2, Examine how far Barth’s So-Called ‘Gospel of Freedom’ (Gorringe) is Liberating to Women.

3. Evil: With Special Reference to CD. III.3, Evaluate the Claim that the Demonic Can Never Be Allowed to Become an Independent Topic for Christian Study.


5. Universalism: Evaluate the Soteriological Significance of Karl Barth’s ‘Universal Hope’.

6. Ethics: Critically Evaluate Karl Barth’s Account of War.


   OR another, with special permission of the course co-ordinator.

Essay 1

Postmodern God. “Every Name Must be Erased As Soon As it is Articulated” (Mark C. Taylor).1 How Far Is Barth Able To Talk of God in the 1922 Commentary on the Romans?

Primary Literature


Secondary Literature


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**Essay 2**

**With Particular Reference to CD III.2, Examine how far Barth’s So-Called ‘Gospel of Freedom’ (Gorringe) is Liberating to Women.**

**Primary**

Karl Barth, *Church Dogmatics* III.3, §§43-45 (see §45.3 for Barth on male-female relations)
On Barth’s Anthropology


On Barth On Gender


Essay 3
With Special Reference to CD. III.3, Evaluate the Claim that the Demonic Can Never Be Allowed to Become an Independent Topic for Christian Study.

Primary Literature
Karl Barth, Church Dogmatics III.3, §§50, 51.3.

Secondary Literature
Sung Min Jeong, Nothingness in the Theology of Paul Tillich and Karl Barth
Scott R. Rodin, Evil and Theodicy in the Theology of Karl Barth (Peter Lang, 1997).
John Webster, Barth’s Moral Theology: Human Action in Barth’s Thought (Edinburgh: T&T Clark, 1998), ch. 4.
The Gravity of Sin ( ).

Essay 4
Ethics of Baptism. Assess the Ethical Significance of Barth’s Rejection of Infant Baptism in Church Dogmatics IV.4.

Primary Literature
Karl Barth, Church Dogmatics IV.4
Karl Barth, The Teaching of the Church Regarding Baptism
Secondary Literature

On Barth’s Ethics in General

On Barth on Baptism

Essay 5

Evaluate the Soteriological Significance of Karl Barth’s ‘Universal Hope’.

Primary Literature
Karl Barth, *Church Dogmatics* II.2, §33.
**Secondary Literature**


**Also see**


**Essay 6**

**Critically Evaluate Karl Barth’s Account of War.**

**Primary Literature**

Karl Barth, *Church Dogmatics* III.4.

**Secondary Literature**


On Barth’s Ethics in General
Trevor Hart, Regarding Karl Barth: Essays Toward a Reading of His Theology (Carlisle: Paternoster Press, 1999), ch. 4.
John Macken, The Autonomy Theme in the Church Dogmatics: Karl Barth and His Critics (CUP, 2008).
Paul Nimmo, Being in Action: The Theological Shape of Barth’s Ethical Vision (Continuum, 2007).
John Webster, Barth (London and New York: Continuum, 2000), ch. 7.
John Webster, Barth’s Moral Theology: Human Action in Barth’s Thought (Edinburgh: T&T Clark, 1998), ch. 9.

Essay 7
Evaluate the Difference to the World that Petitionary Prayer Makes in Barth’s Account.

Primary Literature
Barth, Karl, Church Dogmatics III.4
Barth, Karl, The Christian Life

Secondary Literature
McIntyre, John, Theology After the Storm: Reflections on the Upheavals in Modern Theology and Culture (Grand Rapids, Mich.: William B. Eerdmans, 1997)
Also see

Aquinas, Thomas, *Summa Theologiae*


Turner, Denys, *Faith Seeking*
B) Class Participation
Up to 10% of the final course grade has been allocated for ‘student participation’. This will be based upon week-by-week student performance during the course, covering the following: attendance, ability to engage in class with the set reading tasks, ability to interact intelligently with the class and the lecturers concerning the issues involved, seminar performance.

IMPORTANT –

Please Note

(1) Attendance at class is COMPULSORY. 1% will be deducted from the final ‘student participation’ grade for each absence without either permission or an accompanying medical, or other appropriate, certification.

(2) Students are REQUIRED to complete the weekly reading tasks. 1% will be deducted from the final ‘student participation’ grade for each week in which there is an evident incompletion of the reading task.

C) Class Tests (2 tests)

- The tests will take place during the scheduled class of week 13.
- The two tests will be 45 minutes in duration each.
- The tests will be composed of several questions, ONE of which must be attempted on each test.
- Each of the questions is designed to test students’ ability to understand, and engage with, the whole of the course – test 1 will be based on the material from the first half of the course, and test 2 will be based on the material from the second half of the course.

EXAM/TEST STRATEGIES

Year after year I offer concrete advice at the end of the course on how to prepare for and tackle exams appropriately, but invariably the advice seems to fall on deaf ears and I receive exam scripts that do precisely the things that I warn against. To prevent this I’m now committing much of my advice to print in order to offer guidance in a more lasting medium.

What should one revise?

- Choosing the topics to revise
  One cannot revise well everything in sufficient detail so select topics carefully. Do not sell yourself short by revising only 3 or so topics – one topic may not appear, or the question may not be to your liking.
- Lecture Notes and independent reading
  - Step 1 – revising from lecture notes.
    Ensure one knows and understands the lecture notes thoroughly. The exam questions will all be based on the lectures.
  - Step 2 – revising from the web lecture notes.
The web notes are fuller than, and unpack more, the materials delivered in lectures.

- Step 3 – revising from the materials on the reading lists.

  The exam will test knowledge and ability to think widely – in order to gain top grades one must, along with other things, demonstrate evidence of independent reading. Please note that while lecture notes are a beginning to the revision and writing of essays, regurgitation of the lecture notes will only merit a 2nd class grade at best.

**How should one plan essays?**

- In advance
  
  All good planning occurs in advance – attempt to anticipate what type of questions will be asked and then plan the essay writing around them.

- During the exam
  
  Take a few moments before writing each essay to remind oneself of what one knows in relation to the question asked, and construct an outline or plan of the essay.

**What are the questions testing?**

- Knowledge
- Understanding – (1) of the question, (2) of the issues
- Critical thinking

**Any other tips?**

- Write legibly
- Be careful with grammar and spelling
- Use gender neutral pronouns where possible – e.g., Augustine’s view of ‘humanity’ instead of Augustine’s view of ‘man’
- Present the ideas clearly
Weekly Seminar Reading

Seminar 1 What is ‘God’? Modernity & the Shift in Theology

Reading:
- None prior to class.

Class Reading:
  - Preface to 1st ed. (pp. 33-39).2
  - Book Three (pp. 105-129; 132 para 3-147).3
  - Book Four (pp. 151-153; 156 para 2-164).4

Secondary Reading:
Michael Buckley, *At the Origins of Modern Atheism*
Conor Cunningham, *The Genealogy of Nihilism*
Amos Funkenstein,
Michael Allen Gillespie, *The Theological Origins of Modernity*
A.I.C. Heron, *A Century of Protestant Theology*
Eberhard Jüngel,
Velli-Matti Kärkkäinen,
Alister McGrath, *The Making of Modern German Christology 1750-1990*
John Milbank, *Theology and Social Theory*

Seminar 2 Apologetic Theology for Cultured Despisers: The Christ of Schleiermacher’s Piety

Reading:
- Friedrich Schleiermacher, *The Christian Faith* §§3-6 (pp. 5-31), 11 (pp. 52-60), 13-14 (pp. 62-76), 86-88 (pp. 355-365), 91-95 (pp. 371-390).

*NOTE* --- *All these page numbers refer to the edition of H.R. MacKintosh and J.S. Stewart, first published in 1928 (Edinburgh: T&T Clark). If you are using a different edition please carefully follow the section (§) references.*

Secondary & Other Reading:
Friedrich Schleiermacher, *On Religion: Speeches to Its Cultured Despisers*

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2 Greene and Hudson translation, pp. 3-10.
3 Greene and Hudson translation, pp. 85-114; 118 para 3-138.
4 Greene and Hudson translation, pp. 139-141; 146 para 2-155.


**Seminar 3 Existential Crisis: Rudolf Bultmann**

*Reading:*


**Seminar 4 Ending and Beginning Conversation: Barth’s ‘Prophetic’ Word (2Ro)**

*Reading:*


*Secondary Reading:*


**Seminar 5 Hearing the Threefold Word: Barth’s Doctrine of God as Trinity (CD I.1)**

*Reading:*

- Barth, Karl, *Church Dogmatics* I.1, ch. 2, Pt. 1

*Secondary Reading:*

Brown, Colin, *Karl Barth and the Christian Message*

Collins, Paul, *Deddo, Gary, Karl Barth’s Theology of Relations*


Johnson, William Stacy, *The Mystery of God*

Jüngel, Eberhard, *The Doctrine of the Trinity*

Laats, Alar, *Doctrines of the Trinity in Eastern and Western Theologies: A Study with Special Reference to K. Barth and V. Lossky* (Frankfurt am Main: Peter Lang, 1999).

McDowell, John C., ‘One Person, Many Persons? Adding Up the Personality Disorder in Karl Barth’s CD I.1 §§8-9’


Moltmann, Jürgen, *The Trinity and the Kingdom of God*

Roberts, Richard, *A Theology on its Way*

Rosato, Philip J., *The Spirit as Lord*

Thompson, John, *Modern Trinitarian Perspectives*


Webster, John, *Karl Barth*

Williams, Rowan, ‘Barth on the Triune God’, in *Karl Barth: Studies of His Theological Method*, ed. S.W. Sykes

**Seminar 6 Being Spoken to: Listening to Scripture (CD I.1)**

**Reading:**


**Secondary Reading and Others:**


John Webster, *Barth* (London and New York: Continuum, 2000), ch. 3.

**WEEK 7 – READING WEEK**

**Seminar 8 Conversations and Conflict: Barth and Brunner**

*Reading:*


*Secondary Reading:*


### Seminar 9 Critical Conversations with Calvin: The Electing God (CD II.2)

#### Reading:

- Karl Barth, *Church Dogmatics* II.2, pp. 3-14, 18-34, 89-93, 94-106; 115-127, 145-188, 195 (bold print), 306 (bold print). **Please Note:** not the small print §§!

#### Secondary Reading:


### Seminar 10 The God of Salvation (CD IV)

#### Reading:

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School of Humanities and Social Science
• Karl Barth, Church Dogmatics IV.1, §59.2 ‘The Judge Judged in Our Place’.

Secondary Reading:
Trevor Hart, Regarding Karl Barth: Essays Toward a Reading of His Theology (Carlisle: Paternoster Press, 1999), ch. 3.
John Webster, Barth (London and New York: Continuum, 2000), ch. 6.

Seminar 11 Critical Conversations in Our World: Barth and Socialist Politics (CL)
Reading:
• Karl Barth, The Christian Life, 205-260.

Secondary & Other Reading:
George Hunsinger (ed.), Karl Barth and Radical Politics


Charles Villa-Vicencio (ed.), *Reading Barth in South Africa*


René De Visme Williamson, *Politics and Protestant Theology: An Interpretation of Tillich, Barth, Bonhoeffer, and Brunner* (Louisana State University Press, 1976), ch. II.