

Course Syllabus
Course Code – Theology of Martin Luther
Wycliffe College
Toronto School of Theology
Summer 2021

Instructor Information

Instructor: Victor A. Shepherd
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Course Identification

Course Number: WYT3###/6###
Course Format: *In-class*
Course Name: Theology of Martin Luther
Course Location: Wycliffe College
Class Times: One week intensive - Monday to Friday; 9:00 A.M. – 4:00 P.M.
Prerequisites: Previous course in systematic theology

Course Description

This course examines key works of Martin Luther, as well as major themes in the Wittenberger's theology (e.g., the righteousness of God, the theology of the cross). It also investigates the backgrounds of late medieval scholasticism and different controversies in which Luther was immersed (e.g., Eucharistic disputes, the peasants' revolt and theological differences with the Anabaptists).

Course Resources

Required Course Texts/Bibliography

Text: William R. Russell, ed., *Martin Luther's Basic Theological Writings* (Third Edition) Minneapolis, MN: Fortress Press, 2012. ISBN: 978-0800698836

The instructor will furnish each student with a complimentary copy of his *Introducing Martin Luther: An Introduction to His Life and Thought*.

- (For bibliography see p. 8 of syllabus.)

Course Website(s)

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus

using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701> . Students who have trouble accessing Quercus should ask the assistant registrar for help (jhocking@wycliffe.utoronto.ca).

- Personal Website <http://individual.utoronto.ca/name>

Course Learning Objectives/Outcomes

BD Level

Students successfully completing this course will:

1. appraise the substance and logic of the Magisterial Reformation's first major thinker;
2. place Luther's theology in the context of its immediate philosophical, theological and humanistic background;
3. situate Luther's singular theological expression amidst those of other Reformers and Roman Catholics;
4. investigate Luther's convergence with and divergence from the Renaissance;
5. discuss the Magisterial Reformation as part of a movement that included Radical, Elizabethan, Catholic and Counter Reformations; appreciate the significance of Luther's theology for contemporary Lutheran theology, constructive systematic theology, ecumenism, and intellectual history generally.

Students will demonstrate the aforesaid through weekly readings in primary sources (Luther), lectures amplifying Luther's diachronic and synchronic ecclesiastical context, submitting written assignments, and participating in classroom discussions that are informed by students from assorted theological backgrounds and diverse ministerial intentions.

GRADUATE "DEGREE LEVEL EXPECTATIONS"	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
EXPECTATIONS: <i>In this course students are expected to demonstrate the following:</i>		
1. Depth and Breadth of Knowledge is defined as a set of increasing levels of understanding within a student's area of specialization, methodologies, primary & secondary sources, historical developments and inter-disciplinarity.	compare Luther's articulation of the gospel with that of his immediate mediaeval predecessors while assessing his deployment of the Church Fathers.	Prescribed readings in primary sources, lectures, and classroom discussions.

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
<p>2. Research and Scholarship is defined as the ability to identify a new or unresolved question, to locate that question within a corpus of scholarly research & assess critically the relevant literature, to adopt a methodology(-ies), and to then formulate a thesis and reasoned argument(s) on the basis of the evidence.</p>	<p>analyze the cogency of Luther’s theology, recognizing aspects of it that other Christian traditions have challenged, and compose a re-statement that honours Luther’s intentions while avoiding his deficits.</p>	<p>Discussion with instructor concerning essays that reflect critical appreciation and disagreement.</p>
<p>3. Level of Application of Knowledge is defined as the ability to engage in self-directed or assisted research, and the ability to produce innovative or original analysis within the context of graduate seminars and courses. In some cases this includes the application of a research language.</p>	<p>Students will describe areas of Luther for which he is not only criticized but vehemently denounced; e.g., his putative anti-Semitism, as well as a supposed theology of the state that lends divine endorsement to authoritarianism.</p>	<p>Classroom dialogue concerning church-state relations in nations with a Lutheran background compared to nations with a Reformed background.</p>
<p>4. Professional Capacity or Autonomy is defined as the ability to translate the knowledge gained in other research or professional settings, e.g., to undertake further studies in their area of concentration; or to enter or return to other professional vocations for which an advanced understanding of Theological Studies is necessary or beneficial.</p>	<p>Students will assess the substance and scope of Luther’s theology as an ingredient in their own preaching, Christian education and prosecution of the church’s mission.</p>	<p>Assessment of contemporary public expressions of e.g., preaching, evangelism, and ecclesiology.</p>
<p>5. Level of Communication Skills is defined as clear and effective communication in both oral and written forms; the construction of logical arguments; the making of informed judgments on complex issues; and facility with</p>	<p>Students will refine their articulation of theological issues in light of both classical and contemporary Lutheran expressions of the gospel’s judgement upon the creation and the creation’s redemption</p>	<p>Introduction of contemporary discussions, applications and corrections of Luther’s <i>corpus</i>.</p>

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
standard conventions of style for scholarly writing. Cohort formation is a component of all graduate programs.	and appointment as the Kingdom of God.	
6. Awareness of the Limits of Knowledge is defined as the recognition that Theological Studies is a complex discipline, comprising: a broad array of subject areas; methods and sources; various ecclesiastical traditions and social contexts; and, insights from other disciplines.	Students will evaluate disagreements between Luther and select biblical exegetes, as well as concerns voiced by social scientists with respect to such notions as guilt, punishment, and forgiveness. In addition, students assess the place of Luther’s psychological insights for spiritual formation.	Using the diverse backgrounds, learning and wisdom that students bring to theological investigation.

Evaluation

Requirements

Attendance: Expected

- 1) Class participation: 10%
- 2) ‘Take-home examination’: 40%
- 3) Essay (3000 words for BD and 5000 words for AD) 50 %

The deadline is not negotiable. An extension will not be granted (apart from medically documented illness or family emergencies such as death.) See “Late Work Policy” for further details.

Grading System - Basic Degree Students

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Grading System - Graduate Degree Students

5000, 6000 and 7000 level courses use the following alpha grading scale;

A+	(90-100)	Profound & creative
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A	(85-89)	Outstanding
A-	(80-84)	Excellent
B+	(77-79)	Very Good
B	(73-76)	Good
B-	(70-72)	Satisfactory at a post-baccalaureate level
FZ	(0-69)	Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. Under exceptional circumstances a student may request a short extension to be negotiated with the instructor. Instructors are not obliged to accept assignments that are late. If the instructor chooses to accept an assignment, where an extension has not been requested and approved before the due date, then **one percentage point per day will be deducted**. The absolute deadline for the submission of assignments is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

Students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness) who are unable to submit their work by the end of the term are requested to consult with their instructor and request an SDF. The form is available on our website at this link <https://www.wycliffecollege.ca/sites/default/files/Basic%20Degree%20Request%20For%20Extension.pdf> or can be collected from the registrar's office. An SDF request must be submitted, with instructor approval and with an agreed deadline, to the registrar's office no later than the last day of the exam week or the last day of class in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond one year. If a student has not completed work and has not been granted an SDF, a final mark will be calculated that reckons a grade of zero for that component of work that was not submitted.

Late work (Graduate). The prima facie deadline for the completion of work in a course is the last day of the examination week for the trimester in which the course is taken. Students are expected to meet the course deadlines of the instructor offering the course and are advised to plan their research projects accordingly. Students who find themselves unable to meet deadlines for completing coursework can, under certain conditions, receive extensions for completing the work after the dates set by the college in which the course is offered.

The authority to grant an extension for the completion of work in a course beyond the original TST or college deadline (whichever is earlier) for that course rests with the student's college Graduate Director, not the instructor of the course. Nevertheless, the instructor's signature is required for course extension requests to be processed. Students will petition their college Graduate Director for extensions, using a standard form provided by TST on its website. See Section 7.11 of the Conjoint Graduate Degree Handbook.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at <https://governingcouncil.utoronto.ca/>

[secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012](#), policies found in the TST conjoint program handbooks, or college grading policy.

Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.studentlife.utoronto.ca/as>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>. A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges https://www.trinity.utoronto.ca/library_archives/theological_resources/theological_guides/avoiding_plagiarism.html

Other academic offences. TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>.

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in

conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

Course Schedule

Mon. AM	Discussion of Bibliography Gabriel Biel and Late-Mediaeval Scholasticism (Instructor provides handout.)
Mon. PM	The early Luther “Disputation Against Scholastic Theology” “The Ninety-Five Theses” “Preface to the Wittenberg Edition of Luther's German Writings”
Tue. AM	Early Expression of <i>Theologia Crucis</i> “Heidelberg Disputation”
Tue. PM	The Righteousness of God “Two Kinds of Righteousness” “A Meditation on Christ's Passion”
Wed. AM	Freedom in Christ “The Freedom of a Christian”
Wed. PM	The Lord's Supper (comparisons with Rome, Zwingli and Calvin) “The Sacrament of the Body and Blood of Christ -- Against the Fanatics”
Thu. AM	The Bondage of the Will “The Bondage of the Will -- Introduction, Part VI, and Conclusion”
Thu. PM	Law and Gospel “A Brief Instruction on what to Look for and Expect in the Gospels” “Preface to the New Testament” “Preface to the Old Testament”
Fri. AM	The Church “On The Council and the Church -- Part III”
Fri. PM	Marriage and Domestic Life “A Sermon on the Estate of Marriage” Antisemitism “On the Jews and Their Lies”

Essay Topics:

An exposition of any **one** topic addressed in class

or

What aspects of Renaissance Humanism most immediately affected the Reformation?
How did Erasmus' work assist or contradict the Reformation?

What did mediaeval scholasticism mean by "justification"?

How does Luther understand the eucharist?

What was Luther's understanding of the nature and role of music?

What would any two (or three) of the following have said to each other concerning the Lord's Supper:
Luther, Zwingli, Calvin, the Anabaptists, Rome?

Write a "Review Article" on the debate between Erasmus and Luther on the bondage of the will.

What does Luther mean by the "Righteousness of God"?

Expound Luther's understanding of freedom. Contrast it with popular contemporary notions.

How do Luther and Calvin understand the relation of law to gospel?

What is Luther's Ecclesiology?

What does Luther mean by "Two Kingdoms"?

Discuss the theology of Luther and Eck at the Diet of Worms.

What significance is attached to any two or three of the following cities during Luther's lifetime: Worms, Eisenach (the Wartburg), Leipzig, Augsburg, Marburg?

What is the image of the Jew in the late mediaeval and early Reformation eras, and how did this image affect the treatment accorded Jewish people?

How does Luther understand faith? (*fides qua creditur*)

What is God's mandate for the state, and how does Luther's understanding here influence his advice during and subsequent to the peasant revolt?

(any topic approved by the instructor)

Bibliography

Since more books about Luther are published every year than about any other historical figure (including Jesus), the Luther bibliography is vast. The books listed below are those deemed most helpful for students reading Luther for the first time.

- Althaus, P.; *The Ethics of Martin Luther*
- Althaus, P.; *The Theology of Martin Luther* **
- Atkinson, J.; *The Great Light: Luther and the Reformation*
- Atkinson, J.; *Martin Luther and the Birth of Protestantism* **
- Atkinson, J.; *Martin Luther: A Prophet to the Church Catholic*
- Atkinson, J.; *Rome and Reformation: How Luther Speaks to the New Situation*
- d'Aubigne, J.; *The Life and Times of Martin Luther*
-
- Bainton, R.; *Here I Stand: A Life of Martin Luther*
- Barth, Hans-Martin; *The Theology of Martin Luther: A Critical Assessment* **
- Blackman, H.; *Luther, Translator of Paul: Studies in Romans and Galatians*
- Bornkamm, H.; *Luther and the Old Testament*
- Bornkamm, H.; *Luther in Mid-Career: 1521-1530*
- Bornkamm, H.; *Luther's World of Thought*
- Boyle, M.; *Rhetoric and Reform: Erasmus' Civil Dispute with Luther*
- Bratten, C.E., and Jenson, R.W.; *Union with Christ: The New Finnish Interpretation of Luther*
- Brecht, M.; *Martin Luther: His Road to Reformation, 1483-1521* **
- Brecht, M.; *Martin Luther: Shaping and Defining the Reformation, 1521-1532* **
- Brecht, M.; *Martin Luther: The Preservation of the Church, 1532-1546* **
- Brendler, G.; *Martin Luther: Theology and Revolution*
-
- Crossley, R.; *Luther and the Peasants' War*
-
- Dickens, A.; *The German Nation and Martin Luther*
- Dickens, A.; *Martin Luther and the Reformation*
-
- Ebeling, G.; *Luther: And Introduction to his Thought* **
- Edwards, M.; *Luther's Last Battles: Politics and Polemics*
-
- Green, L.; *How Melancthon Helped Luther Discover the Gospel*
- Green, V.; *Luther and the Reformation*
- Grisar, H.; *Martin Luther: His Life and Work*
- Gritsch, E.; *Martin Luther -- God's Court Jester*
- Gritsch, E.; *Martin Luther's Anti-Semitism*
- Gritsch, E., and Jenson, R.W.; *Lutheranism: The Theological Movement and its Confessional Writings*
-
- Haendler, G.; *Luther on Ministerial Office and Congregational Function*
- Haile, H.; *Luther, An Experiment in Biography*
- Harran, H.; *Luther on Conversion: The Early Years*
- Headley, J.; *Luther's View of Church History*

Hendrix, S.; *Luther and the Papacy: Stages in a Reformation Conflict*

Hendrix, S.; *Martin Luther: Visionary Reformer* **

Hoffman, B.; *Der Franckforter: The Theologica Germanica of Martin Luther*

Hoffman, B.; *Luther and the Mystics*

Hordern, W.; *Experience and Faith: The Significance of Luther For Understanding Today's Experiential Religion*

Jensen, D.; *Confrontation at Worms: Martin Luther and the Diet of Worms*

Jungel, E.; *The Freedom of A Christian: Luther's Significance for Contemporary Theology*

Kittelson, J.; *Luther the Reformer: The Study of the Man and his Career*

Koenigsberger, H. (ed); *Luther: A Profile*

Kolb, R. and Arand.C.; *The Genius of Luther's Theology*

Kolb, R.; *Martin Luther: Confessor of the Faith*

Kooiman, W.; *Luther and the Bible*

Leaver, R.; *Luther on Justification*

Leaver, R.; *Luther's Liturgical Music: Principles and Implications*

Lienhard, M.; *Luther, Witness to Jesus Christ: Stages and Themes of the Reformer's Christology* Lindsay, T.; *Luther and the German Reformation*

Loewen, H.; *Luther and the Radicals*

Loewenich, W.; *Luther's Theology of the Cross* **

Loewenich, W.; *Martin Luther: The Man and his Work*

Lohse, B.; *Martin Luther: An Introduction to his Life and Work*

Lohse, B.; *Martin Luther's Theology* **

Mackinnon, J.; *Luther and the Reformation*

Marius, R.; *Luther*

McDonough, T.; *The Law and the Gospel in Luther*

McGoldrick, J.; *Luther's English Connection: The Religious Thought of Robert Barnes and William Tyndale*

McGrath, A.; *Luther's Theology of the Cross: The Intellectual Origins of the European Reformation*

McSorley, H.; *Luther: Right or Wrong?*

Oberman, H.; *The Dawn of the Reformation* **

Oberman, H.; *The Impact of the Reformation*

Oberman, H.; *Martin Luther: Man Between God and the Devil* **

Oberman, H.; *The Reformation: Roots and Ramifications*

Oberman, H.; *The Roots of Anti-Semitism in the Age of Renaissance and Reformation*

Olin, J., Smart, J., McNally, R.; *Luther, Erasmus and the Reformation*

Olivier, D.; *The Trial of Luther*

Pascal, R.; *The Social Basis of the German Reformation*

Pelikan, J.; *Spirit Versus Structure: Luther and the Institutions of the Church*

Pettegree, A.; *Brand Luther*

Pinomaa, L.; *Faith Victorious: An Introduction to Luther's Theology*

Ritter, G.; *Luther: His Life and Work*

Rupp, E.; *Luther's Progress to the Diet of Worms* **

Rupp, E.; *The Righteousness of God*

Russell, W.R.; *The Schmalkald Articles: Luther's Theological Testament*

Sasse, H.; *This is My Body*

Sessions, K. (ed); *Reformation and Authority: The Meaning of the Peasants' Revolt*

Sider, R. (ed); *Karlstadt's Battle with Luther*

Siemen-Netto, U.; *The Fabricated Luther: The Rise and Fall of the Shirer Myth*

Steinmetz, D.; *Luther and Staupitz: An Essay in the Intellectual Origins of the Protestant Reformation*

Steinmetz, D.; *Luther in Context*

Swihart, A.; *Luther and the Lutheran Church*

Tappert, T.; *Luther: Letters of Spiritual Counsel*

Tavard, G.; *Justification: An Intellectual Study*

Todd, J.; *Luther, A Life*

Todd, J.; *Martin Luther, A Biographical Study*

Volkmar, L.; *Luther's Response to Violence*

Watson, P.; *Let God Be God!*

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Wengert, T.; *Harvesting Martin Luther's Reflections on Theology, Ethics and the Church*

**

Wengert, T.; *Reading the Bible with Martin Luther*

**

Wood, A.; *Captive to the Word*

Zachman, R.; *The Assurance of Faith*