HT6145/02 Syllabus

Summer 2022

RTS Charlotte

**The Making of the Modern World:**

**Christianity and the Enlightenment**

**Meeting Information**

Monday, June 13, 1:00-4:30

T/W/Th, June 14-16, 9:00-4:30

Friday, June 17, 9:00-12:00

**Contact Information**

Dr. Kevin DeYoung (kdeyoung@christcovenant.org)

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My TA at RTS is Alberto Paredes (aparedes@rts.edu)

**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 500-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 **July 2**.
2. Final Exam (25%) – A final exam will be given during the last day 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 **June 17**.
3. Required Reading (25%) –Students are expected to read the assigned material *with reasonable care*. Do your best with the *Moral Philosophy* book, even if you have to plow through some parts that are hard to follow. All the required reading must be completed by **July 29**. The more you can read prior to the weeklong class, the better off you will be.
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 3,500-4,000 words and is due **July 29**.

**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 Edwards or Witherspoon (as they are more well-known) 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)

Witherspoon, John. *Justification and Regeneration: Practical Writings on Saving Faith.* Edited by Kevin DeYoung.Glenside, PA: Westminster Seminary Press, 2022. (232 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**

Monday

Introduction to the Enlightenment: Separating Fact from Fiction

Reworking Natural Law: Grotius, Hobbes, Pufendorf

Social Contract Theory: Locke and Rousseau

Tuesday

Anglican Reflections on Reason and Revelation: Clarke, Paley, Butler

Evangelicalism’s Enlightened Educator: Philip Doddridge

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

Enlightenment Enigma: Pierre Bayle

Wednesday

French Philosophes: Helvetius, d’Holbach, Diderot, Voltaire

Virtue and Vice, Matter and Mind: Mandeville, Malebranche, Berkeley

Calvinism’s Creative Response: Jonathan Edwards

Scottish Enlightenment: Shaftesbury, Hutcheson, Hume, Kames

Thursday

Reformed Critique and Common Ground: John Witherspoon

Common Sense and Pure Reason: Reid and Kant

The American Experiment: Montesquieu, Jefferson, Madison, Hamilton

Friday

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: Summer 2022

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| **MDiv\* Student Learning Outcomes***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.* *\*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.* | **Rubric*** Strong
* Moderate
* Minimal
* None
 | **Mini-Justification** |
| **Articulation**  **(oral & written)** | Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.  | Strong | Understanding and articulating key concepts will be reinforced by the exams and the research paper. |
| **Scripture** | 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. |
| **Reformed Theology** | 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. |
| **Sanctification** | 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. |
| **Desire for Worldview** | Burning desire to conform all of life to the Word of God. | Strong | The class will help students shape a Christian worldview that goes beyond the traditional systematic loci. |
| **Winsomely Reformed** | 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. |
| **Preach** | Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm. | Moderate |  The content of the class will help students address many current controversies with greater historical acumen. |
| **Worship** | Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service. | Minimal | Some historical attention will be given to local church life, but constructing a worship service is not integral to the class. |
| **Shepherd** | Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide. | Moderate | Students will be equipped to think theologically about the church and to see that played out in a local church context. |
| **Church/World** | Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues. | Strong | Significant time will be spent examining the relationship of the church to the world. |