

ST502: Introduction to Pastoral and Theological Studies (v. 051319)

J. V. Fesko

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Class Meeting Day and Time: Tuesdays, 1pm-4pm

Room DC2

Course Description

An introduction to biblical, theological, and practical ministry studies within the Reformed tradition.

Course Objectives

Students will grow in their ability to:

- Understand the connections between theological study and Christian spiritual growth;
- Discern their vocational identity and the way(s) in which theological study will inform its pursuit and practice;
- Read, research, and write in a manner appropriate to graduate theological education;
- Grasp the doctrine of Scripture undergirding the RTS curriculum;
- Gain familiarity with the broad patterns of Reformed theology regarding its catholic commitments and its Reformed distinctives, as well as its unique confessional status among other Protestant approaches;
- Learn the classic patristic and Reformed models of pastoral ministry, as well as analyze their potential to inform and renew churches today.

Required Texts

Holy Bible (any version)

Westminster Standards (any modern version – post-1788 American revisions)

Uche Anizor, *How to Read Theology: Engaging Doctrine Critically and Charitably* (Grand Rapids: Baker Academic, 2018). ISBN 978-0801049750.

Scott Swain, *Trinity, Revelation, and Reading: A Theological Introduction to the Bible and Its Interpretation* (London: T & T Clark, 2011). ISBN 9780567265401.

Richard Baxter, *The Reformed Pastor* (Puritan Paperbacks; Edinburgh: The Banner of Truth Trust, 1974). ISBN 9780851511917.

Gregory the Great, *Book of Pastoral Rule* (Popular Patristics Series 34; Crestwood, NY: St. Vladimir's Seminary Press, 2007). ISBN 9780881413182.

Michael Allen, *Reformed Theology* (London: T & T Clark, 2010). ISBN 9780567034304.

Herman Witsius, “On the Character of a Genuine Theologian,” *The Biblical Repertory and Theological Review* 4NS (1832): 158-70.* PDF on Canvas

Course Assignments

Reading (30%): completion of all assigned reading. Please only report your reading if you *do not* complete all 100 percent.

Participation (20%): attend and actively participate in lectures and class discussions. Note the following grading rubric:

A (100)	B (89)	C (80)	D (77)	F (69 – 0)
Provided many good ideas for class consideration; inspired others; clearly communicated desires, ideas, questions, and comments. Was respectful of others.	Participated in discussions; shared questions and comments. Was respectful of others.	Listened mainly; occasionally asked a question or offered a comment. Was respectful of others.	Seemed bored with discussions; rarely spoke up, and questions or comments were off topic. Was disrespectful of others. Or, dominated class time by not permitting others to ask their questions.	Failed to attend class—missed more than three lecture periods total.

Research Paper (50%): you must write a 12-15 page research paper written in a 12 point Times New Roman font, with 10 point Times New Roman footnotes, double-spaced, footnotes single-spaced. You must use at least ten sources, three of which should be journal articles or essays in books. Simply place your name at the top of the first page (no title page required) and no bibliography needed. Please use *The Chicago Manual of Style* or *Turabian’s Manual for Writers of Term Papers* for a style guide. Please also note the following grading rubric:

A (100-90)	B (89-80)	C (79-70)	D (69-60)	F (59 – 0)
Follows assignment rules re. format, length, and sources; engages primary sources; provides analysis, not simply rehearses information.	Follows assignment rules re. format, length, and sources; engages minimal primary sources and is more reliant upon secondary sources; has more repetition of information than analysis	Fails to meet assignment rules re. format, length, and sources; does not engage primary sources; relies upon secondary sources exclusively; has minimal analysis.	Fails to meet assignment rules re. format, length, and sources; relies upon secondary sources exclusively, and has no analysis.	Fails to submit paper or significantly fails to meet assignment rules.

Lecture Schedule

Date	Topic	Readings
Aug 27	Introduction Why and How to Study Theology?	Swain, chps. 1-2
Sep 03	The Character of a Theologian	Witsius, all; Anizor, 3-58
Sep 10	Scripture and Theology I	Anizor, 59-92; Swain, chp. 3; WCF I
Sep 17	Scripture and Theology II	Anizor, 93-120; Swain, chp. 4
Sep 24	Scripture and Theology III	Anizor, 121-44; Swain, chp. 5
Oct 01	Word of God	Allen, chp. 1; Gregory 9-49
Oct 08	READING WEEK	
Oct 15	Covenant	Allen, chp. 2; Gregory, 49-87; WCF VII
Oct 22	God and Christ	Allen, chp. 3, Gregory, 87-140; WCF II, VIII
Oct 29	Faith and Salvation	Allen, chp. 4; Gregory, 140-212
Nov 05	Sin and Grace	Allen, chp. 5; Baxter, 37-87; WCF X-XVIII
Nov 12	Worship and Sacraments	Allen, chp. 6; Baxter, 87-133; WCF XXI, XXVII-XXIX
Nov 19	READING WEEK	
Nov 26	Confessions and Authority	Allen, chp. 7; Baxter, 134-71
Dec 03	Eschatology and Culture	Allen, chp. 8; Baxter, 172-256; WCF XXXI- XXXIII

Course Objectives Related to MDiv* Student Learning Outcomes

Course: ST502 Introduction to Pastoral and Theological Studies

Professor: J. V. Fesko

Campus: Jackson, MS

Date: Fall 2019

<u>MDiv* Student Learning Outcomes</u>		<u>Rubric</u>	<u>Mini-Justification</u>
<i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i> <i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i>		<ul style="list-style-type: none"> • Strong • Moderate • Minimal • None 	
Articulation (oral & written)	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. Also includes ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	STRONG	Students are required to participate in discussions as well as write a research paper.
Scripture	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	STRONG	Scriptural knowledge is necessary and students are expected to include original-language exegesis in their papers.
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	STRONG	This course examines the big picture of Reformed theology and explores its key doctrines.
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	STRONG	A key point of this course is that theology is ultimately about knowing and loving God.
Worldview	Burning desire to conform all of life to the Word of God. Includes ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	STRONG	A correlative point of this course is to be conformed to Christ's image as we live in the fallen world.
Winsomely Reformed	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	STRONG	If we truly know who God is, then humility is vital for the Christian minister.
Pastoral Ministry	Ability to minister the Word of God to hearts and lives of both church and unchurched, to include preaching, teaching, leading in worship, leading and shepherding the local congregation, aiding in spiritual maturity, concern for non-Christians.	MODERATE	This course does not focus on the exercise of the practical elements of ministry but it does lay the foundation for them.