

**Theology through History**  
**TH 3XZ3/5XZ5/6XZ6**  
**CC/CW/PS**

McMaster Divinity College  
Winter 2021  
Hybrid  
Livestream sessions March 8–9  
Monday 1:30-4:30  
Tuesday 9:30–4:00

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**I. Description**

This course looks at key moments in the history of Christian theology with an eye toward considering their importance for contemporary Christian thought, life, and ministry. It considers the theology behind early church trinitarian and Christological controversies and movements like monasticism, the Protestant Reformation, the revivals of the nineteenth and early twentieth century—Great Awakenings, Holiness and Pentecostal revivals, and the rise of new theological movements in the church.

- A. Specializations:  
Church and Culture  
Christian Worldview and History  
Pastoral Studies
- B. MA and PhD:  
See Appendix 1 for Research Degree Requirements (pp. 14–18)
- C. Doctor of Practical Theology:  
See Appendix 2 for DPT Requirements (pp. 19–23)

**II. Course Objectives**

- A. Knowing:
  - 1. Know significant persons in the history of Christian theology.
  - 2. Know the important theological developments in the history of Christian theology (e.g., patristic and medieval).
  - 3. Know the important Protestant Reformation theological trajectories and figures (Luther, the Radicals, Calvin, and Wesley).
  - 5. Know the theological and philosophical issues related to Modernism and Liberal theology.
  - 6. Know the theological and philosophical issues related to Postmodernism
  - 7. Know the theological and philosophical issues related to Fundamentalism, Evangelicalism, and Postconservative evangelical theology.

8. Be familiar with several important trends in contemporary theology (e.g., Radical Orthodoxy, Open Theism, and theology of religions)
- 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 own Christian identity vis-à-vis significant historic Christian theological traditions and contemporary Christian theology and postmodern culture.
- C. Doing:
1. Develop analytical and synthetic skills in theological reflection.
  2. Hone your critical abilities for reading texts in historical theology.
  3. Gain a comprehensive understanding of the development and trajectories of Christian theology.
  4. Engage in the process of constructive and generative theological reflection and writing.

### III. Course Texts

Dreher, Rod. *The Benedict Option: A Strategy for Christians in a Post-Christian Nation*. New York: Sentinel, 2017.

McGrath, Alister E. *Historical Theology: An Introduction to the History of Christian Thought*. Malden, MA: Blackwell, 1998.

### IV. Course Assignments Outline

❖ **Research degree students, see Appendix 1 for research program requirements** ❖

Assignment	Percent	Due
A. Blog on monasticism and <i>The Benedict Option</i>	20%	Jan 21
B. Blog on Luther's treatise <i>To the Christian Nobility</i>	20%	
1) Post blog on Padlet	15%	Jan 27
2) Post interaction	5%	Jan 29
C. Blog on Calvin, providence, and election	20%	
1) Post blog on Padlet	15%	Feb 10
2) Post interaction	5%	Feb 12
D. Major paper/project	40%	
1) Post presentation (Padlet)	10%	Mar 24, Mar 31
2) Post interaction (Padlet)	5%	Mar 26, Apr 2

E. Participation: X  
Total: 100%

## V. Course Outline:

- **Note: All live Zoom sessions will be on Mondays starting at 4:00pm. Time length will be between 45 minutes and one hour. See syllabus outline for weeks with virtual Zoom session. The live sessions will be recorded so that content is available in case you are unable to join a live session.**

Part One: Online			
Week	Date	Topic	Due Dates & Reading
1	Jan 4	<ul style="list-style-type: none"> <li>• Live Zoom session for personal introductions and course overview (50 min)</li> <li>• Syllabus and assignment overview (videos)</li> </ul>	<ul style="list-style-type: none"> <li>• McGrath, Introduction</li> </ul>
2	Jan 11	I. Early church theology (video lectures) <ul style="list-style-type: none"> <li>A. Patristic era overview</li> <li>B. Patristic theological developments: Trinity and Christology</li> </ul> <ul style="list-style-type: none"> <li>• Zoom session (50 min) Q &amp; A on lectures</li> </ul>	<ul style="list-style-type: none"> <li>• McGrath, chapter 1</li> </ul>
3	Jan 18	<b>II. Medieval church theology</b> (video lectures) <ul style="list-style-type: none"> <li><b>A. Traditions and movements (e.g., monasticism)</b></li> <li><b>B. Visions of salvation</b></li> </ul> <ul style="list-style-type: none"> <li>• Zoom session (50 min), share monasticism blog and Q &amp; A on lectures</li> </ul>	<ul style="list-style-type: none"> <li>• McGrath, chapter 2</li> <li>• Post monasticism blog on Jan 22</li> </ul>
4	Jan 25	III. Reformation theology <ul style="list-style-type: none"> <li>A. Martin Luther (video lecture)</li> </ul>	<ul style="list-style-type: none"> <li>• McGrath, chapter 3</li> <li>• Read Luther, <i>To the Christian Nobility</i></li> <li>• Post Luther blog Jan 27</li> <li>• Post Luther blog interaction Jan 29</li> </ul>
5	Feb 1	B. The Radicals (video lecture)	

6	Feb 8	<b>C. John Calvin (video lecture)</b>	<ul style="list-style-type: none"> <li>• Post Calvin blog Feb 10</li> <li>• Post Calvin blog interaction Feb 12</li> </ul>
7	Feb 15	One-on-one with Studebaker to discuss your major paper/project (20-30 minutes per meeting). This week has no video lecture or other assignments. It provides dedicated space for you to develop a topic for your major paper/project.	
8	Feb 22 Campus week 1	<b>IV. The Age of Awakenings (video lectures)</b> <b>A. John Wesley</b> <b>B. Jonathan Edwards and beyond</b>	
9	March 1 Campus week 2	V. Modern theology A. Introduction to modernism and theological liberalism (video lecture)	• McGrath, chapter 4
<b>Part Two: Livestream Sessions</b>			
10 Day 1 March 10	1:30-4:30	B. Walter Rauschenbusch and the Social Gospel  <ul style="list-style-type: none"> <li>• Breakout Groups Discussion: The Gospel and Social Justice</li> </ul> C. Karl Barth's <i>Nein!</i> to liberal theology	• We will take regular breaks during these time blocs
Day 2 March 11	9:30- Noon	VI. Evangelical theology A. Background to Fundamentalism and Evangelicalism  <ul style="list-style-type: none"> <li>• DPT seminar/blog series presentations</li> </ul>	
	Noon- 12:40	Lunch provided	
	12:40- 4:00	B. From Fundamentalism to Progressive Evangelicalism  <ul style="list-style-type: none"> <li>• Sharing and discussion of papers/projects. You will share your paper/project idea with the class. This is not a formal presentation, but an opportunity to articulate your idea with the class and receive feedback for your ongoing work on the paper/project. Each person will have 10-15 minutes.</li> </ul> VII. Pentecostal and Charismatic Movements A. Historical development	

		B. Theological issues											
<b>Part Three: Online</b>													
8	March 15	VIII. Contemporary theology—movements and challenges (video lecture)											
9	March 22	Paper Presentation (post on Padlet) & Collaboration: <i>Week one</i>  <table border="1" style="margin-left: 20px;"> <tr><td></td><td>Paper</td></tr> <tr><td>1.</td><td></td></tr> <tr><td>2.</td><td></td></tr> <tr><td>3.</td><td></td></tr> <tr><td>4.</td><td></td></tr> </table>		Paper	1.		2.		3.		4.		<ul style="list-style-type: none"> <li>• Post video presentation March 24</li> <li>• Post interaction March 26</li> </ul>
	Paper												
1.													
2.													
3.													
4.													
10	March 29	Paper Presentation (post on Padlet) & Collaboration: <i>Week two</i>  <table border="1" style="margin-left: 20px;"> <tr><td></td><td>Paper</td></tr> <tr><td>5.</td><td></td></tr> <tr><td>6.</td><td></td></tr> <tr><td>7.</td><td></td></tr> <tr><td>8.</td><td></td></tr> </table>		Paper	5.		6.		7.		8.		<ul style="list-style-type: none"> <li>• Post video presentation March 31</li> <li>• Post interaction April 2</li> <li>• Week one papers due April 2</li> </ul>
	Paper												
5.													
6.													
7.													
8.													
12	April 5	Conclusion and Assessment	<ul style="list-style-type: none"> <li>• Week two papers due April 9</li> </ul>										

**VI. Assignment Descriptions:**

A. Blog on monasticism past and present

1. The purpose of this assignment is analytical and synthetic. It provides the opportunity to consider 1) historical and contemporary patterns of Christian life and 2) ways they can contribute to a contemporary vision for embodying Christian life.
2. Guidelines
  - a. Research: the research part of the blog has three parts . . .
    - 1) Review the video lecture on Medieval Traditions and Movements, which covers monasticism.
    - 2) Read Rod Dreher’s *The Benedict Option: A Strategy for Christians in a Post-Christian Nation*.

3) Deepen your understanding of monasticism with research in 3–4 additional resources (e.g., books, articles, theological encyclopedia essays). These sources can be historical ones on earlier forms of monasticism or the contemporary movement called new monasticism. The purpose of this additional research is to support the direction of your blog’s content.

b. Write a 500 word blog that . . .

1) *Integrates* lecture content, *The Benedict Option*, and your additional research and

2) *Interacts* and *evaluates* the monastic alternatives to the Christian life.

For example, you can consider questions such as . . .

- Is monastic withdrawal an appropriate response for the church?
- Does Dreher’s proposal provide a way to be “in the world” but “not of the world” or does it over-emphasize being “not of the world”?
- Do new monastic movements reflect important elements of early forms of monasticism?

c. Share a summary of your blog in a Zoom discussion during week 3.

B. Blog on Luther’s *To the Christian Nobility of the Christian Nation*  
([https://ccel.org/ccel/luther/first\\_prin/first\\_prin.v.i.i.html](https://ccel.org/ccel/luther/first_prin/first_prin.v.i.i.html))

1. Description

One of the “Three Reformation Treatises” that sparked the Protestant reformation movements, this address is key for understanding Luther’s theological protest against the late-medieval church and role of the state. This blog gives you the opportunity to read this key text and to consider its meaning for contemporary Christian thought, life, and ministry.

2. Guidelines

a. Read the text and review the video lecture

b. Write a 300-400 blog word based on your reading of the address and the lecture content. The blog should meet two goals . . .

- Describe the content of Luther’s address
- Interact with and reflect on the significance of the address for contemporary Christian thought, life, and ministry.

- Conclude your blog with a couple of questions that Luther's treatise raises for contemporary Christians.

c. Post your blog on the Luther Padlet.

d. Interact with 2 or more of your colleagues' blogs and especially the questions they pose at the end of their blog.

### C. Blog on Calvin's theology of providence and election

#### 1. Description

Calvin's doctrine of providence and election have been widely influential and controversial. This assignment gives you the opportunity to read key theological resources in these doctrines in Calvin and to reflect on them in a blog format.

#### 2. Guidelines

a. Read Calvin on . . .

- Providence: see *Institutes* 1.16–17 (book 1, chapters 16–17). In the McNeill edition, see pages 197–228.
- Election: see *Institutes* 3.21–23. Approx. 25 pages.
- Note: The *Institutes* is available on [www.ccel.org](http://www.ccel.org); I recommend use of the PDF file.  
Calvin's *Institutes of the Christian Religion* is organized into four books. The books have chapters and the chapters have sections. Thus, a reference to the *Institutes* 1.1.16 = book 1, chapter 1, & section 16.

b. Write a blog that . . .

- Describes his theology of providence and election and . . .
- Interacts with it: e.g., do you agree that providence and election are comforting doctrines, are his views on the doctrines necessary to preserve the glory and grace of God, does it undermine personal responsibility, etc?
- Conclude with remaining/unanswered questions you have on Calvin's theology of providence and election.

c. Post your blog on the Luther Padlet.

d. Interact with 2 or more of your colleagues' blogs and especially the questions they pose at the end of their blog.

### D. Project/paper

*Paper or project?*

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 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 for a non-academic audience.

If you have an idea for a paper or creative project that does not fit neatly into the parameters of your specialization’s assignment description, please 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, see below ◆

The paper/project has three parts:

- The presentation of the paper/project
  - The interaction with your course colleagues’ papers/projects, and . . .
  - The final written submission of the paper/project.
1. Presentation (post video on Padlet)
    - a. Purpose
      - Presenting your paper gives you the opportunity to share your major paper/project with your class colleagues.
      - Your presentation may not reflect the completed paper/project. Indeed, the gap between the presentation and final due date provides you the opportunity to incorporate feedback from your class colleagues (see below for paper/project interaction).
    - b. Guidelines
      - a. Create a video presentation that shares your paper/project’s . . .
        - Topic
        - Why you chose your topic
        - Content areas and development
        - Key resources
      - b. Video length: 10 to 15 minutes.



c. Post on Paper Presentation Padlet in Avenue to Learn

2. Interaction

a. Purpose:

Provides experience in responding to and contributing to your class colleagues' projects. It also provides the opportunity to develop professional skills in online presentations.

b. Description:

Each student prepares a critical evaluation of the integrative papers/projects presented by their class colleagues. Evaluations can be written, audio, or audio-visual.

1) The interaction should be . . .

a) Charitable

b) Critical (includes highlighting and discussing problems *and* strengths):

The interaction 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 address a significant topic and develop it?
- For projects, does it seem like an effective approach to a particular issue, topic, and does it seem effective given its target audience?

2) Post your critical evaluation (text, audio, video) for each student in the paper/project Padlet.

3. Paper/project written submissions

a. Paper:

1) Content and argument:

- Detail a clear thesis (the view that your paper supports).  
Example of a thesis statement: Stanley Hauerwas' ecclesiocentric vision of Christian identity does/does not provide an effective paradigm for Christian activity in a modern nation state.
- 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).

2) 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), introduction, content, and conclusion sections of the paper.
- Use and document a *minimum* of ten scholarly resources. Do your best here depending on accessibility due to potential COVID-19 restrictions.
- Accurately document sources according to the College's Style Guide.
- Paper length: 10–12 pages.
- Provide a bibliography (list only the books cited in the footnotes of the paper).
- The final written paper/project is due one week after the video presentation (see course outline for final submission dates).

b. Projects:

- 1) Project content: for example, if you choose to prepare a sermon, you would 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 leadership. The sermon does not need to be a verbatim manuscript; a detailed and annotated outline works.
- 2) 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. In addition to the sermon outline, you will provide an annotated bibliography that details the content of the sources and ways they contributed to the sermon.
- 3) Double-spaced pages, 12 point Times New Roman font.
- 4) Use and document at least 10 scholarly resources (e.g., scholarly monographs, journal articles, and essays).
- 5) Document sources with footnotes and follow the MacDiv Style Guide.

**Specialization focus: CC/CW/PS**

*Church and Culture*

This specialization focuses on the *intersection* of the church and its cultural setting. Developing the ability to interact with contemporary issues *and* to specify an appropriate Christian response and interaction with it is the purpose of this assignment. Discerning

appropriate ways to embody the Gospel of Jesus Christ in terms of our specific cultural location is an essential aspect of Christian discipleship and ministry and this assignment seeks to facilitate this process. The paper/project analyzes a contemporary issue or movement from a Christian perspective. Careful and accurate description of the issue, as well as thoughtful assessment and response from a Christian perspective is essential.

This specialization develops the following skills:

- Assess and articulate what is happening in contemporary culture.
- Address cultural issues from a distinctively Christian point of view.
- Be familiar with tools and methods that identify and analyze cultural distinctives.
- Be equipped to interface with a variety of cultures and within a multi-cultural context.

Your paper/project may not be able to employ all of those skills, but you should craft it with them in mind. Your paper/project should investigate the interface between theology and culture. Options are open based on your vocational/academic goals. Your goal is to explore an area of theology and its intersection with its cultural context. Since this class covers the history of theology, your paper/project can treat a historical or contemporary issue.

Possible topics:

- The cultural (political) context for the rise of progressive evangelicalism.
- Evangelical witness in a post-Christian, religiously plural, and secular culture.
- The medieval context of Luther's theology of justification by faith.
- The early Pentecostal movement (e.g., Azusa Street) as protest to racial, gender, and class inequality.

### *Christian Worldview and History*

This specialization relates to the intellectual environment—historical, contemporary, and global—of contemporary Christianity. Engage a topic related to Christian theology that addresses an element of Christian worldview. The paper/project should be constructive and not only descriptive. The heart of this assignment is your creative contribution to the way theology shapes a Christian worldview.

This specialization develops the following skills:

- Develop a comprehensive knowledge of key figures and movements in Christian history and theology.
- Demonstrate sensitivity to issues in evangelical thought, history, and practice.

Possible topics:

- A theology of the divine image and racial justice (historical—e.g., William Wilberforce—or contemporary—e.g., Christians and Black Lives Matter).
- Proclaiming the particularity Christ in a multicultural and religiously plural world. Can Christians affirm diversity and particularity in a theology of religion/s.
- The Incarnation as theological foundation for hospitality ministries.
- The many tongues of the Spirit of Pentecost and multicultural community and ministry.

### *Pastoral Studies*

This specialization focuses on vocational ministry. Prepare a sermon/message/curriculum appropriate for a given ministry audience based on an area of Christian theology. You can draw on biblical, historical, and/or systematic theology. 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 Christian theology other than in 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.

This specialization develops the following skills:

- Formulate and implement appropriate leadership strategies for pastoral ministry.
- Make practical and ethical decisions on the basis of a coherent Christian worldview.
- Foster spiritual skills and competencies on the part of others.
- Identify and nurture a range of spiritual temperaments.
- Communicate Christian principles, values, and worldview.
- Apply the lessons of Christian history and theological perspective to contemporary life, thought, and ministry.
- Develop a cognitive framework for reflectively engaging with all aspects of creation and culture.
- Engage and dialogue with other worldviews (hermeneutical, global, religious, creedal, ethnic).
- Have an increased awareness of how church history and tradition are formative in the development of one's worldview.

Your paper/project may not be able to employ all of those skills, but you should craft it with them in mind.

Possible topics:

- A seminar could develop the theological basis and practices for a certain type of ministry—e.g., a seminar on core principles of missional theology/church.
- A sermon could connect a historical person and/or event with contemporary issues and challenges for the church. For example, a sermon could discuss William J. Seymour and the Azusa Street Mission as a resource for overcoming social disparities.
- An adult church education course on key doctrines of the church. This could be approached topically or by figures. E.g., Luther and justification by faith, Calvin and confident in God (providence and election), Menno Simmons and the importance of Christian community.

## **VII. Policies:**

### **A. Textbook Purchase:**

All required textbooks for this class are available from the College's book service, The Hurlburt Family Bookstore, McMaster Divinity College (Across from Cullen Hall). 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, Text: 416 668 3434. fax 416.622.2308; email [books@readon.ca](mailto:books@readon.ca). Free Shipping is available to students. 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 its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as the following: NRSV (1989), NCV (1991), TEV/GNB/GNT (1992), CEV (1995), NLT (1996), TNIV (2005), and the Common English Bible (CEB 2011).
- 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 <https://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: Research Degree Requirements

### Overview of Assignments

Assignment		Percent	Due
A.	Biblical Leadership Essay	20%	
1.	Presentation	5%	Feb 8
2.	Paper	15%	Feb 12
B.	Lecture and Syllabus:	35%	
1.	Class lecture	20%	March 11
2.	Syllabus	10%	March 12
3.	Annotated Bibliography:	5%	March 12
C.	Paper/Project:	45%	
1.	Presentation	10%	
2.	Interaction	5%	
3.	Paper	30%	One week after presentation
		Total:	100%

### Assignment Descriptions

#### I. Biblical Leadership Essay:

- A. Select a biblical example of leadership for evaluation.
- B. Write an evaluation that . . .
  1. Identifies and describes the leadership “paradigm” or method used by the biblical character/s in your example.
  2. Assesses the contextual and transcendental nature of the leadership paradigm or method employed by the biblical character/s.

Questions to consider for the assessment of the leadership paradigm:

- Is the style and leadership method purely contextual? Although the case study may be biblical, in the sense that it is in the Bible, should it be reified as “the” or “a” biblical model of leadership for contemporary Christian leadership?
  - What does the example offer to contemporary leadership? For example, Jesus’ method is a small group mentoring approach, but is this a ‘biblical model’ of leadership or a style that reflects common leadership practices among first-century religious/philosophical figures?
3. Length: 10 pages.

## II. Lecture, Syllabus, and Annotated Bibliography:

### 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 Christian 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 research 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 approximately a fifty-minute period of the course. You will present the lecture during one of the campus class days.

Note: If COVID-19 requires the conversion of this class to all online delivery, you will post a video presentation of your lecture and will have the opportunity to provide feedback to your class colleagues in an online venue.

#### 3. Syllabus:

Be sure to craft the syllabus for an undergraduate class.

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

- Course title
- Course description
- Course objectives

- Texts (required and supplemental)
- Assignments
- Course outline (weekly lecture topics)

D. Evaluation:

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

1. Please submit to the professor a copy (electronic in Avenue folder) 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?

III. Paper, Presentation, and Interaction:

A. Description:

Research 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. Style and format:
  - 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.
  - 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 (live Zoom presentation):

1. Time: 30-35 minutes

Each presentation includes two parts:

- a. The paper presentation (15–20 minutes)
- b. The response and facilitation, which is led by another student (10–15 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 presenting papers as you 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.

E. Guidelines for the Interaction (live Zoom interaction):

1. Purpose:  
Provides experience in responding to academic presentations and discussions, such as one might do at an academic society meeting.
2. Description:  
Each student *prepares a critique* and *facilitates a discussion* of a thesis paper presentation.
  - a. The critique:
    - 1) Remember to be charitable; not only Christian, but since academia is a small guild, it is self-preservation.

2) 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?

b. 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. Format:

1. Each student paper presentation will take approximately 30–35.
2. The presentation and discussion typically include the following items:
  - a. Paper presentation.
  - b. Response: approximately 10–15 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.
3. A written submission/outline is not required, but it is encouraged as it may be beneficial to other students in the course.

## Appendix 2: DPT Requirements

\* Note: Depending on final course size, some live sessions may be as separate breakout sessions with DPT students.

### I. Assignment Overview

Assignment	Percent	Due Date
A. Seminar or Blog Series	50%	
a. Presentation/post interaction	10%	March 11 (day 2 campus session)
b. Annotated bibliography	15%	March 12
c. Seminar or blog series	25%	March 12
B. Paper, Presentation, & Interaction	50%	
a. Post video presentation (Padlet)	10%	March 31
b. Post interaction (Padlet)	10%	April 2
c. Submit final paper (A2L folder)	30%	April 9
Total: 100%		

### II. Assignment Descriptions

#### A. Annotated bibliography and Seminar OR Blog series

- ◆ This assignment has three parts
  - Annotated bibliography
  - Seminar OR blog series
  - Class presentation/online post and interaction on Padlet
- ◆ The purpose of this assignment is to develop skills in . . .
  - Researching and reviewing academic resources
  - Creatively applying that research to your PLR topic or other areas of ministry

#### 1. Annotated bibliography

Develop an annotated bibliography of approximately 15-20 resources (4000 pages) related to *the topic of the course* and your research project. Write a 100–150 word annotation for each text. The required texts for the course can be included as part of the book list.

#### 2. Seminar OR blog series

\* Note: If you have an alternative idea to a seminar or blog series, such as a sermon, please consult with me. The goal is for you to complete an assignment that is beneficial to your research and vocational context.

#### a. Description:

This assignment provides experience *preparing a seminar OR 4 part blog series* based on the research resources of the annotated bibliography.

The seminar/blog series should be geared to address either a church lay leadership or professional ministry leadership group. The content and its development should reflect the target audience. You can also use this assignment to investigate an area that will promote your research program. Consequently, the seminar/blog series can address the practice led topic that is the focus of your DPT studies. Thus, this assignment can provide the opportunity to investigate an area of theology and to apply it to your area of practice led research.

- Zoom discussion of seminar/blog series (week 3)

b. Guidelines

1) Seminar

- The seminar material should present and describe the primary content points of the topic (or sub-topic). It does not need to be a verbatim text, but a detailed and annotated outline of the seminar content (approximately 2,000 words).
- Handouts/outlines and PowerPoint/Prezi are helpful, but not required.
- Length: Develop the seminar content for a thirty- to forty-minute presentation.

2) Blog series

- Write a 4 part blog series. The blog content should derive from the research resources reviewed in the annotated bibliography.
- Length of each blog is 450–500 words.

3) The final written seminar/blog series is due Nov 4.

3. Class presentation or online post and interaction

a. Description

- If we are able to have the campus session in October, you will present a summary of your seminar or blog series during the morning of the first day of class (post by Oct 28).
- If COVID-19 requires an all online format for the class, you will post a video presentation of your seminar/blog series on Padlet in A2L (Oct 29) and post a one paragraph interaction with your class colleagues. You can post directly on Padlet using audio, audio-visual or text (post by Oct 30).

b. Guidelines

- 1) The presentation or online video post should introduce the . . .
- Target audience,

- Topic,
- Why you chose it, and . . .
- Outline the topic's development in the seminar. You do not need to present the entire seminar. The video presentation is an overview of the seminar.

2) Length of presentation is approx. 10 minutes.

B. Major paper, presentation, and interaction

- ◆ This assignment gives you experience writing and presenting article, essay, and chapter length papers. It also affords the opportunity to contribute to and receive feedback from your course colleagues.
- ◆ You are encouraged to use this assignment as an opportunity to work on papers to . . .
  - Present at academic and/or professional society meetings and/or submit to journals for publication
  - Develop material for presentation to and/or application in your professional world
  - Pursue dissertation research.

\* Zoom workshop discussion of paper topics & approaches (week 5)

1. Paper

You will *write* and *present* a thesis paper on a topic related to course content and your area of DPT practice led research. I encourage you to investigate the issue from the perspective of your discipline and area(s) of research interest.

a. 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 missional church movement, especially its emphasis on incarnational ministry, provides valuable insight for Christian leadership in a postmodern and post-Christian culture.

Note: The DPT PLR topic in this thesis statement is “Christian leadership 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, where and when appropriate.
- 2) Form and Style:
    - a) Write a stylistically clean and academic paper—e.g., avoid excessive first-person discourse, colloquialisms (academic differs from conversational voice), and passive voice (use active).
    - b) Use and document a *minimum* of fifteen scholarly resources. Given the limitations on accessing libraries, you may need to rely more on journal articles than other normal circumstances.
    - c) Accurately document sources according to the [MDC Style Guide](#).
    - d) Paper length: 20–25 pages. Not to exceed 8,000 words.
    - e) Provide a bibliography (list only the books cited in the footnotes of the paper).
    - f) Use footnotes.

c. Due Date: March 31.

## 2. Presentation

Depending on course numbers, you will present your paper to the class in a Zoom live meeting or post a video of your presentation on the Paper Padlet. Determination of mode of presentation will be based on schedules and internet connectivity of students in the class. I prefer live presentation but will make a decision based on what works best for everyone in the class.

- The presentation of your paper (live or video) should be approx. 15 minutes.
- If we are not able to do the papers in a live format (e.g., using Zoom), then you can either post a video presentation of your paper OR a written draft of the paper to the paper Padlet.
- Due April 2 (Live or Padlet).

## 3. Interaction

- a. Purpose:  
Provides experience in responding to and contributing to your class colleagues' projects. It provides the opportunity to develop professional skills in academic interaction that takes places at professional and academic conferences.
- b. Description:  
Each student prepares a critical evaluation of the papers presented by their class colleagues.

- 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?
- Does it bring the PLR topic into conversation with an area of theology?

- 2) Post your critical evaluation for each student in the Paper Padlet—see A2L outline, Paper Padlet. Evaluations can be written, audio, or audio-visual.

- Post collaboration by April 9.