

TH 6XH6 (PhD and MA) Protestant Theologians

**McMaster Divinity College
Winter 2022**

Online

Synchronous sessions Mondays, 11:00am–noon

Steven M. Studebaker, Ph.D.

Phone: 905.525.9140 ext. 20097

Email: studeba@mcmaster.ca

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:

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
A. Lecture and Syllabus	50%	
1. Class lecture	25%	March 14
2. Syllabus	15%	March 18
3. Annotated Bibliography:	10%	March 18
B. Paper/Project	50%	
1. Presentation (Zoom)	10%	March 28, April 4
2. Interaction (Post on Padlet)	10%	March 29, April 5
3. Paper (submit on Avenue)	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	Introduction to the Course Syllabus Review	Buschart, ch. 1

		<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>	
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> • 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> , • 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> • No video lecture or synchronous session	
8	2/28	• Feb 28–March 4 Intensive Week • DPT Retreat March 1 afternoon • 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 1182 932 1413"> <thead> <tr> <th colspan="2">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 1575 937 1806"> <thead> <tr> <th colspan="2">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 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 • 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 (A2L).
- 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: PhD and MA 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. Lecture, Syllabus, and Annotated Bibliography:

1. 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.
2. 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.
3. Guidelines:
 - a. Research:
 - 1) Research for the lecture will account for the supplemental reading for research degree students (approximately 5,000-6,000 pages)
 - 2) 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).
 - b. Lecture:

- 1) The lecture should present and discuss the primary content points of the topic (or sub-topic)
- 2) Lecture handouts/outlines and PowerPoint/Prezi are helpful, but not required.
- 3) 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.

- c. 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)

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

- a. Please submit (in Avenue folder) . . .
 - Copy of notes used for the lecture presentation
 - Copy of the syllabus
 - Annotated bibliography used to develop the lecture.
- b. Does the lecture accurately present and discuss the topic?
- c. Does the lecture engage in critical evaluation/discussion of the content?
- d. Does the lecture highlight the transcendent value of the material—e.g., does it have value for contemporary Christian thought, life, and ministry?
- e. Does the lecture facilitate student discussion?

B. Major Paper:

1. 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.
2. 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.
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 Emergent church movement is an authentic Christian way of being the church 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.
 - b. Style and format:
 - 1) 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).
 - 2) Use and document a *minimum* of fifteen scholarly resources.
 - 3) Accurately document sources according to the College's Style Guide.
 - 4) Paper length: 20–25 pages. Not to exceed 7,000 words (including footnotes).

- 5) Provide a bibliography (list only the books cited in the footnotes of the paper).
- 6) Use footnotes.

C. Paper Presentation (Zoom session):

Note: Depending on the number of doctoral and MA students in the class, we may have a dedicated doctoral and MA presentation session.

1. Time: 15 minutes
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.

A written submission/outline is not required, but it is encouraged as it may be beneficial to other students in the course

D. Guidelines for the Paper Interactions (post on Padlet)

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?
3. 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.

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!