ST502 – Introduction to Pastoral and Theological Studies  
Reformed Theological Seminary, Charlotte  
Summer 2018

I. Details
A. Dates: June 11–15
B. Times: Mon–Fri, 8:00–5:00
C. Instructor: Dr. James N. Anderson
D. Contact: janderson@rts.edu
E. Availability: If you wish to discuss some aspect of the course, please feel free to speak to me between lectures or else email me at the above address.

II. Goals
A. To familiarize the student with the basics of Reformed theology (specifically, the Reformation Solas and the Doctrines of Grace) in their historical context.
B. To familiarize the student with the core biblical arguments for Reformed theology.
C. To encourage the student to reflect on some of the hermeneutical and practical implications of Reformed theology.
D. To help the student appreciate the significance of a Reformed worldview for pastoral and theological studies.

III. Course Overview
A. Introduction: What is Theology?
B. Foundations: The Doctrine of Scripture
C. Background: The Reformation
D. The Reformation Solas
E. The Reformed Doctrines of Providence and Predestination
F. The Doctrines of Grace (“Five Points of Calvinism: TULIP”)

IV. Course Requirements
A. Class attendance and thoughtful participation.
   1. As per seminary policy, you are required to attend all the lectures. If you know that you will be unable to attend class on a particular date, please inform me in advance, otherwise you may be penalized for your absence. Since this is an intensive course, attendance is particularly important; missing one day of class entails missing eight lectures.
   2. There will be opportunity for class participation and questions during the lectures.
   3. You will be expected to use the Internet in the classroom only for appropriate class-related activities.
   4. A proportion of your final grade (see below) will depend on your attendance record and your participation in the classes (thoughtful interaction with the professor and other students).
B. **Reading assignments.**
   1. A proportion of your final exam mark (and thus your final grade) will depend on your acknowledgment that you have completed the required reading (see below).
   2. You will be penalized for each *uncompleted* reading assignment.

C. **Writing assignment.**
   1. You should write a paper (3500–4500 words, excluding footnotes) that discusses either one of the five Reformation *Solas* or one of the five Doctrines of Grace. You are free to choose which one of these ten articles of doctrine to discuss. Your paper should try to either *defend* or *refute* your chosen article of doctrine.
   2. Your paper should include all of the following:
      i. A clear statement and explanation of the article of doctrine under discussion, with supporting references.
      ii. An argument either for or against your chosen article, based primarily on a responsible exegesis of relevant biblical texts. You may also use arguments based on other doctrines (e.g., doctrine X is implied by doctrines Y and Z).
      iii. A treatment of at least two prominent objections to the position you have taken (i.e., explain the objections and then try to rebut them). You should cite sources (either popular or scholarly) for these objections.
      iv. A discussion of some of the practical applications of the position you have taken (i.e., answer the question: what real difference does it or should it make in the life of a Christian believer?).
      v. A standard bibliography (see below on sources and citations).
   3. Your paper will be graded according to the following criteria, in no particular order: responsible use of Scripture, responsible use of sources, extent of research, creativity, clarity, structure and coherence, cogency of argument, evidence of critical thinking, practical relevance, and good writing style (inc. grammar, spelling, and punctuation).
   4. The paper should cite at least 8 scholarly sources.
      i. For the purposes of this paper, a scholarly source is a book or article by a recognized expert in the field (and not aimed at a popular level for a general audience)—ideally one that has been peer-reviewed.
      ii. Wikipedia is clearly *not* a scholarly source.
      iii. That said, with sufficient discernment, Wikipedia can be a *useful pointer* to scholarly sources and is generally reliable for fact-checking on uncontroversial issues.
      iv. Please consult me if you have any doubts about whether a source is scholarly.
      v. You should not rely heavily on Internet sources. Use the library!
   5. The paper should be word-processed, not hand-written.
      i. Use a 12-point font and double line-spacing for the main text.
      ii. Use section headings where applicable to improve readability.
      iii. Use footnotes (10-point font) rather than endnotes.
      iv. Use a recognized scholarly style for citations (e.g., Chicago/Turabian, SBL).
   6. The paper should be submitted with a title page containing all of the following: the name and year of the course; your name; the professor’s name; the title of the paper; and the exact word count for the main text of the paper (obtained from your word processor’s word-count feature).
7. You will be penalized if you do not observe the requirements and guidelines above.
8. For good examples of scholarly papers using scholarly sources, take a look at the online papers from the *Journal of the Evangelical Theological Society* ([here](#)) and the *Westminster Theological Journal* ([here](#)). For good examples of research papers from RTS Charlotte students, visit the *Pen and Parchment* webpage ([here](#)).
9. Your paper is due on **July 27**. It should be uploaded to the course website (look for the link on the **Modules** page) on or prior to this date. Late submissions will be penalized.

**D. Final exam.**
1. The final exam should be completed no later than **July 27**. Unless special permission is granted to take the exam off-campus (see appendix) you will take it in the RTS Charlotte library by prior arrangement with the academic registrar.
2. The format of the exam will be a series of short-answer questions plus two longer essay questions. You will have three hours to complete it.
3. You may refer to an English translation of the Bible (but not one with study notes, etc.). You may not refer to any class notes or other study resources.
4. You will be asked to sign a declaration that you have not discussed the content of the exam with anyone who has previously taken the exam.
5. You will also be asked to indicate which of the required reading assignments you have *completed* and to sign a declaration to that effect.
6. **Important:** please consult the appendix to the syllabus regarding the exam process.

**V. Course Documents**

**A. Instructions for accessing course documents.**
1. Log in to the RTS Canvas website ([https://rts.instructure.com](https://rts.instructure.com)).
2. Select “Introduction to Pastoral and Theological Studies” from the **Courses** menu.
3. All of the course documents will be accessible from the **Modules** page.

**B. Course outline.**
1. Other than the syllabus, the course outline is the most important document. You will need a copy (either electronic or printed) in front of you throughout the class.
2. You are strongly encouraged to supplement the outline with your own notes.
3. The outline will be uploaded to the course website the week before class.

**C. Supplementary documents.**
1. Some of the required reading items (see below) will be available on the course website.
2. You should also consult the documents “Research Paper Checklist” and “Guide to Annotations on Graded Papers” *before* you start the writing assignment.

**VI. Grading**

**A.** Class attendance and participation — 10%
**B.** Final exam (including credit for reading assignments) — 40%
**C.** Writing assignment — 50%
VII. Required Reading

You should obtain copies of all the items below. You should also bring an English translation of the Bible to class. ESV is preferred, since that is what I’ll be using. NIV, NASB, and HCSB are acceptable; KJV and The Message are not!

C.  Michael Lawrence, Biblical Theology in the Life of the Church (Crossway, 2010).
E.  Michael Reeves, The Unquenchable Flame (B&H, 2010).

VIII. Recommended Supplementary Reading

You are not required to read any of the items below, but you may find them useful to consolidate the course material and for further study as your interests dictate. For many of these, the table of contents can be viewed on Amazon.com or Google Books. Further recommendations for specific topics are included in the course outline.

A.  Theological Foundations
   [An overview of Christian doctrine from the original Calvinist; a classic of Reformed theology. Battles’ translation is widely considered to be the best. Henry Beveridge’s earlier translation is available online in various places (e.g., here).]
   [An accessible introduction to systematic theology from a Reformed perspective.]
   [In six lectures delivered at Princeton in 1898, Kuyper argues that Calvinism is not merely a set of doctrines but an entire “life system” (i.e., worldview) with implications for all areas of human life.]
   [A classic defense of the orthodox doctrine of Scripture against its liberal critics. Packer argues that the evangelical view of God’s Word is not a modern innovation but just the view of Christ and his apostles. The book is as relevant today as ever.]
   [A classic treatment of Jesus’ high view of Scripture.]

B.  Reformational Theology
   [An excellent historical, exegetical, and theological treatment of the doctrine.]
2. Steve Jeffrey, Mike Ovey, and Andrew Sach, *Pierced For Our Trangressions* (IVP, 2007).
   [A comprehensive biblical defense of a penal substitutionary understanding of the atonement in the face of recent attacks on the doctrine. Highly recommended.]
   [A classic exposition of the Reformed view of the atonement and the *ordo salutis*.]
   [A solid exposition and defense of *Sola Fide*. Addresses various recent challenges.]
   [A good introduction that covers historical, biblical, and pastoral perspectives.]
   [A thorough exegetical defense of the doctrine of justification by faith alone.]
   [An insightful defense of the sufficiency of Scripture; responds to RC objections.]

C. Providence and Predestination
   [A collection of scholarly essays exploring Calvinist responses to the problem of evil; deals in depth with the philosophical issues of divine providence, human free will, and theodicy. Includes an essay by yours truly.]
   [A sophisticated work that seeks to rebut two objections to Calvinism: that it undermines human responsibility for sin and that it makes God culpable for sin.]
   [A classic exposition of the doctrine of providence by a Reformed philosophical theologian.]
   [A four-way debate over the doctrines of providence and foreknowledge between a classical Calvinist (Helm), a fuzzy Calvinist (Ware), a classical Arminian (Olson), and an Open Theist (Sanders). Unlikely to change anyone’s mind, but still useful for understanding the basic differences between the positions and the typical rationales for holding them. Not as exegetical as one might wish.]
   [A four-way debate over the doctrine of providence between a Calvinist (Paul Kjoss Helseth), a Molinist (William Lane Craig), a quasi-Calvinist (Ron Highfield), and an Open Theist (Gregory A. Boyd). Useful for understanding the key differences between the positions represented. Helpful introductory and concluding essays by Jowers.]
   [A practical and encouraging (and deceptively profound) introduction to the theology of prayer by a Reformed scholar, powerfully illustrated from personal experience.]

7. John Piper and Justin Taylor, eds., *Suffering and the Sovereignty of God* (Crossway, 2006). [A collection of essays from a broadly Reformed perspective based on talks given at the 2005 Desiring God National Conference. Not sophisticated treatments, but for the most part theologically sound and pastorally sensitive. The book can be read online at the Desiring God website.]

### D. The Doctrines of Grace (Calvinism)


8. Roger E. Olson, *Against Calvinism* (Zondervan, 2011). [Olson is one of the most prominent Arminian critics of Calvinism writing today, although I find many of his criticisms to be quite superficial. Note the companion volume, *For Calvinism*, authored by Michael Horton.]


Appendix: Exam Process
Registrar’s Office

Exams and midterms may be conducted outside of class time. In this case, students will be asked to adhere to the following process:

- Students may pick up exam from the Registrar or Admissions office during the stated exam period at the following times:
  - Mon–Thu 8:30am–2:30pm  (from Registrar)
  - Fri 8:30am–1:00pm  (from Admissions office)
- Students must proceed immediately to the library to take exam. Students should not seek assistance from library staff in reference to the exam process.
- Blue books are available for sale in the bookstore. Students should have enough on hand before picking up exam.
- If there are questions during the exam, students may contact the Registrar. If the Registrar is not available, questions should be addressed at the front office.
- Students must return completed exam to front office within time limits on exam, and during normal business hours (Mon–Thu by 4:30pm, Fri by 4pm). The exam will be time stamped.
- If a student lives outside a 90-minute radius of campus, the exam may be proctored offsite. In this special circumstance, the professor must grant permission via email to Registrar. The student can then contact the Registrar with proctor name and email address. The proctor must not be a family member or current RTS student; typical proctors are pastors, teachers, or church staff members. Registrar will then contact proctor via email with exam instructions.
- Computers are not to be used during exams unless professor has given specific permission.
## Course Objectives Related to MDiv* Student Learning Outcomes

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<tr>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td><strong>Articulation (oral &amp; written)</strong></td>
<td>Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.</td>
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<td><strong>Scripture</strong></td>
<td>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.)</td>
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<td><strong>Reformed Theology</strong></td>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
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<td><strong>Sanctification</strong></td>
<td>Demonstrates a love for the Triune God that aids the student's sanctification.</td>
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<td><strong>Desire for Worldview</strong></td>
<td>Burning desire to conform all of life to the Word of God.</td>
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<td><strong>Winsomely Reformed</strong></td>
<td>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.)</td>
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<td><strong>Preach</strong></td>
<td>Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
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<td><strong>Worship</strong></td>
<td>Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.</td>
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<td><strong>Shepherd</strong></td>
<td>Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.</td>
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<tr>
<td><strong>Church/World</strong></td>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
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