

**TH 3XH3**  
**Protestant Theologians**  
**CW/CC/PS**

McMaster Divinity College  
Winter 2022

Online

Synchronous sessions Mondays, 11:00am–noon

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Office hours: Zoom M 1:00–2:00pm; W 1:00–2:00pm

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**Delivery format is online**

These courses meet completely online for the entire term in both synchronous and asynchronous meetings. The synchronous meeting times are scheduled to avoid conflicts with other courses. MRS is all asynchronous and there is not a designated synchronous time for this course.

**I. Description:**

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

Specializations:

- Christian History and Worldview
- Church and Culture
- Pastoral Studies

**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. Text:

- David Buschart, *Exploring the Protestant Tradition* (Downers Grove: InterVarsity Press, 2006).

B. For primary text readings, see the course outlines. These sources can be accessed through Digital Theological Library (DTL): <https://libguides.thedtl.org/home>.

### IV. Course Performance Criteria:

Assignment	Percent	Due
A. Blog on Luther	15%	Jan 24
B. Blog on Anabaptist/Radical, Calvin, or Wesley	15%	Jan 31 or Feb 14
C. Blog on Rauschenbusch and <i>Social Crisis</i>	15%	March 7
D. Theology Paper/Projects	55%	
1. Presentation (Zoom)	10%	March 28, April 4
2. Interaction (Post on Padlet)	10%	March 29, April 5
3. Paper (submit on Avenue)	35%	April 4, April 11
E. Participation	X	
Total: 100%		

V. Course Outline (*tentative*):

Week	Date	Topics & formats for weekly sessions	Reading Assignment & Presentation Schedule
1	1/10	<p>Introduction to the Course Syllabus Review</p> <p><b>I. The Shape of the Western Tradition and the Medieval World</b></p> <p>1) Videos for lecture and course overview</p> <p>2) Synchronous session for introductions and syllabus Q &amp; A</p>	<p>Buschart, ch. 1</p>
2	1/17	<p><b>II. Luther</b></p> <p>1) Video lecture</p> <p>2) No synchronous session</p>	<p>Buschart, ch. 2</p> <p>DTL: Luther, <i>Three Treatises</i>,</p> <p>1) Everyone read, <i>To the Christian Nobility</i>, 2–25</p> <p>2) Read</p> <ul style="list-style-type: none"> <li>• <i>Babylonian Captivity of the Church</i>, 115–218</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• <i>Freedom of the Christian</i>, 260–316</li> </ul>
3	1/24	<p><b>III. The Radical &amp; Anabaptist Reformations</b></p> <p>1) Video lecture</p> <p>2) Synchronous session: share <i>Luther Blog</i> and Q &amp; A on Radical/Anabaptist lecture</p> <p>DPT &amp; PhD: Synchronous session to discuss seminar topic and development/lecture and syllabus</p>	<p>Buschart, ch. 3</p> <p>DTL: Selections from <i>Spiritual and Anabaptist Writers</i>,</p> <p>1) Everyone read, Müntzer, <i>Sermon Before the Princes</i></p> <p>2) Read two of the following selections:</p> <ul style="list-style-type: none"> <li>• <i>The Trial and Martyrdom of Michael Sattler</i></li> <li>• Hofmann, <i>The Ordinance of God</i></li> <li>• Philips, <i>The Church of God</i></li> <li>• Simons, <i>The Ban</i></li> <li>• Hubmaier, <i>On Free Will</i></li> </ul>

			• <i>Letters to Thomas Müntzer</i>
4	1/31	<b>III. Calvin</b> 1) Video lecture 2) Synchronous session: share <i>Radical/Anabaptist Blog</i> and Q & A on Calvin lecture	Buschart, ch. 4  Calvin, <i>Institutes</i> , • Book 1, chapters 16 and 17 • Book 3, chapters. 21, 22, and 23. The <i>Institutes</i> are available at: <a href="http://www.ccel.org/ccel/calvin/institutes.pdf?url=">http://www.ccel.org/ccel/calvin/institutes.pdf?url=</a>
5	2/7	<b>IV. Wesley</b> 1) Video lecture 2) No synchronous session  DPT & PhD: Synchronous session to discuss major paper	Buschart, ch. 7  DTL: Sermon: “Death and Deliverance,” in <i>The Works of John Wesley</i> , vol. 4, 206–214.  DTL: Sermons: “Circumcision of the Heart,” “Salvation by Faith,” and “Scripture Way of Salvation” in <i>John Wesley’s Sermons: An Anthology</i> , 23–32, 39–47, 371–80.
6	2/14	<b>V. Rauschenbusch and the Liberal Tradition</b> 1) Video lecture 2) Synchronous session: share <i>Calvin/Wesley Blog</i> and Q & A on Wesley lecture	Buschart, ch. 6.  DTL: <i>Christianity and the Social Crisis</i> , chap 2 (pp. 44–92) & chap 7 (pp. 343–80)
7	2/21	<b><i>Family Day and Reading Week</i></b>  • No video lecture or synchronous session	
8	2/28	• <b>Feb 28–March 4 Intensive Week</b> • <b>DPT Retreat March 1 afternoon</b>  • One-on-one Zoom meeting 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 and participate in hybrid classes.	

9	3/7	<b>VI. Neo-Orthodoxy: A. Its Emergence with Karl Barth</b>  1) Video lecture  2) Synchronous session: share <i>Rauschenbusch Blog</i> and Q & A on lecture													
10	3/14	<b>VI. Neo-Orthodoxy: Its Apex with Reinhold Niebuhr</b>  1) Video lecture  2) PhD lecture & DPT seminar presentations (synchronous session)													
11	3/21	<b>VII. Lesslie Newbigin &amp; Coming to Terms with Post-Christendom</b>  1) Video lecture  2) No synchronous session													
12	3/28	<b>Paper Presentation &amp; Interaction—Week 1</b>  <table border="1"> <thead> <tr> <th></th> <th>Paper Presentations (Zoom)</th> </tr> </thead> <tbody> <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> <tr><td>5.</td><td></td></tr> </tbody> </table>		Paper Presentations (Zoom)	1.		2.		3.		4.		5.		<ul style="list-style-type: none"> <li>• Week 1 paper/projects presentations March 28 11:00am–noon</li> <li>• Post interactions on Padlet for week 1 paper/project presentations March 29</li> </ul>
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13	4/4	<b>Paper Presentation &amp; Interaction—Week 2</b>  <table border="1"> <thead> <tr> <th></th> <th>Paper Presentations (Zoom)</th> </tr> </thead> <tbody> <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> <tr><td>5.</td><td></td></tr> </tbody> </table>		Paper Presentations (Zoom)	1.		2.		3.		4.		5.		<ul style="list-style-type: none"> <li>• Week 2 paper/projects presentations April 4 11:00am–noon</li> <li>• Post interactions on Padlet for week 2 paper/project presentations April 5</li> <li>• Week 1 paper/projects due to Avenue April 4</li> </ul>
	Paper Presentations (Zoom)														
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			• Week 2 paper/projects due to Avenue April 11
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**VI. Assignment Descriptions** (advanced degree students consult appendix 1):

General Guidelines:

- Submit your assignments in the relevant folder on Avenue to Learn. I prefer Word docs rather than PDFs.
- Papers and assignments may be submitted early for feedback from the professor and resubmitted on the due date for grading.
- All papers and assignments should conform to MDC’s Style Guide (<https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/>).

◆ NOTE: MDiv/MTS/Certificate students do not join the DPT & PhD synchronous sessions to discuss seminars/lecture and papers in weeks 3 and 5. You will join the synchronous session in week 3 for the Luther blog, you will not have a synchronous session week 5. ◆

A. Blogs on Key Texts in Protestant Theology

1. Description

These blogs give you the opportunity to read key texts in Protestant theology and to consider their meaning for contemporary Christian thought, life, and ministry.

You will write three blogs. Two in common with other class members and the third according to interest.

1) ONE of Luther’s Three Reformation Treatises (*To the Christian Nobility* or *Babylonian Captivity of the Church* or *Freedom of the Christian*) text . . .

AND . . .

2) Walter Rauschenbusch’s *Christianity and the Social Crisis* . . .

AND . . .

3) ONE on text from the Radical/Anabaptist OR Calvin OR Wesley texts.

- Blogs one and two provide a common point of discussion for blogs and the third blog gives you the opportunity to select according to interest.

2. Guidelines

- a. Read the text and review the video lectures related to the topic area
- b. Write a 300-400 blog word based on your reading of the text and the lecture content. The blog should meet two goals . . .
  - Describe the content of the text
  - Interact with and reflect on the significance of the text for contemporary Christian thought, life, and ministry.
  - Conclude your blog with a couple of questions that text raises for contemporary Christians.
- c. Share a summary of your blog with the class during a Zoom session. Depending on class size, we may divide the class into smaller breakout rooms. The sharing of your blog is informal and is designed to provide opportunities for connecting with and hearing feedback from your course colleagues.

## B. Major Paper/Project

### 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.

### *Should I do a paper or project?*

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 the field of 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 below the assignment description for your degree specialization and ideas for paper/project topics ◆

The paper/project has three parts:

- **Presentation** of the paper/project
- **Interaction** with your course colleagues’ papers/projects, and . . .

- **Written submission** of the paper/project.
1. Presentation (Zoom presentation)
    - 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
      - 1) In a Zoom session, you will share your paper/project's . . .
        - Topic
        - Why you chose your topic
        - Content areas and development
        - Key resources
      - 2) Presentation length: 10 to 15 minutes.
      - 3) PowerPoint/Keynote is optional.
  2. Interaction (post on Padlet)
    - a. Purpose:
 

Provides experience in responding to and contributing to your class colleagues' projects.
    - 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 with 24 hours of the presentations for each student in the paper/project Padlet.
- Interactions can text, audio, video.
  - Length: the equivalent of a substantive paragraph of written interaction.
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) Style and Format:
- 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. Please consult Digital Theological Library (<http://libguides.thedtl.org/home>) and MILLS e-sources available in the catalogue and ATLA.
  - Accurately document sources according to the College's Style Guide (<https://mcmasterdivinity.ca/resources-forms/mdc-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).

4. Specialization focus: CW/CC/PS

a. Christian History and Worldview

Considering the contribution of past figures and movements in the history of Christianity for the theology and practice of the church today is essential to this specialization. Students in this specialization write a paper that investigates a select figure, topic, or event (or combination of those elements). Depending on your vocational goals, the paper can be written with an academic and scholarly way (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.

b. Church and Culture

This specialization relates to the intellectual environment—historical, contemporary, and global—of contemporary Christianity. Select an area of theology, a 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 the contribution this person, figure, event offers 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 movements 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 in leaders such as Martin Luther King, Jr.?

c. 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 a 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. Documentation of research will be provided in footnotes and an annotated bibliography (an annotated bibliography provides a paragraph description of the resources used in the project).

Alternatively, if you have an idea for contextualizing a figure/event/theological topic for ministry in a format other than 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 a lesson from a figure or event for ministry in post-Christendom Canada.

## 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 ([link](#)). 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.

### **IX. Bibliography**

Coming soon!