DM8310 – CALVIN’S PASTORAL THEOLOGY
RTS CHARLOTTE
WINTER 2022

I. GENERAL COURSE INFORMATION
A. Contact Information
   1. Instructor: Dr. Derek W. H. Thomas
   2. Email: dthomas@rts.edu
   3. TA: Beck Otersen
   4. Email: botersen@firstprescolumbia.org
B. Calendar
   1. Course Dates: January 10 – January 14
C. Daily Schedule
   1. Monday: 1:00 PM – 6:00 PM
   2. Tues-Thurs: 9:00 AM – 5:00 PM
   3. Friday: 9:00 AM – 1:00 PM

II. COURSE DESCRIPTION & OBJECTIVES
A. Catalogue Description
   1. An examination of the pastoral theology of John Calvin and its relevance for ministry in the 21st century. This will mainly involve a grasp of The Institutes of the Christian Religion. The integration of theological principles and pastoral application will be the central role of the course.
B. Learning Objectives
   1. Become familiar with Calvin’s Institutes
   2. Understand the nature of Calvin's theology
   3. Provide a context for theological analysis of both pre- and post-Reformation theology

III. COURSE REQUIREMENTS
A. Class Attendance
   1. Class attendance is imperative for successful completion of this course.
B. Textbooks (Required)
      ▪ *See notes below on editions of the Institutes.


C. Assignments

1. Required Reading
   - Read the assigned text books in full. Students will submit a reading report indicated how much of each book they have read.

2. Term Paper
   - Students will write a 20-to-30-page research paper. See “Appendix I: Term Paper Guidelines” for more details.

3. Notebook
   - Students will keep a notebook of seminar discussion topics. See “Appendix II: Notebook Guidelines” for more details.

IV. COURSE GRADE

A. Required Reading  25%
B. Term Paper  65%
C. Notebook  10%
D. Total  100%

V. OPTIONAL READING

A. Be sure to consult the extensive bibliography in the back of the Hall & Lillback volume.


VI. QUOTES TO NOTE REGARDING DIFFERENT EDITIONS OF THE INSTITUTES

The first was **Thomas Norton** back in the sixteenth century. Calvin was very fortunate with his first English translator. Norton did an exceptionally good job. Very soon after the completion of the Institutes in 1559, which was written in Latin, it was translated by Calvin into French and then quite soon into English. **John Allen** was the second translator. John Allen and **Henry Beveridge** were both nineteenth-century translators. The Beveridge translation is still in print. It was until fairly recently anyway. Those are not bad but not very good either. **Ford Lewis Battles**' 1960 translation is the one that we are using. Even though it has been criticized some, it is by far the most superior translation that we have at present. (From David Calhoun's “Calvin” syllabus)

No English translation fully matches Calvin's Latin; that of the Elizabethan, **Thomas Norton**, perhaps gets closest; **Beveridge** gives us Calvin's feistiness but not always his precision; **Battles** gives us the precision but not always the punchiness, and fleetness of foot; **Allen** is smooth and clear, but low-key. (From J. I. Packer)
APPENDIX I: TERM PAPER GUIDELINES

I. Assignment:
   A. Students will write a research paper on an approved topic related to the course material.
   B. Students should submit term papers via Canvas in PDF format.
   C. The paper is due on Canvas by April 30, 2022.

II. Length:
   A. 20-30 pages

III. Formatting:
   A. Keep it consistent throughout
   B. Use footnotes rather than endnotes
   C. 12 pnt. font
   D. Double spaced
   E. Recommended: Chicago Style or SBL Style
   F. Must include a bibliography page. Automatic letter grade deduction if biblio is missing!

IV. Important to Note:
   A. Please make sure that your thesis/purpose statement is on the first page of your paper. If the reader can’t tell what your paper is about after the first page, then you should edit.
   B. Please proofread to ensure that you are writing in coherent sentences.
   C. Must have at least ten (10) sources. Must interact with at least two (2) peer reviewed journal articles. Quality of sources will greatly impact the quality of the paper.

V. Helpful Resources:
   A. https://rts.edu/campuses/charlotte/students/research-and-writing-seminary-papers/
   B. https://rts.edu/campuses/charlotte/students/pen-and-parchment/

VI. Suggested Topics:
   A. Consolidation and confessionalism. Did the later Reformation default on the essentials of the Reformation? What was the effect of consolidation on the Reformation?
   B. Relations between Calvin and renaissance humanism
   C. Relations between Calvin and medieval scholasticism.
   D. Relations between Calvin and Reformed scholasticism.
   E. Calvin's Theological Method (relations of reason and authority in theology, epistemology, mode of expression, definition of theology; structure and organization of theology).
   F. Calvin's doctrine of Scripture and revelation.
   G. Calvin's doctrine of (religious or civil) authority.
H. Calvin's doctrine of God (existence, attributes, works, providence, Trinity).
I. Calvin's theological anthropology (creation, image, fall).
J. Calvin's Christology (two natures, communicatio idiomatum, extra Calvinisticum).
K. Calvin's soteriology (propitiation, expiation, justification, predestination). What did he teach on justification? What are the relations between his doctrine and those of the late medieval theologians and church, between his, Augustine’s, and Luther's doctrine of justification? Relations between Luther's doctrine of justification and his teaching on predestination? Why and where did Calvin teach predestination? Relate his doctrine to Luther's and Philip's. What was his doctrine of the atonement?
L. Calvin's contrast between Law and Gospel. How did it affect his hermeneutic, his doctrine of justification and his doctrine of sanctification?
M. Calvin on union with Christ. Sources? Parallels with Luther? Augustine? Function in his theology? Relations to the other parts of his theology?
N. Calvin's doctrine of the covenant (covenant of works, covenant of grace; pactum salutis).
O. Calvin's Doctrine of the third use of the law and sanctification.
P. Calvin's ecclesiology (marks and nature of the church, visible/invisible distinction, offices, function, authority).
Q. Calvin on the means of grace (Baptism and Lord's Supper). To what degree was Calvin dependent upon Luther on the Supper? Where did they differ? Why? How? Calvin's doctrine of baptism. Relate to Luther.
R. Relate Calvin's theology (pick a locus) to that of the Reformed Confessions.
S. Calvin and natural law.
T. Calvin's ethics.
U. Calvin's doctrine of the state and civil authority.
V. Calvin's eschatology. Relate to his theology of the cross.
APPENDIX II: NOTEBOOK GUIDELINES

I. Assignment
   A. Students will take notes on the topics discussed in class.
   B. This is a seminar, so participation will be imperative for getting the most out of the course. This assignment is meant to help keep everyone accountable for participation.
   C. Notebooks will be due by April 30, 2022.
   D. If you take notes on a computer, then please upload a PDF to Canvas.
   E. If you take notes in a paper notebook, then please upload a picture or two to Canvas.
      1. (You don’t need to scan and upload your whole notebook, just enough to verify that you participated.)

II. Length
   A. No specified length.
   B. You will probably need to take more than a page or two of notes for the week, but you also don’t need to transcribe every word.

III. Formatting
   A. No specified format.
   B. Whatever note-taking method you use is sufficient. The point of the notebook is for your own records and future reference, so whatever format helps you study will suffice.

IV. Important to Note
   A. Yes, you are really getting a grade for just taking notes. This is simply an efficient way to foster participation in the seminar discussions and attention to the lectures.
**APPENDIX III: REQUIRED READING REPORT**

Please indicate how much of each assigned book you’ve read.

<table>
<thead>
<tr>
<th>BOOK</th>
<th>TOTAL PAGES</th>
<th>HOW MANY PAGES YOU READ</th>
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</thead>
<tbody>
<tr>
<td>Calvin, <em>Institutes</em></td>
<td>1,521</td>
<td></td>
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<tr>
<td>Hall &amp; Lillback, <em>Theological Guide</em></td>
<td>467</td>
<td></td>
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<tr>
<td>Gordon, <em>Calvin</em></td>
<td>373</td>
<td></td>
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<tr>
<td>Thomas &amp; Tweeddale, <em>John Calvin</em></td>
<td>584</td>
<td></td>
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<tr>
<td><strong>TOTALS</strong></td>
<td><strong>2,945</strong></td>
<td></td>
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1 This is a copy of the Required Reading Report that will be filled out via Canvas at the end of the course.
### APPENDIX IV: LECTURE SCHEDULE

<table>
<thead>
<tr>
<th></th>
<th>Book</th>
</tr>
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<tbody>
<tr>
<td>Monday pm</td>
<td>Book 1:1-10</td>
</tr>
<tr>
<td>Tuesday am</td>
<td>Book 1:11-18</td>
</tr>
<tr>
<td>Tuesday pm</td>
<td>Book 2:1-11</td>
</tr>
<tr>
<td>Wednesday am</td>
<td>Book 2:12-17</td>
</tr>
<tr>
<td>Wednesday pm</td>
<td>Book 3:1-19</td>
</tr>
<tr>
<td>Thursday am</td>
<td>Book 3:20-25</td>
</tr>
<tr>
<td>Thursday pm</td>
<td>Book 4:1-13</td>
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<tr>
<td>Friday am</td>
<td>Book 4:14-20</td>
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RTS Charlotte Classroom Technology Usage

RTS Charlotte recognizes how essential it is for students to have reliable, campus-wide access to the internet. For that reason, we have made Wi-Fi available for our student body, not only in the library and student lounges, but also in the classrooms. We know that students need to use the internet to download class materials, access files on the Cloud, and locate other important information. However, we also recognize that internet access in the classroom provides opportunity for abuse and misuse. Some students have unfortunately used their internet access to engage in many activities that distract them from the classroom lectures (e.g., surfing the web, checking sports scores, playing games). Not only does such activity hamper a student’s own seminary education, but it distracts other students who can easily view the screens of nearby students. In addition, donors and classroom guests (who often sit in the back) can see this inappropriate internet usage, which reflects poorly on RTS. Classroom etiquette includes leaving cell phones turned off, refraining from surfing the Internet or playing computer games or other distracting activities. In addition, students must respect standards set by individual professors regarding the use of technology during their class.

In order to address this issue, we must appeal to the integrity of the students as ones who are preparing for a lifetime of ministry to Christ and his church. We expect each student to take personal responsibility for proper classroom technology usage and to encourage others around them to do the same. All RTS-Charlotte students are accountable to the policies stated in the Student Handbook and Academic Catalog and are therefore expected to use technology in the classroom only for appropriate class-related activities. Student conduct is under the supervision of the Dean of Students.
Course Objectives Related to MDiv* Student Learning Outcomes

Course: The Pastoral Theology of John Calvin
Professor: Dr. Derek W. H. Thomas
Campus: Charlotte
Date: Winter 2022

DMin* Student Learning Outcomes

In order to measure the success of the DMin 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 DMin outcomes.

NOTE: DMin Emphases are:
1. Reformed Expository Preaching (REP), and
2. Reformed Theology and Ministry (RTM)

<table>
<thead>
<tr>
<th>Biblical/Theological Foundations:</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>Significant knowledge of biblical and theological foundations for pastoral ministry. (This includes interaction with Biblical texts, as well as awareness of Reformed Theology.) For meets: REP= Significant For meets: RTM= Significant</td>
<td>Strong</td>
<td>This course will involve a deep analysis of Reformed theology as expressed by John Calvin. Students will also be expected to think about the theological/biblical rationale for Calvin’s teaching.</td>
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<tr>
<th>Historical/Contemporary Practices:</th>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
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<tbody>
<tr>
<td>Significant knowledge of historical and contemporary practices of pastoral ministry. For meets: REP= Minimal For meets: RTM= Significant</td>
<td>Strong</td>
<td>This course will thoroughly investigate the theology and ministry of John Calvin.</td>
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<th>Integration:</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tr>
<td>Ability to reflect upon and integrate theology and practice, as well as implementation in a contemporary pastoral setting.</td>
<td>Strong</td>
<td>The seminar discussions will involve relating and integrating Calvin’s thought with our own context.</td>
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<tr>
<th>Sanctification:</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tr>
<td>Demonstrates a love for the Triune God that aids in the student’s sanctification.</td>
<td>Strong</td>
<td>All truth is in order to godliness.</td>
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<tr>
<td>Hermeneutical/Homiletical Analysis</td>
<td>Demonstrates ability to interpret a text and apply homiletical principles to the text. <em>For meets: REP= Significant For meets: RTM= Minimal</em></td>
<td>Minimal</td>
</tr>
</tbody>
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