

# SYLLABUS

## *Advanced Seminar in Systematic Theology*

<b>CURRICULUM</b>	<b>Theology, Master of Arts</b>
<b>NAME OF THE SUBJECT</b>	<b><i>Advanced Seminar in Systematic Theology</i></b>
<b>CODE</b>	UTII/2.04.03
<b>VOLUME</b>	4 ECTS
<b>LECTURER</b>	Thomas-Andreas Pöder
<b>LEARNING OBJECTIVE</b>	The special seminar course in systematic theology, designed for advanced students, provides an opportunity to explore in depth the doctrine which, as the sum of the understanding of the Gospel, brings together the whole of theological insight and knowledge. Thus, the seminar will clarify the fundamental hermeneutical principle which, from the point of view of Reformation theology, is the key to understanding Christianity, the criterion for evaluating its manifestations, and the starting point for any proper reflection on the method of theology. As such, the seminar is an immersion in the logic of thinking and speaking about God.
<b>LEARNING OUTCOMES</b>	<p>Student who has completed the course:</p> <ul style="list-style-type: none"> <li>• understands that and in what sense the Gospel is the source and criterion of Christian faith;</li> <li>• describes the main aspects of the understanding of reality implied in Christian faith, in particular the understanding of the beginning of faith, and their interrelationships;</li> <li>• understands the orienting role which the doctrine of justification has or should have in the life of the Church and of Christians and in inter-church relations in a context of pluralism of worldviews and religions, as well as its socio-ethical significance;</li> <li>• discusses the interrelationship between the doctrine of the principles of systematic theology (i.e. fundamental theology), dogmatics and theological ethics;</li> <li>• has deepened the ability to read contemporary texts in systematic theology in a proper way, including understanding and evaluating the structure and adequacy of reasoning;</li> <li>• has deepened skills of oral expression and theological reflection.</li> </ul>
<b>DESCRIPTION OF THE CONTENT OF THE SUBJECT, MAIN TOPICS</b>	Recalling the main positions, arguments and issues in the history of the doctrine of justification; exploring the doctrine of justification in the light of its particularly noteworthy interpretations in contemporary systematic theology; the significance of the doctrine of justification for fundamental theology, dogmatics and theological ethics; the doctrine of justification and the ecumenical movement; the doctrine of justification and inter-religious dialogue.
<b>PREREQUISITE SUBJECTS</b>	RAK/1.03.07 Proseminar in Systematic Theology; RAK/1.03.08 Dogmatics: Introduction and System I. <i>Additionally recommended:</i> RAK/2.02.02 Seminar in Systematic Theology; AK/2.02.03 Theology of the Lutheran Confessional Writings
<b>EDUCATIONAL LITERATURE, TEACHING MATERIALS</b>	<p>Compulsory literature:</p> <ul style="list-style-type: none"> <li>• Eberhard Jüngel, <i>Justification: The Heart of the Christian Faith. A Theological Study with an Ecumenical Purpose</i>. Introduction by John Webster. Translated by Jeffrey F. Cayzer. 2. edition (1. edition 2001), London: T&amp;T Clark, 2006. – Original: E. Jüngel, <i>Das Evangelium von der Rechtfertigung des Gottlosen als Zentrum des christlichen</i></li> </ul>

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	<p><i>Glaubens. Eine theologische Studie in ökumenischer Absicht</i>. 5. Auflage (1. Auflage 1997), Tübingen: Mohr Siebeck, 2006.</p> <p>Recommended literature:</p> <ul style="list-style-type: none"> <li>• E. Jüngel, "On the Doctrine of Justification", <i>International Journal of Systematic Theology</i>, Volume 1, Issue 1, Mar 1999, pp 24–52</li> <li>• Oswald Bayer, <i>Living by faith: justification and sanctification</i>, Grand Rapids/Cambridge: Eerdmans, 2003.</li> <li>• Oswald Bayer, "Justification as the Basis and Boundary of Theology", <i>Lutheran Quarterly</i>, Vol XV (2001), 273–292.</li> <li>• <i>Justification is for Preaching</i>. Essays by Oswald Bayer, Gerhard O. Forde, and others, ed. by V. Thomson, Eugene: Pickwick, 2012.</li> <li>• Forde, Gerhard O., <i>Justification by Faith – A Matter of Death and Life</i>, Philadelphia: Fortress Press.</li> <li>• Carl E. Braaten, <i>Justification: The Article by Which the Church Stands or Falls</i>, Augsburg Fortress Press, 1990 (esp. chapters 2, 4 and 8).</li> <li>• Alister E. McGrath, <i>Iustitia Dei: A History of the Christian Doctrine of Justification</i>, 3rd Edition, Cambridge University Press, 2005.</li> <li>• Wilfried Härle, "Rethinking Luther and Paul", <i>Lutheran Quarterly</i>, Vol XX (2006), 303–317.</li> <li>• Ulrich Körtner, "Das gemeinsame Verständnis des Evangeliums und die Rechtfertigungslehre", <i>Verbindende Theologie. Perspektiven der Leuenberger Konkordie</i>, Michael Beintker, Martin Heimbucher (Hg.), Neukircher Theologie.</li> </ul>
<p><b>TEACHING METHODS</b></p>	<ul style="list-style-type: none"> <li>• Individual work on reading assignments as preparation for seminar discussions</li> <li>• Participation in seminar discussions</li> <li>• Giving one short presentation</li> <li>• Writing one academic essay</li> </ul>
<p><b>ASSESSMENT METHODS</b></p>	<ul style="list-style-type: none"> <li>• written examination.</li> </ul>
<p><b>ASSESSMENT CRITERIA</b></p>	<ul style="list-style-type: none"> <li>• E - Student has acquired minimum knowledge but has insufficient ability to discuss the topics covered.</li> <li>• D - student has a fragmented knowledge of the topics covered in the course, can only discuss some of the topics covered or discusses them in an incoherent manner.</li> <li>• C - student has knowledge of most of the topics covered in the course, is able to discuss these topics individually as well as the links between them; active participation in seminars.</li> <li>• B - student has a good knowledge of all the topics covered in the course, very good ability to reason about the topics and to relate them to each other, some minor inconsistencies and lack of coherence in the details, student's own perspective is not well developed; active participation in seminars.</li> <li>• A - student has excellent knowledge of all the topics covered in the course, is able to make connections between them and to orientate himself/herself both in general and in detail, discussion is coherent and shows independent thinking and student's own perspective; active participation in seminars</li> </ul>