

Course Syllabus

The Development of Karl Barth's Theology

(N.B. This is a 3000/6000 level course.)

Wycliffe College
Toronto School of Theology
Winter 2020

Instructor Information

Instructor: David Demson

Course Identification

Course Number: WYT 3520 HS, WYT 6520 HS
Course Format: In-class
Course Name: The Development of Karl Barth's Theology
Course Location: Wycliffe College

Course Description

In this seminar course students will read and discuss twenty lectures by Karl Barth which explore twenty *loci*. These lectures were given in 1938, about the mid-point in Barth's working years. The instructor will endeavor to indicate how Barth's presentation of these lectures often modify his (and others) earlier positions and how they were in turn modified by Barth in his later writings. The intention is to present a survey of Barth's particular emphases including a description of their development. Attention will also be given to how Barth challenges various historical and contemporary theologies.

Course Resources

Required text: Karl Barth, *The Knowledge of God and the Service of God* (Hodder, 1938)

Course Learning Outcomes

<i>Course Outcomes</i>	<i>Course Element</i>
<i>By the end of this course, students will be able to:</i> appraise Barth's formulation of major Christian doctrines; evaluate and assess central theological texts and how they demonstrate the development of Barth's thought;	 course as a whole weekly readings, discussion questions and class participation

interpret and debate central theological issues in the context of a particular theologian;	presentation and Written exam
assemble and select a theological bibliography in the context of focused research on a select theme.	Written exam

Evaluation/Requirements

3000 level

- (1) Weekly reading in required text
- (2) Compose questions for discussion each week (15%)
- (3) Class Participation (15%)
- (4) Class Presentation (20%)
- (5) Written Exam(50%)

6000 Level

- (1) Graduate students will be expected to do additional reading of secondary sources in order to serve in the facilitation of the seminar
- (2) Compose questions for discussion each week (15%)
- (3) Class Participation (15%)
- (4) Class Presentation (20%)
- (5) Written Exam (50%)

Course Schedule

<u>Week 1</u>	Introduction	
<u>Week 2</u>	Theology: Natural and Reformation/The One God	pp 3-24
<u>Week 3</u>	Triune God/The Human Reality	pp 25-44
<u>Week 4</u>	The Way of the Human/Revelation	pp 45-67
<u>Week 5</u>	Election/Salvation	pp 68-91
<u>Week 6</u>	Eschatology/Faith	pp 92-109
<u>Week 7</u>	READING WEEK	

<u>Week 8</u>	The Real Christian Life/The Divine Command	pp 113-135
<u>Week 9</u>	The True Christian Life/Mystery of the Church	pp 136-160
<u>Week 10</u>	The Form of the Church/Church Government	pp 161-187
<u>Week 11</u>	The Church as God's Action/The Church as Human Action	pp 188-216
<u>Week 12</u>	The State's Service of God/God's Gift of Comfort and Hope	pp 217-245
<u>Week 13</u>	Questions Arising	

Select Bibliography:

- Balthasar, Hans Urs von. *The Theology of Karl Barth: Exposition and Interpretation*, Edward T. Oakes, trans. 2nd ed. San Francisco: Ignatius, 1992.
- Busch, Eberhard. *Karl Barth: His Life from Letters and Autobiographical Fragments*, John Bowden, trans. Philadelphia: Fortress Press, 1976.
- _____. *The Great Passion: An Introduction to Barth's Theology*, William H. Rader, trans. Grand Rapids, MI: Eerdmans, 2004.
- Hunsinger, George. *How to Read Karl Barth: The Shape of His Theology*. New York: Oxford University Press, 1991.
- Jüngel, Eberhard. *Karl Barth: A Theological Legacy*, Garrett E. Paul, trans. Philadelphia: Westminster, 1986.
- _____. *The Doctrine of the Trinity: God's Being is in Becoming*, Horton Harris, trans. Edinburgh: Scottish Academic Press, 1976.
- _____. "Thesen zu Karl Barths Lehre von der Taufe." In *Barth-Studien*. Zurich: Gueterslocher Verlaghaus Mohn, 1982: 291-4.
- McCormack, Bruce. *Karl Barth's Critically Realistic Dialectic Theology: Its Genesis and Development 1909-1936*. New York: Oxford University Press, 1995.
- Rumscheidt, H.M., Editor. *Karl Barth in Re-view: Posthumous Works Reviewed and Assessed*. Pittsburgh, PA: Pickwick, 1981.
- Skyles, Stephen.W., Editor. *Karl Barth: Centenary Essays*. Cambridge: Cambridge University Press, 1989.
- Webster, John. *Barth's Ethics of Reconciliation*. Cambridge: Cambridge University Press, 2007.
- _____. *Barth's Moral Theology: Human Action in Barth's Thought*. Edinburgh: T & T Clark, 2003.

Grading System Grading System - Basic Degree Students

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+) Exceptional

85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Grading System - Graduate Degree Students

5000, 6000 and 7000 level courses use the following alpha grading scale;

A+	(90-100)	Profound & creative
A	(85-89)	Outstanding
A-	(80-84)	Excellent
B+	(77-79)	Very Good
B	(73-76)	Good
B-	(70-72)	Satisfactory at a post-baccalaureate level
FZ	(0-69)	Failure

Grades without numerical equivalent:

CR	Designates credit; has no numerical equivalent or grade point value
NCR	Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF	Standing deferred (a temporary extension)
INC	Permanent incomplete; has no numerical equivalent or grade point value
WDR	Withdrawal without academic penalty
AEG	May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

Policy on Assignment Extensions

Basic Degree students are expected to hand in assignments by the date given in the course outline. This penalty is not applied to students with medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor. The absolute deadline for the course is the examination day scheduled for the course. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = "standing deferred") beyond the term. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>), a student who plagiarizes in this course. Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges (http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

Writing Style. The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 7th edition (Chicago: University of Chicago Press, 2007).

Course Evaluations. At the end of the course students are expected to complete a course evaluation. The evaluation is done online and instructions will be contained in an e-mail message that will be sent out by the Wycliffe College registrar.

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. Forwarding your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. All email communications from students in conjoint programs should be sent from a utoronto email address. Email communications from other email addresses

are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.