

## **The Making of Modern Theology: Christianity and the Enlightenment**

### **Meeting Information**

Wednesdays, February 5 – May 6, 8:30-10:30am

### **Contact Information**

Dr. Kevin DeYoung (kdeyoung@christcovenant.org)

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### **Course Description**

Everyone in the West—Christian or non-Christian—has been deeply affected by the intellectual upheaval that took place during the eighteenth century. The period often known as the Enlightenment challenged centuries-old assumptions about God, revelation, knowledge, authority, politics, and virtue. This course will look at a variety of leading thinkers from John Locke to John Witherspoon, from Thomas Hobbes to Thomas Reid. By exploring the themes and figures from the Enlightenment period—with special attention given to moral philosophy—we will better understand the history of evangelicalism, the challenge of contemporary theology, and the origin of many of our most intractable cultural debates. The intellectual currents flowing into, out of, and through the eighteenth century are still important for ministry today, for these currents let loose nothing less than the creation of the modern world.

### **Course Requirements**

In addition to attending the class faithfully and being a joyful and active participant in discussion, there are four requirements.

1. Summary Paper (15%) – Students will write a 700-900 word summary paper on Himmelfarb's *The Roads to Modernity*, explaining the difference between the British, French, and American Enlightenments and highlighting key ideas and figures. The paper is due **March 11**.
2. Final Exam (25%) – A “final” exam will be given during the penultimate class. The exam will be based on class lectures (supplemented by the reading) and will include factual knowledge questions and one or two short essay questions. The exam is **April 29**.
3. Required Reading (25%) – Reading is an important part of the class. Students are expected to read all the assigned material *with reasonable care*. Do your best with the *Moral Philosophy* book, even if you don't understand all of it. All the required reading must be completed by the last day of class, **May 6**.

4. Research Paper (35%) – The goal of a research paper is to state and defend an argument, demonstrating facility with academic sources and showing that you are familiar with the major viewpoints, including those you do not agree with. In addition to grading on content, papers will be marked down for grammatical mistakes, sloppy writing, syntactical errors, improper formatting, and failure to communicate your argument clearly and cogently. The paper should be 4,000-5,000 words and is due **May 14**.

### **Notes on Papers**

1. Research Paper topic: Choose 1-3 persons studied in this class and describe his/their impact on the modern world whether for good or for ill. The paper can lean toward history or toward theology/philosophy but be sure to make an *argument* rather than simply providing a biographical sketch. You may want to include comparison and contrast with other figures. If your topic is less explicitly theological, be sure to reflect on the challenges to (or opportunities for) Reformed theology and ministry that flow from his/their ideas. You may not choose Doddridge, Edwards, or Witherspoon unless it is to compare and contrast their ideas, practices, and legacy with the one or more of the Enlightenment figures in the class.
2. Both papers should be in 12pt., Times New Roman font, full justified, 1-inch margins on all sides, 1.5 spacing, page numbers at the bottom, a title at the top of the first page, with your name, class, and date on the right top of the first page. Provide subheadings as needed. I will not receive papers over the word limit. Include the word count at the end of your paper. Use footnotes (not endnotes) according to one of the main style guides (I prefer *The Chicago Manual of Style*). Scripture texts and confessional texts (i.e., Westminster Standards) can be cited parenthetically. The most important thing is to be consistent with your citation style. Your paper should include a bibliography. The bibliography does not contribute to your word count, but the footnotes do.

### **Required Reading**

Himmelfarb, Gertrude. *The Roads to Modernity: The British, French, and American Enlightenments* New York: Vintage Books, 2014. (240 pages)

Schneewind, J.B. (ed). *Moral Philosophy from Montaigne to Kant*. Cambridge: Cambridge University Press, 2003. Read the following chapters: Introduction, Grotius, Hobbes, Pufendorf, Locke, Malebranche, Clarke, Leibniz, Mandeville, d'Hollbach, Paley, Shaftesbury, Hutcheson, Butler, Hume, Rousseau, Reid, Kant (app. 385 pages)

Miller, Thomas (ed). *The Selected Writings of John Witherspoon*. Carbondale, IL: Southern Illinois University Press, 1990. Read *Ecclesiastical Characteristics* and *Lectures on Moral Philosophy* (app. 125 pages)

### **Other Class Rules**

Computers and tablets are not allowed in class. Unless there is an emergency, cell phones are not allowed either. Even with the godliest, most focused student, screens are almost always a distraction. Besides, recent articles have suggested that students learn better when taking notes by hand.

## **(Tentative) Class Schedule**

### February 5

Introduction to the Enlightenment: Separating Fact from Fiction  
Reworking Natural Law: Grotius, Hobbes, Pufendorf

### February 12

Social Contract Theory: Locke and Rousseau

### February 19

Anglican Reflections on Reason and Revelation: Clarke, Paley, Butler  
Evangelicalism's Enlightened Educator: Philip Doddridge

### February 26

German Philosophy and Pietism: Leibniz, Wolff, Thomasius, Crusius

### March 4

Enlightenment Enigma: Pierre Bayle  
French Philosophes: Helvetius, d'Holbach, Diderot, Voltaire

### March 11

Virtue and Vice, Matter and Mind: Mandeville, Malebranche, Berkeley  
Calvinism's Creative Response: Jonathan Edwards

### March 18 - SPRING BREAK (no class)

### March 25

Scottish Enlightenment: Shaftesbury, Hutcheson, Hume, Kames

### April 1

Reformed Critique and Common Ground: John Witherspoon

### April 8

Common Sense and Pure Reason: Reid and Kant

### April 15 - T4G (no class)

### April 22

The American Experiment: Montesquieu, Jefferson, Madison, Hamilton

### April 29

EXAM

### May 6

Conflict of Visions: Smith, Godwin, and Condorcet  
The Birth of Right and Left: Burke and Paine

**Course Objectives Related to MDiv\* Student Learning Outcomes**

Course: HT6145  
 Professor: DeYoung  
 Campus: Charlotte  
 Date: Spring 2020

<b><u>MDiv* Student Learning Outcomes</u></b>		<b><u>Rubric</u></b>	<b><u>Mini-Justification</u></b>
<p><i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i></p> <p><i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i></p>		<ul style="list-style-type: none"> <li>➤ Strong</li> <li>➤ Moderate</li> <li>➤ Minimal</li> <li>➤ None</li> </ul>	
<b>Articulation (oral &amp; written)</b>	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. Also includes ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	Understanding and articulating key concepts will be reinforced by the exams and the research paper. The content of the class will help students address many current controversies with greater historical acumen.
<b>Scripture</b>	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Strong	Students will be required to engage with modern controversies and test varying viewpoints against Scripture and the Reformed tradition.
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Strong	We will focus on the interaction between Calvinism and the Enlightenment.
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Moderate	The relationship between reason and revelation will be explored in a way that directs the student to God and his word.
<b>Worldview</b>	Burning desire to conform all of life to the Word of God. Includes ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Strong	The class will help students shape a Christian worldview that goes beyond the traditional systematic loci.
<b>Winsomely Reformed</b>	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Strong	We will interact thoughtfully with those who have argued for different understandings of reason, revelation, political philosophy, and virtue.
<b>Pastoral Ministry</b>	Ability to minister the Word of God to hearts and lives of both church and unchurched, to include preaching, teaching, leading in worship, leading and shepherding the local congregation, aiding in spiritual maturity, concern for non-Christians.	Moderate	Students will be equipped to think theologically about the church and to see that played out in a local church context. Significant time will be spent examining the relationship of the church to the world.