The mission of The Seattle School of Theology & Psychology is to train people to be competent in the study of text, soul and culture in order to serve God and neighbor through transforming relationships.

I. General
Course Number: TCE 513B
Course Name: Karl Barth Engaging Culture (Advanced Seminar)
Units: 2
Professor(s): Dr. Darren Sumner
Professor(s) Contact Information: dsumner@theseattleschool.edu
Citation Style: Chicago Manual of Style

Check the online Course Schedule or MyCampus for class dates and times.

II. Course Description
This course explores the theology of Karl Barth, with particular attention to the cultural context in which Barth developed his hugely influential theological project. Through directed readings and seminar discussions students will examine the major themes of Barth’s theology and engage with his work in the doctrine of God, Christology, humanity and sin, revelation, “natural” theology, the church, and other major loci. Barth’s formative social, political, and ecclesial context will also be considered in order to illustrate the deep connections between theology and praxis, challenging students to reflect upon their own cultural engagement in the ongoing task of theological formation.

III. Mission Statement Alignment
This course will acquaint students with the life and thought of one of the twentieth century’s most significant theological voices, challenging them to reflect upon the ways in which theology is both formed by cultural engagement and also necessarily stands in prophetic opposition to cultural forces.

IV. Learning Outcomes
1. The student will acquire a basic knowledge of Karl Barth’s life and his place in modern Christian theology, including the cultural forces by which he was shaped and the practical issues he sought to engage.
2. The student will demonstrate an understanding of the contours of Barth’s theology, including its major themes and priorities as well as the contents and structure of the Church Dogmatics.
3. The student will understand Barth’s theological method and how this contrasts with other ways of approaching the task of theology.
4. The student will be able to articulate the continuing relevance that Barth’s thought holds for Christian theology and ministry in the twenty-first century.
5. The student will gain experience in reading primary texts and leading discussion over the particulars of its content.

V. Course Requirements

Reading:
Barth’s writings and the Church Dogmatics in particular demand careful and attentive reading, and every effort has been made to limit the number of required pages per week. As this is a text-based seminar it is crucial that students read the entirety of the assigned texts before class, and come prepared to discuss them in detail. These texts will be our primary focus during classroom hours.

Those looking for additional background reading during the trimester should look especially at Eberhard Busch’s Barth (Abingdon Pillars of Theology) and Timothy J. Gorringe’s Karl Barth Against Hegemony. (Additional recommended works are listed below.)

Seminar Papers:
Length: 2-3 pages
Once or twice during the term you will write and deliver a short paper on one of the texts assigned for that day, and be responsible for leading our discussion over that text (for a total of approximately 45 minutes). Briefly introduce the text and then focus on two or three key theological points advanced by the author. Additional research is not necessary, though it is welcome should you discover something you find helpful in understanding the text. You may advance an original thesis if you wish, or simply guide the class through a set of provocative questions. This paper will provide the seminar with a jumping-off point for that day, after which you should submit a polished copy to the instructor.

Research Paper(s):
Length: 10-15 pages OR 5-7 pages (x2)
You have the option of writing either ONE long research paper or TWO shorter papers on Barth’s theology and its relevance for the task of engaging culture in the twenty-first century. This is a formal research paper which will allow you to explore an aspect of Barth’s thought in greater depth. It should be fully documented and with a clear structure, taking account of the secondary literature to argue a clearly-stated thesis. The paper should be written according to the Chicago Manual of Style and The Seattle School guidelines.

If you choose to write TWO short papers, one should focus on a specific doctrine in Barth’s thought (e.g. creation, sin, resurrection, baptism, Scripture, the Trinity, etc.) and the other on a cultural issue (e.g. church and state, poverty, money, music, incarceration, etc.). One paper will
be due at mid-term, the other at the end of the trimester. If you choose to write ONE longer paper you may choose either of these, which will be due at the end of the term.

Regardless of which path you select, your research should include a number of sources appropriate to the length of the paper. (A good rule of thumb is one source for every two pages of the paper’s final length – at least three for a short paper, and at least five or six for a longer paper. A stronger paper will show evidence of broad engagement with both Barth and secondary scholarship.) Your bibliography should include academic, peer-reviewed sources, including a mix of books and journal articles.

Please clear your topic(s) with the instructor in writing before you begin your research! (An e-mail will suffice.) You must declare your topic(s) and whether you intend to write one long paper or two short papers before Reading Week – no later than Monday, February 15.

Exams:
None

VI. Course Learning Outcomes Assessment Grid (how each learning outcome will be assessed)

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Reading</th>
<th>Seminar Papers</th>
<th>Research Paper(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will acquire a basic knowledge of Karl Barth’s life and his place in modern Christian theology, including the cultural forces by which he was shaped and the practical issues he sought to engage.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>The student will demonstrate an understanding of the major contours of Barth’s theology, including its major themes and priorities, as well as the contents and structure of the Church Dogmatics.</td>
<td>x</td>
<td>X</td>
<td>x</td>
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<tr>
<td>The student will understand Barth’s theological method and how this contrasts with other ways of approaching the task of theology.</td>
<td>x</td>
<td></td>
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<tr>
<td>The student will be able to articulate the continuing relevance that Barth’s thought holds for Christian theology and ministry in the twenty-first century.</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>The student will gain experience in reading primary texts and leading discussion over the particulars of its content.</td>
<td>X</td>
<td>X</td>
<td></td>
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</tbody>
</table>
VII. Course Schedule & Assignments

Please bring the assigned texts with you to class. Page numbers from the *Church Dogmatics* given below are from the original T&T Clark edition (which appear in the margins in the new Study Edition).

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>READINGS</th>
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</thead>
<tbody>
<tr>
<td>Jan 4</td>
<td>Course Introduction</td>
<td>“Evangelical Theology in the Nineteenth Century”</td>
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<td></td>
<td>Schleiermacher and Modernism</td>
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<td></td>
<td>Barth’s Early Years</td>
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<td>Jan 11</td>
<td>Barth the Pastor</td>
<td>“The New World in the Bible”</td>
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<td></td>
<td>Reading the <em>Church Dogmatics</em></td>
<td><em>Church Dogmatics IV/3.2</em>, pp. 481-520</td>
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<tr>
<td>Jan 18</td>
<td>NO CLASS – MLK, Jr. Holiday</td>
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<td></td>
<td><em>Kriegstheologie</em></td>
<td><em>Church Dogmatics IV/3.2</em>, pp. 520-554</td>
</tr>
<tr>
<td>Feb 1</td>
<td>The Dialectical Theologians</td>
<td><em>The Epistle to the Romans</em>, pp. 2-15, 91-99</td>
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<td></td>
<td></td>
<td><em>Church Dogmatics IV/3.2</em>, pp. 554-592</td>
</tr>
<tr>
<td>Feb 8</td>
<td>Barth the Professor</td>
<td><em>The Göttingen Dogmatics</em>, pp. 45-68</td>
</tr>
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<td></td>
<td>The Task of Theology</td>
<td><em>Church Dogmatics IV/3.2</em>, pp. 592-647</td>
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<tr>
<td>Feb 15</td>
<td>‘Natural’ Theology</td>
<td>Brunner and Barth, <em>Natural Theology</em></td>
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<td></td>
<td>Revelation</td>
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<td>Feb 22</td>
<td>NO CLASS – Reading Week</td>
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<td>Feb 29</td>
<td>Barth the Resister</td>
<td><em>The Theological Declaration of Barmen</em></td>
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<td>The Confessing Church</td>
<td><em>Church Dogmatics IV/3.2</em>, pp. 647-680</td>
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<td></td>
<td>DUE: <em>Short Research Paper #1</em></td>
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<td>Mar 7</td>
<td>Barth the Theologian</td>
<td>“The Being of God in Act”</td>
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<td>The Triune God</td>
<td><em>(CD II/1, pp. 257-272)</em></td>
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<td><em>Church Dogmatics IV/3.2</em>, pp. 681-721</td>
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<td>Mar 14</td>
<td>The Election of Grace</td>
<td>“The Election of Jesus Christ”</td>
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<td><em>(CD II/2, pp. 94-106)</em></td>
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<td><em>Church Dogmatics IV/3.2</em>, pp. 721-762</td>
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<tr>
<td>Mar 21</td>
<td>Creation and Humanity</td>
<td>“Creation and Covenant”</td>
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<td><em>(CD III/1, pp. 94-99, 228-233)</em></td>
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<td></td>
<td><em>Church Dogmatics IV/3.2</em>, pp. 762-795</td>
</tr>
</tbody>
</table>
VIII. Course Readings

Required Books:


Required Articles/Book Chapters (available on MyCampus):


_________. “The Election of Jesus Christ,” in *Church Dogmatics* II/2 (T&T Clark, 1957), pp. 94-106.


Recommended:
Barth, Karl. Church Dogmatics, 4 volumes in 13 parts (T&T Clark, 1956-1975).
_______. Deliverance to the Captives: Sermons and Prayers (SCM, 1961).
_______. Dogmatics in Outline (Harper & Row, 1959).
_______. The Epistle to the Romans (Oxford, 1933).
_______. Evangelical Theology: An Introduction (Eerdmans, 1979).
_______. The Word of God and Theology (T&T Clark, 2011).


IX. Course Policies

1. Grading Policy:

   Attendance and Participation  10%
   Seminar Leadership #1  20%
   Seminar Leadership #2  20%
   Final Paper(s)  50%
   (Short Papers ...  2 x 25%)

2. Grading Scale:

   **A** - The grade “A” represents an unusually competent paper that clearly makes its argument, contains extraordinary style, cleverness of argumentation, and/or thoroughness of research.

   **B** - The grade “B” represents a competent and thorough response to the assignment.
C - The grade “C” represents a paper that is less than competent by a clear failure to communicate or to support arguments.

The Grade Scale for all courses receiving letter grades is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>4.0</td>
<td>Excellent-superior achievement of course objectives</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.0</td>
<td>Good – competent and commendable achievement of course objectives</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.0</td>
<td>Poor – less than competent achievement of course objectives</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>69 or below</td>
<td></td>
<td>Failing – unacceptable achievement of course objectives</td>
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</tbody>
</table>

This grading scale is posted in all course syllabi and is used in the submission of final grades for a course (reflected on a student’s transcript). All courses, unless noted otherwise, are required to give letter grades.

3. It is expected that written products will be legible, professional in appearance, and error free. Papers are to be typed and double-spaced, and the pages are to be numbered. Please use footnotes, not endnotes. For purposes of blind marking, do not include your name on the front of your paper. If you have any additional questions about paper format, refer to the standards found on the Writing Resources website at http://thesattleschool.edu/current-students/Student-Resources/writingresources/Paper-Formatting-Guidelines.

4. All written work must be turned in electronically by e-mail to the Instructor no later than 11:59 p.m. on the day they are due. (Do NOT submit material for this course to the Academics Office Mailbox at the Front Desk.) Microsoft Word .DOC or .DOCX format is preferred. Include your student number (but not your name) in the file name, e.g.: “50905494 Research Paper.doc”

5. Requests for extensions must be submitted in writing to the instructor and will be granted without penalty only under extenuating circumstances (such as a grave illness or family death). Other extensions granted will be assessed a penalty for late submission at the discretion of the instructor. The standard penalty for this course is one half-letter grade for every 48 hours that the assignment is overdue, up to a maximum of 7 days – after which the assignment will not be accepted.

6. By agreement of the faculty, instructors at The Seattle School determine their own attendance policy. To confirm registration for the purposes of the Registrar and Student Financial Services, the instructor or the AI will take attendance during the first class with the roster provided by the Academic Office. Attendance at all sessions of this class (and for the full duration of each session) is expected. Your presence in classroom discussions enriches the experience for everyone, and excessive absences will negatively impact your grade for the
course. Since this is an advanced seminar that only meets for 13 sessions, students who miss more than two sessions or who are habitually late may be asked to complete additional work.

7. Plagiarism, cheating and duplicating assignments are considered academic offenses and are expressly prohibited. See the Academic Catalog and Student Handbook for specific information on Academic Integrity and definitions of these offenses.

8. Courses must be officially added or dropped in person on MyCampus. Please refer to the Tuition Refund Policy in the Academic Catalog for more information.

9. Part of your responsibility in this class is to complete a course evaluation at the end of the term. Feedback from the evaluations is used to evaluate and improve our course offerings.

10. The Seattle School would like to assist students who have disabilities for which they are eligible to receive accommodations so that they get the most from their The Seattle School of Theology & Psychology experience. Students seeking support services should request assistance from the Registrar. All requests for such assistance are reviewed on the basis of a formal diagnosis of a disability (including [ADD] attention deficit disorder & [AD/HD] attention deficit/hyperactivity disorder). Students are required to submit documentation to verify eligibility.

11. This syllabus may be changed at any time with notification. Check the date in the footer of the page to ensure you have the most recent version.