

TH 5XH5 (DPT) Protestant Theologians

**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

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.

II. Course Objectives:

My goal for the course is that you will develop vocational competency as a scholarly researcher in the area of Protestant theology and in your area of doctoral research. Toward that end this course will serve you in fulfilling your research program at McMaster Divinity College and more broadly your calling as a practical theologian. With this in mind, the knowing, being, and doing learning objectives delineate specific objectives to facilitate achieving the vocational goals of the course.

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?
 4. Become a critical and constructive leader in theology.
- C. Doing:
1. Develop the ability to present informative presentations and facilitate student discussions.
 2. Research and present original research on a substantial topic in missional theology and significant for your research topic.
 3. Hone critical reading skills in primary literature.
 4. Develop the ability to analyze secondary scholarship in light of primary texts.

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 Date
A. Seminar on Missional Theology	45%	
1. Present seminar (Zoom)	15%	March 14
2. Post interaction (Padlet)	10%	March 16
3. Final seminar & annotated bibliography (Avenue folder)	20%	March 18
B. Major Paper, Presentation, & Interaction	55%	
1. Paper Presentation (Zoom)	15%	March 28, April 4
2. Paper Interaction (Padlet)	10%	March 29, April 5
3. Paper (Avenue folder)	30%	April 4, April 11
C. 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>I. The Shape of the Western Tradition and the Medieval World</p> <p>1) Videos for lecture and course overview</p> <p>2) Synchronous session for introductions and syllabus Q & A</p>	<p>Buschart, ch. 1</p>
2	1/17	<p>II. Luther</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"> • <i>Babylonian Captivity of the Church</i>, 115–218 <p>OR</p> <ul style="list-style-type: none"> • <i>Freedom of the Christian</i>, 260–316
3	1/24	<p>III. The Radical & Anabaptist Reformations</p> <p>1) Video lecture</p> <p>2) Synchronous session: share <i>Luther Blog</i> and Q & A on Radical/Anabaptist lecture</p> <p>DPT & 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"> • <i>The Trial and Martyrdom of Michael Sattler</i> • Hofmann, <i>The Ordinance of God</i> • Philips, <i>The Church of God</i> • Simons, <i>The Ban</i>

			<ul style="list-style-type: none"> • Hubmaier, <i>On Free Will</i> • <i>Letters to Thomas Müntzer</i>
4	1/31	III. Calvin 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> , <ul style="list-style-type: none"> • Book 1, chapters 16 and 17 • Book 3, chapters. 21, 22, and 23. The <i>Institutes</i> are available at: http://www.ccel.org/ccel/calvin/institutes.pdf?url=
5	2/7	IV. Wesley 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	V. Rauschenbusch and the Liberal Tradition 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	<i>Family Day and Reading Week</i> <ul style="list-style-type: none"> • No video lecture or synchronous session 	
8	2/28	<ul style="list-style-type: none"> • Feb 28–March 4 Intensive Week • DPT Retreat March 1 afternoon <ul style="list-style-type: none"> • 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	VI. Neo-Orthodoxy: A. Its Emergence with Karl Barth 1) Video lecture 2) Synchronous session: share <i>Rauschenbusch Blog</i> and Q & A on lecture													
10	3/14	VI. Neo-Orthodoxy: Its Apex with Reinhold Niebuhr 1) Video lecture 2) PhD lecture & DPT seminar presentations (synchronous session)													
11	3/21	VII. Lesslie Newbigin & Coming to Terms with Post-Christendom 1) Video lecture 2) No synchronous session													
12	3/28	Paper Presentation & Interaction—Week 1 <table border="1" data-bbox="423 1293 932 1524"> <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"> • Week 1 paper/projects presentations March 28 11:00am–noon • Post interactions on Padlet for week 1 paper/project presentations March 29
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13	4/4	Paper Presentation & Interaction—Week 2 <table border="1" data-bbox="423 1696 938 1885"> <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> </tbody> </table>		Paper Presentations (Zoom)	1.		2.		3.		4.		<ul style="list-style-type: none"> • Week 2 paper/projects presentations April 4 11:00am–noon • Post interactions on Padlet for week 2 paper/project presentations April 5 • Week 1 paper/projects due to Avenue April 4 		
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		5.		• Week 2 paper/projects due to Avenue April 11
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VI. Assignment Descriptions (advanced degree students consult appendix 1):

General Guidelines:

- Please submit course work in the appropriate folder on Avenue to Learn (Avenue).
- I prefer Word docs rather than PDF. If you submit your work in PDF, comments may be limited.
- All assignments marked according to the Grading Criteria Form available on A2L.
- All papers and assignments should conform to (and will be marked according to) the MDC Style Guide (<https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/>).

◆ NOTE: DPT students do not complete the blog assignments listed in the course outline. You should plan to join and contribute, however, to the scheduled synchronous sessions. Also, you should complete the Buschart textbook readings and the assigned primary text readings listed in the course outline. ◆

A. Seminar on Protestant Theology:

1. Purpose:
This assignment provides experience *preparing a seminar* for a church OR ministry leadership group. The preparation of the seminar also helps fulfill one of the requirements of the DPT Mastery Checklist.
2. Description:
You will prepare a seminar on a topic related to Protestant theology and, if desirable, your DPT research topic. The seminar should be geared to address either a church lay leadership OR a 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 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 Protestant theology and to apply it to your area of practice led research.
 - Zoom discussion of Seminar (week 3, TBD)
3. Guidelines:
 - a. Research:

- 1) Research for the seminar will account for part of the supplemental reading for DPT students.
 - 2) Documentation of reading:
Please provide an annotated bibliography of the reading consulted in the preparation of the seminar. The annotations for the texts should be about one paragraph that identifies the key thesis and contributions of the text to your seminar. 10 sources is a good start for the annotated bibliography.
- b. Seminar content:
- 1) The seminar material should present and describe the primary content points of the topic (or sub-topic).
 - 2) Handouts/outlines and PowerPoint are helpful, but not required.
 - 3) Length:
Develop the seminar content for a thirty- to forty-minute presentation.
4. Presentation and Interaction:
- The collaborative nature of this assignment has two parts:
- a. Present a summary and overview of your seminar in a Zoom session March 14.
 - 1) The presentation 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 presentation is an overview of the seminar.
 - 2) Length of presentation is approx. 10 minutes.
 - b. Post a one paragraph interaction with your class colleagues. You can post directly on Padlet (audio, audio-visual or text). Due March 16.
5. Final written Missional Seminar and annotated bibliography due March 18.
This delayed due date gives you the opportunity to revise your seminar in light of your class colleagues' feedback on your presentation of your missional seminar.
- a. The final written seminar should be a **detailed annotated outline** that you could/would use for an actual seminar presentation.

- b. If you prepare a PowerPoint (Keynote, or other audio-visuals), submit it with your detailed outline in the A2L assignment folder.
- c. Submit the annotated bibliography of resources used to develop the content for the seminar.

B. Paper, Presentation, and Interaction:

1. Purpose:
This assignment gives you experience writing and presenting article, essay, and chapter length papers.
 - Zoom workshop discussion of paper topics & approaches (week 5, TBD)
2. Description:
You will *write* and *present* a thesis paper on a topic related to Protestant theology 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. You are encouraged to use the class as an opportunity to work on papers to:
 - 1) Present at academic and/or professional society meetings and/or submit to journals for publication,
 - 2) Develop material for presentation to and/or application in your professional world,
 - 3) Pursue dissertation research.
3. Guidelines for the **Paper**:
The paper should include (description categories below correspond to those of the grading rubric) . . .
 - a. Content and argument:
 - 1) 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.”
 - 2) Describe your topic.
 - 3) Write an essay that coherently demonstrates your view.

- 4) Detail major alternatives and/or criticisms and interact with them vis-à-vis your view, where and when appropriate.
 - b. Form and Style:
 - 1) 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).
 - 2) 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.
 - 3) Accurately document sources according to the [MDC Style Guide](#).
 - 4) Paper length: 20–25 pages. Not to exceed 7,000 words.
 - 5) Provide a bibliography (list only the books cited in the footnotes of the paper).
 - 6) Use footnotes.
 - c. Due Date: Week 1 papers due April 4, week 2 papers due April 11.
4. Guidelines for the **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.
- a. The presentation of your paper should be approx. 15 minutes.
 - b. Presentations will be by Zoom on March 28 and April 4.
5. Guidelines for the **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 fields of the PLR topic and the missional theology into conversation?
- 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 March 29 or April 5.

VII. Policies:

- A. Textbook Purchase:

All required textbooks for this class are available from the College's book, Room 145, McMaster Divinity College. Texts may be purchased on the first day of class. For advance purchase, you may contact READ On Bookstores, 304 The East Mall, Suite 100, Etobicoke, ON M9C 5K1: phone 416-620-2934; fax 416-622-2308; e-mail 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 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.

Failure to observe appropriate form will result in grade reductions.

E. Late-Assignment and Exam Policy:

1. Assignments are due at the beginning of class on the date specified in the syllabus.
2. Students take exams on the date and at the time scheduled in the syllabus.
3. Late assignments are reduced five percentage points for each day late (e.g., if the grade is 90 and it is one day late [after the beginning of class equals one day late], the grade will be reduced to 85).
4. 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.
5. 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.

Please Note: 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. Bibliography

Coming soon!