

## **3/6 Protestant Theologians CC/CT/CW/PS**

McMaster Divinity College  
Winter 2017  
Mon. 3:30–5:20  
Office: 216

Steven M. Studebaker, Ph.D.  
Hours: M Noon-2:00pm; T 1:00-3:00pm

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### **I. Description:**

This course explores the theology and influence of key figures that have shaped the Protestant and evangelical tradition from Luther, Calvin, and the early Anabaptists to Karl Barth, Lesslie Newbigin, Stanley Grenz, and Miroslav Volf. It also looks at the key theological issues that animate the Protestant and evangelical theological tradition—e.g., justification, atonement, and Scripture. Though a theology course, it considers how theological issues shape our understanding of Christian spirituality and ministry.

A. Specializations:

Christian Thought and History  
Christian Worldview  
Pastoral Studies

B. Doctor of Practical Theology:

Doctor of Practical Theology students who wish to apply for this course as an Advanced Elective for their degree program must consult with the Program Director of the DPT and the course instructor in order to develop an Advanced Elective approach to the course that fulfills the specific elements required by the DPT program. Once the elements of the Advanced Elective have been agreed upon by the student, the Program Director, and the instructor, a formal application can be made for an Advanced Elective in connection with this course. Once the application is accepted, DPT students can proceed with the course as part of their degree program.

C. MA and PhD:

See Appendix 1 (pp. 10–15) for Advanced Degree Requirements

### **II. Course Objectives:**

A. Knowing:

1. Know the major strands of Protestant thought and practice in both their historical development and current forms.
2. Know the distinct historical-cultural contexts of Protestant and evangelical theologies and how those contexts shaped the formation and development of those theologies.
3. Know the underlying logic shaping this tradition from its inception to its present state.

- B. Being:
1. Appreciate that theology is a dynamic and contextual effort to discern appropriate ways to embody the redemption revealed in Jesus Christ.
  2. Embrace a deeper sense of your Christian identity vis-à-vis the diverse trajectories of Protestant theology.
  3. Reflect on how an alternative theological and spiritual Protestant trajectory can positively contribute to your process of spiritual formation—How can a Calvinist learn from an Anabaptist and vice versa?
- C. Doing:
1. Read and critically evaluate key texts in the history of Protestant theology.
  2. Lead a class discussion of an important text in Protestant theology
  3. Write and present a thesis paper or integration project that treats a significant issue in the Protestant theological traditions—see degree specialization assignments for specific paper/project descriptions.
  4. Engage in the process of constructive theological reflection by describing the way(s) the class (readings, lectures, etc.) has shaped your understanding of what it means to be a Christian.

### III. Required Texts:

- A. Texts:
1. David Buschart, *Exploring the Protestant Tradition* (Downers Grove: InterVarsity Press, 2006).
  2. Martin Luther, *Three Treatises*, (Philadelphia: Fortress Press, 1970).
  3. George H. Williams & Angel M. Mergal, ed., *Spiritual and Anabaptist Writers* (Philadelphia: Westminster, 1957).
- B. Additional readings may be assigned (e.g., articles, chapter selections within books)
- We may read selections from some of the following:  
  
John Calvin, *Institutes*, selections.  
  
Charles G. Finney, *Lectures on Revival*  
  
Charles Hodge, *Systematic Theology*, 3 vols. (1871; reprint, Grand Rapids: Eerdmans, 1970).

Timothy George, *Theology of the Reformers* (Nashville: Broadman Press, 1988).

John Wesley, *John Wesley's Sermons. An Anthology*, Albert C. Outler & Richard P. Heitzenrater ed., (Nashville: Abingdon, 1991).

John Wesley, *The Works of John Wesley*, vol. 4, Albert C. Outler ed. (Nashville: Abingdon, 1987).

Walter Rauschenbusch, *Christianity and the Social Crisis* (Philadelphia: Westminster, 1992).

Karl Barth, *Church Dogmatics, Evangelical Theology*.

#### IV. Course Performance Criteria:

❖ **Advanced degree students, see Appendix 1 for advanced program requirements** ❖

<u>Assignment</u>	<u>Percent</u>	<u>Due</u>
A. Profile of a Protestant Theologian:	20%	Feb 6
B. Protestant Text and Spiritual Formation:	20%	March 6
C. Political Theology Paper/Projects:	55%	One week after presentation
1) Presentation	20%	
2) Paper	35%	
D. Reading:	5%	April 10
E. Participation:	X	
	<hr/> Total: 100%	

#### V. Assignment Descriptions (advanced degree students consult appendix 1):

##### General Guidelines:

- I prefer electronic submissions. Please use Word or Pages. Use the following format for file names: your last name.assignment name.docx [*Stuebaker.InterpretingCulture.docx*]. PDF files may not receive electronic comments.
- Papers and assignments may be submitted early for feedback from the professor and resubmitted on the due date for grading.
- All assignments marked according to the Grading Criteria Form attached to the syllabus
- All papers and assignments should conform to the College's Style Guide

1. Profile of a Protestant Theologian:

a. Purpose:

This assignment provides the opportunity to explore the life, contribution, and influence of a figure in the Protestant theological tradition. The figure can be from any period and trajectory of the Protestant tradition. This is your chance to investigate that Protestant leader that you have always wanted to know more about—Luther, Calvin, Menno Simons, Anne Hutchison, William Wilberforce, Phoebe Palmer, Dietrich Bonhoeffer, Aimee Semple McPherson, Martin Luther King, Jr., or a more recent figure such as Lesslie Newbigin.

b. Description:

- 1) Select a figure from the Protestant tradition figure, event/s, or passage/s and articulate its implications for Christian political theology.
- 2) The essay should include the following:
  - a) Description of the figure and his/her major contribution to the church and/or theology.
  - b) Identity and discuss why this person remains important to contemporary theology and/or Christian life and ministry (or how can the retrieval of this person's theology contribute to contemporary theology/Christian life and ministry).
  - c) Length of the essay is 7–8 pages.
  - d) Use of appropriate scholarly resources for understanding the biblical figure, event/s, or passage/s.

2. Protestant Text and Spiritual Formation:

a. Purpose:

This assignment provides the opportunity to investigate a writing of a Protestant theologian. Understanding the passion, concerns, and viewpoints of a theologian happens best when reading their writings. Moreover, you will identify ways his/her theology can contribute to understanding the nature of Christian life today and shape a vision for contemporary Christian formation and/or ministry.

b. Description:

- 1) Select a writing by a Protestant theologian/leader.
- 2) Content:

Reading a primary text involves identifying and describing the following:

- a) Theological and historical context of the writing.

- b) Thesis—what is the main point, argument the author makes?
- c) Outline or conceptual organization of the content—what is the flow of logic?
- d) Critical analysis—does the content support the thesis, is the content consistent, advance a new perspective, etc.?

Example of critical analysis question: How does Wesley’s theology of justification relate to Luther’s and does it better integrate the doctrines of justification and sanctification?

- 3) Although not determinative for grading, students will share the results of this assignment in a small group and/or full-class setting.
- 4) Length of the essay is 7–8 pages.

### 3. Political Theology Project/Paper:

#### a. General guidelines:

This assignment constitutes the “major paper” and presentation of the course. The purpose of the paper/project is vocational development. It should advance your vocational trajectory. Selecting whether to prepare a project or a paper is an important step in the process. If you anticipate further graduate work or writing a thesis as part of your MTS or MDiv, then an academic research-thesis paper is an excellent option. A research-thesis paper provides skill development in conducting the concentrated study on a particular research topic necessary for advanced academic work. If your vocational track is vocational ministry or an alternative professional field, then a project may be an effective option. Completing a project provides skill development in contextualizing and applying the fruit of theological research and reflection.

If you have an idea for a paper or creative project that does not neatly fit into the parameters of your specialization’s assignment description, please come and discuss your idea with me. I am open to papers/projects that cohere with the essence of the course and are suited to your research field and interests.

◆ Please consult the assignment description for your degree specialization ◆

#### b. Specialization focus: CT/CW/PS

- 1) Christian Thought and History  
Considering the contribution of past figures and movements in the history of Christianity for the church today is essential to this specialization. Students in this specialization write a paper that investigates a select figure, topic, event (or combination of those elements). Depending on your vocational goals, the paper

can be written with an academic and scholarly (i.e., students considering thesis writing) or with an eye toward bringing the paper topic into conversation with a contemporary issue of Christian life and ministry—e.g., Jonathan Edwards’ revival theology and contemporary church growth and revival theology

draws on a select figure or movement within the history of Christianity and shows its importance for contemporary Christian political thought and action. This constructive paper/project includes two major elements: 1) Accurate and fair description of the resource person/movement and 2) thoughtful contextualization to the church today.

2) Christian Worldview

This specialization relates to the intellectual environment—historical, contemporary, and global—of contemporary Christianity. Select an area of theology, figure, and/or event and show the interplay between theology and culture. The paper/project should be constructive and not only descriptive. The heart of this assignment is your creative proposal on how the person, figure, event offers a to a contemporary Christian worldview.

Examples of topics: Discuss Walter Rauschenbusch’s articulation of the Social Gospel in the context of late-nineteenth urban poverty and the rise of labor movement and state sponsored social assistance. How does the culture of North America, both its legacy of racism and notions of individual liberty, form the context for the theology of civil rights leaders, such as Martin Luther King, Jr.?

3) Pastoral Studies

This specialization focuses on vocational ministry. Prepare a sermon/message/curriculum appropriate for a given ministry audience related to Protestant theology.

You can draw on historical or contemporary figure, an event, and/or a topic in the Protestant tradition.

The content of the sermon draws from theological resources, but expresses the yield of that theology in language and terms that are appropriate for a ministry audience. Alternatively, if you have an idea for contextualizing a figure/event/theological topic for ministry in an alternative format to a sermon, please talk with me so we can design a project that enables you to maximize your work in the class for your ministry context and meets the goals of the specialization in Pastoral Studies.

Possible topics: A sermon on the life and contribution of Martin Luther or another figure from the Protestant tradition. Prepare a break out session presentation for a group of ministry leaders on lesson from a figure or event for ministry in post-Christendom Canada.

c. Class presentation:

You will present and facilitate a discussion of your paper/project (I encourage multi-media, audio, audio-visual methods when appropriate). *Length of presentation and discussion will be determined based on final class roster.* Normally presentations are 15–20 minutes followed by 5–10 minutes of class discussion (for a total time of 20–30 minutes)

b. Written submissions

1) Paper:

a) Content and argument:

- Detail a clear thesis (the view that your paper supports). Example of a thesis statement: Luther's theology of the priesthood of all believers supports flat/non-hierarchical approaches to leadership in missional/emerging congregations.
- Describe your topic under consideration.
- Write an essay that coherently demonstrates your view.
- Detail major alternatives and/or criticisms of the position and interact with them vis-à-vis your view (where appropriate and in so far as space allows).

b) Presentation:

- Write a stylistically clean and academic paper—e.g., avoid colloquialisms (academic is different than conversational voice), passive voice (use active). Research-thesis papers must have a thesis statement (stated in the introduction), and introduction, content, and conclusion sections of the paper.
- Use and document a *minimum* of ten scholarly resources.
- Accurately document sources according to the College's Style Guide. [Link](#) to Style Guide.
- Paper length: 10–12 pages.
- Provide a bibliography (list only the books cited in the footnotes of the paper).

2) Projects/Sermons:

- a) Annotated bibliography of research sources: an annotation is a paragraph or two that describes the content of the book, essay, or article and how it relates to your research project.

- b) Sermon: submit a manuscript of your sermon/message that includes footnotes, which detail where and how you applied and adapted your theological research in the area of pneumatology.
- c) Double-spaced pages, 12 point Times New Roman font.
- d) Use and document at least 10 scholarly resources (e.g., scholarly monographs, journal articles, and essays).
- e) Document sources with footnotes and follow the MacDiv Style Guide.

4. Reading:

- The professor may at times assign supplementary readings.
- Submit a reading report that states the percentage of reading completed for each assigned reading.

**VI. Lecture Outline (*tentative*):**

Week	Date	Topic	Reading Assignment & Presentation Schedule
1	1/9	Introduction to the Course Syllabus Review  <b>I. The Shape of the Western Tradition and the Medieval World</b>	
2	1/16	<b>II. Luther</b>	<i>Three Treatises</i> , 2–25, 115–18, 257–60, 262–76
3	1/23	<b>III. The Radical Reformation</b>	Selections from <i>Spiritual and Anabaptist Writers</i> , TBD
4	1/30	<b>III. Calvin</b>	Calvin, <i>Institutes</i> , TBD
5	2/6	<b>IV. Wesley</b>	<i>The Works of John Wesley</i> , vol. 4, 206–14  <i>John Wesley's Sermons: An Anthology</i> , 39–47, 23–32, 371–80
6	2/13	<b>V. Rauschenbusch and the Liberal Tradition</b>	<i>Christianity and the Social Crisis</i> , 44–92 & 343–80
7	2/20	<i>Family Day and Reading Week</i>	
8	2/27	<b>VI. Barth and Neo-Orthodoxy</b>	

9	3/6	VII. North American Evangelicalism	Hodge, <i>Systematic Theology</i> , TBD						
10	3/13	VIII. Contemporary Voices:							
11	3/20	IX. Theological Issues A. Science and Religion—John Polkinghorne	<table border="1"> <tr> <td>1.</td> <td>Paper:</td> <td></td> </tr> <tr> <td>2.</td> <td>Paper:</td> <td></td> </tr> </table>	1.	Paper:		2.	Paper:	
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12	3/27	B. Justification by Faith	<table border="1"> <tr> <td>3.</td> <td>Paper:</td> <td></td> </tr> <tr> <td>4.</td> <td>Paper:</td> <td></td> </tr> </table>	3.	Paper:		4.	Paper:	
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13	4/3	C. Transformative Grace	<table border="1"> <tr> <td>5.</td> <td>Paper:</td> <td></td> </tr> <tr> <td>6.</td> <td>Paper:</td> <td></td> </tr> </table>	5.	Paper:		6.	Paper:	
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6.	Paper:								
14	4/10	D. Activism	<table border="1"> <tr> <td>7.</td> <td>Paper:</td> <td></td> </tr> <tr> <td>8.</td> <td>Paper:</td> <td></td> </tr> </table>	7.	Paper:		8.	Paper:	
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**VII. Policies:**

- A. Textbook Purchase:  
All required textbooks for this class are available from the College’s book service, READ On Bookstore, Room 145, McMaster Divinity College. Texts may be purchased on the first day of class. For advance purchase, you may contact READ On Bookstore, 5 International Blvd, Etobicoke, Ontario M9W 6H3 : phone 416.620.2934; fax 416.622.2308; email [books@readon.ca](mailto:books@readon.ca). Other book services may also carry the texts.
- B. Academic Honesty:  
Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one’s own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one’s academic transcript, and/or suspension or expulsion from the College.
- Students are responsible for understanding what constitutes academic dishonesty. Please refer to the Divinity College Statement on Academic Honesty <https://www.mcmasterdivinity.ca/programs/rules-regulations>.
- C. Gender Inclusive Language:  
McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all of its publications. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected. The NRSV and TNIV are examples of the use of inclusive language for human beings. It is expected that inclusive language will be used in chapel services and all MDC assignments.

- D. **Style:**  
 All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses  
<http://www.mcmasterdivinity.ca/sites/default/files/documents/mdcstyleguide.pdf>  
 Failure to observe appropriate form will result in grade reductions.
- E. **Disclaimer:**  
 This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.

### VIII. Late-Assignment and Exam Policy:

- A. Assignments are due at the beginning of class on the date specified in the syllabus.
- B. Students take exams on the date and at the time scheduled in the syllabus.
- C. Late assignments are reduced five percentage points for each day late (e.g., if the grade is 90 and it is one day late, the grade will be reduced to 85).
- D. Assignments and exams will be accepted without penalty after the specified date in the syllabus **only** in the case of an excused absence. If a student misses an exam or assignment submission due to a reason that he/she believes is excusable, then he/she must notify the instructor and schedule an exam date and/or late-assignment submission date within twenty-four hours of the beginning of the missed class session.
- E. Assignments and exams will not be accepted late on the basis of the student's involvement with school-approved activities. If you are not able to be in class for an exam or assignment submission, then you must pre-arrange with the instructor to take the exam and/or submit the assignment before the scheduled date in the syllabus.

## Appendix 1: Advanced Degree Requirements

### I. Overview of Assignments:

Assignment	Percent	Due
A. Protestant Theology Paper/Project: (a.k.a. presentation and paper)	50%	One week after presentation
1. Presentation	20%	
2. Paper	30%	
B. Lecture and Syllabus:	30%	Day of lecture

C.	Annotated Bibliography: * See lecture assignment	5%	Day of lecture
D.	Response and Facilitation	15%	Day of presentation
		<hr/>	
Total:		100%	

## II. Protestant Theology Paper/Project:

- A. Description:  
Advanced degree students will write an academic thesis paper or prepare a cultural engagement project. If you have an idea for a paper or creative project, please come and discuss your idea with me. I am open to papers/projects that cohere with the essence of the course and are suited to your research field and interests.
- B. Purpose:  
This assignment gives you experience writing article, essay, and chapter length theological papers and presenting research in an oral form similar to that performed at academic conferences.
- C. Guidelines for the Paper:  
The paper should include (description categories below correspond to those of the grading rubric) . . .
1. Content and argument:
    - a. Detail a clear thesis (the view that your paper supports).
      - Example of a thesis statement: the Emergent church movement is an authentic Christian way of being the church in a postmodern and post-Christian culture.
    - b. Describe your topic.
    - c. Write an essay that coherently demonstrates your view.
    - d. Detail major alternatives and/or criticisms and interact with them vis-à-vis your view.
  2. Presentation:
    - a. Write a stylistically clean and academic paper—e.g., you should avoid excessive first person discourse, colloquialisms (academic is different than conversational voice), passive voice (use active).
    - b. Use and document a *minimum* of fifteen scholarly resources.

- c. Accurately document sources according to the College's Style Guide ([link](#)).
- d. Paper length: 20–25 pages. Not to exceed 7,000 words.
- e. Provide a bibliography (list only the books cited in the footnotes of the paper).
- f. Use footnotes.

D. Guidelines for the Class Presentation:

1. Time:  
The paper presentation takes a thirty-minute segment of the class. Each presentation includes two parts:
  - a. The paper presentation (15–20 minutes)
  - b. The response and facilitation, which is led by another student (10 minutes, see below for more details on the response and facilitation).
2. Presentation content:  
You should articulate the paper's thesis, topic, and argument. You can use PowerPoint, etc. if you wish. The purpose of this assignment is to give you experience with presenting papers as might at an academic conference. You should prepare and present your paper for that type of venue. I encourage you to consider presenting your paper for this class at a conference and/or the Theological Research Seminar of the Divinity College.

**III. Response and Facilitation (due day of presentation):**

- A. Purpose:  
Provides experience in responding to and moderating academic presentations and discussions, such as one might do at an academic society meeting.
- B. Description:  
Each student *prepares a critique* and *facilitates a discussion* of a thesis paper presentation.
  1. The critique:
    - a. Remember to be charitable; not only Christian, but since academia is a small guild, it is self-preservation.
    - b. Critical (includes highlighting and discussing problems *and* strengths):  
  
The critique should explore the following sorts of issues:
      - Does the paper have a thesis?
      - Does the content develop and support the thesis?
      - Does it use appropriate sources?
      - Does it interact with the relevant secondary literature?

2. The discussion:  
You should keep the presentation to time limit and effectively manage student discussion (do not let one person dominate the interaction; move on to a new issue if discussion begins to go off on tangents and run down rabbit trails). Be sure to elicit comments from all people present. You might want to have some prepared questions and discussion prompts to facilitate the initial discussion.

C. Guidelines:

1. Each student paper presentation will take approximately fifty minutes (one segment of a class session).
  - Note: Paper presentations and responses depend on class size. Final times frames based on final class lists.
2. The presentation and discussion typically includes the following items:
  - a. Presenter presents the paper: approximately thirty minutes.
  - b. Response: approximately fifteen minutes.  
You can go through point by point as a monologue or start by raising and offering your thoughts on the paper's primary contributions and arguments and invite discussion based on your remarks and interaction with the paper and then so forth through the rest of the points you have identified.
  - c. Class discussion of the paper and response: approximately five to ten minutes.
3. A written submission/outline is not required, but is encouraged as it may be beneficial to other students in the course.

#### IV. Lecture and Syllabus:

- A. Purpose:  
This assignment provides experience *preparing* a syllabus and *delivering* a lecture for teaching in an undergraduate setting. The preparation of the syllabus also helps fulfill one of the requirements of the Mastery Checklist.
- B. Description:  
You will prepare a syllabus on a topic related to political theology (determined in consultation with the professor). You may use this assignment to investigate an area that will promote your research program (e.g., prepare for doctoral comprehensive exams and MA thesis/PhD dissertation topics). You should, however, gear the syllabus and the lecture toward an undergraduate audience.
- C. Guidelines:
  1. Research:

- a. Research for the lecture will account for the supplemental reading for advanced degree students (approximately 5,000-6,000 pages)
  - b. Documentation of reading:  
Please provide an annotated bibliography of the reading consulted in the preparation of the lecture (the annotations for the texts should be about one paragraph—identify the key thesis and contributions of the text).
2. Lecture:
- a. The lecture should present and discuss the primary content points of the topic (or sub-topic)
  - b. Lecture handouts/outlines and PowerPoint/Prezi are helpful, but not required.
  - c. Length:  
The lecture and discussion will take a fifty-minute period of the course. We will have two for each session of the student lecture segment of the course.
3. Syllabus:  
Be sure to craft the syllabus with a target class in mind—e.g., undergraduate or graduate. The syllabus topic is not limited to “Political Theology,” though it should relate to political theology. For example, “Peace Studies” could be a course topic that would include a variety of topics, not all of which would be specifically “political theology.”

The syllabus should contain the essential features of a class syllabus:

- Course title
- Course description
- Texts (required and supplemental)
- Assignments
- Course outline

D. Evaluation:

Grading of the lecture and discussion session will be based on the following . . .

1. Please submit to the professor a copy (electronic or hard copy) of your lecture notes and annotated bibliography used to develop the lecture.
2. Does the lecture accurately present and discuss the topic?
3. Does the lecture engage in critical evaluation/discussion of the content?
4. Does the lecture highlight the transcendent value of the material—e.g., does it have value for contemporary Christian thought, life, and ministry?
5. Does the lecture facilitate student discussion?

## V. Class Leadership:

### A. Purpose:

A significant part of your future or current work will likely include teaching in an academic and/or church context. Taking a leadership role in the course will provide an opportunity to develop teaching skills for your current/future vocational work.

### B. Description:

#### 1. Group discussions:

- a. The course will have regular in-class group discussions of the assignments and readings.
- b. Advanced students will have the opportunity to facilitate these group discussions. You do not need to play the role of expert, but facilitate the discussion by asking questions, offering short insightful thoughts on the subject, and drawing on course readings that will relate to the discussion and spark group discussion.

#### 2. De-brief meetings:

- a. Advanced students will meet three times (probably weeks four, nine, and twelve) during the semester with the professor to discuss teaching style, content, purpose of chosen content, rationale of approach, experience leading the group discussions, evaluation of lectures, etc.
- b. I envision these meetings as times when we can prompt each other to consider and hone our teaching styles, approach to teaching the content for this course, and theological viewpoints
- c. Length: approximately thirty minutes.