

SCHOOL OF THEOLOGY AND MINISTRY
SEATTLE UNIVERSITY

STMA 592-01. REFORMATION THEOLOGIES

FALL QUARTER 2011
TUESDAY, 1:30 – 4:20 P.M.
HUNTHAUSEN 100

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OFFICE HOURS BY APPOINTMENT

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SYLLABUS

I. COURSE DESCRIPTION

This course invites students to engage in depth the theologies of some of the sixteenth century reformers through reading and discussion of foundational primary source materials touching on central theological issues, group work with one of four applied theological topics, and individual research projects. The close reading of 16th century theology will also serve as a catalyst for students' own theological reflection. As a "systematic theology" course, "Reformation Theologies" may overlap, but does not duplicate, the content of STMA 518 "History of the Reformation"; instead, the two courses complement one another.

II. S.T.M. LEARNING OUTCOMES ADDRESSED IN THIS COURSE

This course addresses the following learning outcome put forward for the M.Div. degree:

- Ability to reflect theologically on the central themes of the Christian tradition.
- Ability to inform ecclesial leadership with theology.
- Ability to articulate one's relationship with God, as it is informed by theological reflection in one's social context.
- Ability to guide and direct a Christian community (i.e., a congregation, parish, pastoral care unit, etc.) in its mission.

III. COURSE OBJECTIVES

The objectives of this course are for each student:

- 1) to demonstrate a solid understanding of central themes in the theologies of Martin Luther, several Anabaptist and Radical reformers, and Katharina Schütz Zell and John Calvin from the Reformed tradition (the following three issues will focus our work: human nature, sin, divine grace, and Christian faith; what constitutes the Christian church as the church; Jesus Christ as Savior and as pattern for Christian discipleship in the world);
- 2) to participate actively in a “working group” exploring one of the following applied theological topics in the writings of the reformers listed above: Sacramental and Liturgical Theology/Theology of Worship; Political and Economic Theology/Theology of Social Justice; Biblical Theology/Interpreting the Bible; Ecological Theology/Theology of the Created World;
- 3) to strengthen her/his own ability to do theological reflection in dialogue with reformation theologies;
- 4) to gain competence and confidence as an interpreter of the theological resources of her/his own ecclesial community;
- 5) to develop greater facility in oral and written communication and in the integration of theology, spirituality, and ministerial practice;
- 6) to reflect upon self, society, nature, and God more appropriately and to live out her/his own life more responsibly as a result of this encounter with the Christian theological tradition.

IV. TEXTBOOKS

Common Readings:

Calvin, John. Institutes of the Christian Religion (ed. John T. McNeill). Two volumes. Library of Christian Classics.

Westminster John Knox Press, 1960.

Liechty, Daniel (ed.). Early Anabaptist Spirituality. The Classics of Western Spirituality.

Paulist Press, 1994.

Lull, Timothy F. (ed.). Martin Luther's Basic Theological Writings. Second edition.

Fortress Press, 2005.

McKee, Elsie (ed.). Katharina Schütz Zell – Church Mother: The Writings of a Protestant Reformer in Sixteenth-Century Germany.

The University of Chicago Press, 2006.

Williams, George H. and Angel M. Mergal (eds.). Spiritual and Anabaptist Writers. Library of Christian Classics.

Westminster John Knox Press, 1957.

Additional reading will be required for each “working group.”

V. SCHEDULE OF CLASS SESSIONS AND ASSIGNMENTS

A. Getting Acquainted and Getting Oriented to Reformation Theologies

September 27

Introductions and Course Organization

The Legacy of Reformation Theologies

Human Nature, Sin, and Divine Grace in Late Medieval Theory and Practice as Background to Reformation Theologies

B. The Theology of Martin Luther

October 4

Read and be prepared to discuss:

Luther, *Basic Theological Writings*, pp. 2-11, 33-61, 75-107

October 5-10: Begin Posting for First Working Group Seminar

October 11

Read and be prepared to discuss:

Luther, *Basic Theological Writings*, pp. 133-146, 209-258, 277-280, 303-316

October 12-17: Continue Posting for First Working Group Seminar

October 18

Read and be prepared to discuss:

Luther, *Basic Theological Writings*, pp. 281, 317-336, 385-411, 429-459

October 19-24: Final Posts for First Working Group Seminar

C. The Anabaptists and Radical Reformers and Their Theologies

October 25

Read and be prepared to discuss:

Spiritual and Anabaptist Writers, pp. 39-46, 86-135

Early Anabaptist Spirituality, pp. 20-21, 38-40, 63-81

October 26-31: Begin Posting for Second Working Group Seminar

November 1

Read and be prepared to discuss:

Spiritual and Anabaptist Writers, pp. 47-85, 161-181, 261-271

Early Anabaptist Spirituality, pp. 137-196

November 2-7: Final Posts for Second Working Group Seminar

D. Theology in the Reformed Tradition

November 8 – Katharina Schütz Zell

Read and be prepared to discuss:

Church Mother, pp. 43-123, 215-231

November 9-14: Begin Posting for Third Working Group Seminar

November 15 – John Calvin

Read and be prepared to discuss:

Calvin, *Institutes*, Book I, pp. xi-xvii, 33-81, 93-116;

Book II, pp. 239-289, 494-528

November 16-21: Continue Posting for Third Working Group Seminar

November 22 – John Calvin

Read and be prepared to discuss:

Calvin, *Institutes*, Book III, pp. 535-592, 920-947;

Book IV, pp. 1009-1028, 1276-1294

November 23-28: Final Posts for Third Working Group Seminar

E. Looking Back and Looking Ahead

November 29

Discussion of Working Group Topics

Discussion of Individual Research Projects

Course Evaluation

Closure

December 6 – no later than 4:30 p.m.

Research Projects Due

VI. PROCEDURES AND ASSIGNMENTS

A. Attendance. Class sessions are the primary means by which the instructor and students can share the material introduced in the assigned texts and other activities. Therefore, punctual attendance at all sessions of the course is essential.

B. Common Reading, Preparation for Class Sessions, and In-Class Participation. Each student is responsible for having read the “common” material assigned for each session of the course and should be prepared to discuss their reading in class. Each student is also responsible for being an active participant in class sessions. Activities will include lectures, large group discussions, and small group work.

C. Working Groups. Each student will join one of four “working groups,” with other group members identify and read additional primary sources from Luther, the Anabaptists and Radical Reformers, and the Reformed tradition, engage in a series of online “seminars” on those texts (using Seattle University’s Angel system), and “eavesdrop” on seminars of the other three working groups. The four applied theological topics to be studied by the working groups are:

- Sacramental and Liturgical Theology/Theology of Worship
- Political and Economic Theology/Theology of Social Justice
- Biblical Theology/Interpreting the Bible
- Ecological Theology/Theology of the Created World

More information on the working groups will be provided by the instructor.

D. Research Projects. Each student will write a 15-20 page research paper on a topic of her/his choice. This paper is due to the instructor by 4:30 p.m. on Tuesday, December 6 (note: this is one week after our last class session).

More information on the working groups will be provided by the instructor.

E. General Guidelines for Written Work

First of all, please read and follow the required S.T.M. writing guide: Lynn Quitman Troyka and Douglas Hesse, *Simon and Schuster Handbook for Writers*, 9th ed. (Upper Saddle Brook, N.J.: Pearson Prentice Hall, 2009). Beyond that, be aware that I always look for a seemingly paradoxical combination of two factors in papers written for my S.T.M. courses.

On the one hand, I am hoping for you to put your own individual gifts and insights into words as creatively and winsomely as possible; I simply do not know how to create a checklist or set of guidelines to encourage you to be yourself. So, I will simply say: be yourself, let your papers express who you are.

VI. PROCEDURES AND ASSIGNMENTS (CONTINUED)

E. General Guidelines for Written Work (continued)

On the other hand, I am hoping that any reasonably intelligent reader could pick up your paper at random – in the park or on the bus – and make sense of it. So, your written work does need to follow basic rules of good writing. A successful paper must:

- 1) advance a thesis – a basic point – that is easily identifiable, plausible, novel, compelling, insightful, and crystal clear
- 2) display a structure or organization of materials that is solid, evident, understandable, and appropriate to your thesis – in particular, transitions from point to point must be smooth, each paragraph must have its own topic sentence, and all paragraphs must somehow advance your thesis
- 3) make use of appropriate evidence to support your points – do not just make assertions, but offer your reader reasons why s/he should accept your assertions and, thereby, embrace your thesis (such evidence may come from other texts and artifacts, judiciously selected, as well as your own experience, carefully articulated)
- 4) reflect sound argumentation – all ideas should flow together smoothly, you might anticipate and answer counterarguments to your thesis, as well as making novel connections to other experiences and ideas
- 5) demonstrate good mechanics – sentence structure, grammar, punctuation, style of citation of sources, and spelling.

Papers should be “typed,” double-spaced, on standard 8 ½ x 11” paper. Use 1” margins all around (do not justify right margins); 12 pt. type. Staple the paper in the top left-hand corner. Please do not use plastic covers or binders. **Keep a hard copy of your work – other than the one you hand in!**

VII. COMPUTATION OF FINAL GRADE

Class Preparation and Participation	17%
Working Group Seminars	33%
Research Project	50%