

ThM Seminar
THE REFORMATION AND N.T. WRIGHT
2HT838

Reformed Theological Seminary
Orlando, Florida

Professor: Dr. William N. Wilder
Dates: June 22-26, 2009
Time/Place: RTS Seminar Room, 9 AM – 5 PM

OBJECTIVES

This is a graduate seminar with three basic components—lectures, student presentations, and tutorials. This seminar is designed to introduce the graduate student to the fundamental structures of thought in Scripture—especially the writings of Paul—according to N.T. Wright. Special attention will be given to the way in which NTW differs from traditional Reformed theology, particularly with respect to the doctrine of justification.

It is the goal of this program to provide students with graduate level critical and analytical skills, a good broad background in the field of Reformation studies, and a high level of competence in the area of their thesis research.

COURSE REQUIREMENTS

There will be *1 major research paper (20+ pages)* on a topic approved by professor. See “Defining Your Research Paper” (attached) for guidelines. The complete first draft is due *August 28, 2009*. The final draft of the research paper is due *September 11, 2009*.

There are also *two Response Papers (6-8 pages)* on the reading assignments, which are to be completed and submitted *BEFORE* the June session begins. Each of the two papers is to be a formal, well-written, footnoted, balanced summary, analysis, and critical response to specified chapters from the assigned reading.

- One response paper must engage a chapter from one of the books by NTW.
- The other response paper must engage a chapter from one of the other books (not written by NTW).

Students will email me (<mailto:bill@studycenter.net>) a copy of each of their (two) response papers *by June 19, 2009, at the latest*. After being photocopied and distributed to class, these response papers will be presented informally

during the week in the first afternoon session (1:30-3:00 pm) and will provide the basis for seminar discussions at that time.

In the second afternoon session (3:00-5:00 pm), I will work with students to help (i) to assess and develop scholarly skills and (ii) to begin work on research paper for the seminar.

The major research paper is 70% of the final grade. Each response paper will be 10% of the final grade. Class preparation, interaction, and feedback (on other student papers) will account for the final 10% of the grade.

COURSE READING

Students will be REQUIRED to read the following according to the guidelines below BEFORE the June seminar.

Required texts:

Read all three of the following, according to the pages noted:

McGrath, Alister E. *Justitia Dei: A History of the Christian Doctrine of Justification*. Second Edition. Cambridge: University Press, 1986: 188-240; 285-321. ISBN: 978-0521826488

Westerholm, Stephen. *Perspectives Old and New on Paul: The "Lutheran" Paul and His Critics*. Grand Rapids: William B. Eerdmans Publishing Company, 2004. ISBN: 978-0802848093

Wright, N. T. "The Letter to the Romans: Introduction, Commentary, and Reflections." In *The New Interpreter's Bible*. Vol. X. Nashville: Abingdon Press, 2002: 393-507 [covering Rom 1-4]. ISBN: 9780687278237

Choose two of the following:

Wright, N. T. *What Saint Paul Really Said*. Grand Rapids: William B. Eerdmans Publishing Company, 1997. ISBN: 978-0802844453

_____. *Paul: In Fresh Perspective*. Minneapolis: Fortress Press, 2005. ISBN: 978-0800663575

_____. *Justification: God's Plan and Paul's Vision*. SPCK Publishing, 2009. ISBN: 978-0830838639

Choose one of the following:

Gaffin, Richard B., Jr. *By Faith, Not By Sight: Paul and the Order of Salvation*. Paternoster Press, 2006. ISBN: 978-1842274187

Ward, Rowland S. *God and Adam: Reformed Theology and The Creation Covenant*. Wantirna, Australia: New Melbourne Press, 2003.
ISBN: 978-0958624169

Choose one of the following:

Piper, John. *The Future of Justification: A Response to N. T. Wright*.
Wheaton: Crossway Books, 2007. ISBN:978-1581349641

Waters, Guy Prentiss. *Justification and the New Perspectives on Paul: A Review and Response*. Phillipsburg, N.J.: P&R Publishing, 2004.
ISBN: 978-0875526492

Johnson, Gary L. W. and Guy Prentiss Waters. *By Faith Alone: Answering the Challenges to the Doctrine of Justification*. Wheaton: Crossway, 2006. ISBN: 978-1581348408

SEMINAR SCHEDULE:

- June 22 Introduction: The Narrative Substructure of Paul's Theology According to N. T. Wright
- June 23 The Obedience of Christ in the Reformation and N. T. Wright
- June 24 The Righteousness of God and Imputation in Ref & NTW
- June 25 Human Righteousness and Justification in Ref & NTW
- June 26 Faith, Works, and the New Perspective on Paul

TUTORIALS: 3 pm – 5 pm in professor's office

INTERNET SCHEDULE FOR The Reformation and N.T. Wright Seminar

Week of June 22 -----Travel week

Week of July 6 -----Preliminary outline to professor

Week of July 13 -----Professor responds to student

Week of July 27 -----5-7 pages to professor

Week of August 3 -----Professor responds to student papers

Week of August 10 -----10-13 pages to professor

Nota Bene:

Each student should also send a copy of this draft to all seminar participants for feedback.

Week of August 17 -----All seminar participants provide feedback for student paper.

Week of August 24 -----First draft to professor (by Aug 28)

Nota Bene:

Each student should also send a copy of this draft to all seminar participants for feedback.

Week of August 31 -----All seminar participants provide feedback for student paper.

Week of September 7-----Final draft due to professor (by Sept 11)

Final Draft due September 11, 2009

Nota Bene: All preliminary drafts will be via email. The final draft should be one hard copy of the paper and should be mailed to Bill Wilder by the due date. The address is: Center for Christian Study, 128 Chancellor Street, Charlottesville, VA 22903.

DEFINING YOUR RESEARCH PAPER

Broad Guidelines for Research and Documentation For Students Supervised by Bill Wilder

Defining Your Topic

- A. Preliminary research: do a broad-based and thorough survey of your topic area in order to get the “big picture.”
- B. Narrow your topic: based on your preliminary research, narrow the breadth of your topic in order to allow more in-depth research.

Defining Your Argument

- A. Ask a question or take a position: based on your preliminary and continuing research, determine which question or thesis statement seems best to fit the evidence. Use this question or hypothesis to focus and guide your research.
- B. Revise your question or hypothesis in light of emerging evidence. Hypotheses, questions, and theories are necessary as guides. However, your path must ultimately be determined by the evidence. If a particular hypothesis or question does not lead in the direction of the evidence, you need to change the hypothesis or question.

Defining Your Evidence

- A. Use primary sources for your evidence: evidence should be drawn from the object of your research (e.g., the Bible or other ancient literature), not from others’ opinions about it.
- B. Do your own research and draw your own preliminary conclusions first: be thoroughly familiar with your primary source before you move to secondary sources.
- C. Use secondary sources to point you (and ultimately your reader) to relevant primary evidence you may have neglected. Secondary scholarly conclusions abstracted from their evidence are meaningless.
- D. Use bibliography cards and research note cards to help you keep track of your sources and ideas.

Defining Your Rhetoric

- A. Determine the rhetorical strategy which will be most persuasive, given the nature of your evidence and your audience.

- B. Remember that writing is an essential component of the thinking process. It is a struggle to put ideas into words and assertions into arguments. Thinking is writing. Writing is rewriting.
- C. The medium is the message in many ways. You cannot hope to communicate clearly if your grammar, punctuation, or manuscript style is confused.

Defining Your Dependence

- A. Give credit for all ideas or lines of argument which are not your own. A footnote is necessary in each case.
- B. Give credit for all apt phrases or sentences which you have borrowed from someone else. Quotation marks or block quotes are necessary in each case, in addition to footnotes. Avoid too many direct quotes.
- C. Avoid many problems in the area of documentation by doing your own thinking first and using proper note taking techniques.

CRITERIA FOR EVALUATION OF ThM PAPERS

Grammar and Style (25%)

- A. Is the text clean of spelling mistakes?
- B. Is the text punctuated correctly?
- C. Does the sentence structure consistently adhere to basic rules of good grammar?
- D. Does the footnote/bibliographic apparatus follow Turabian consistently? (Turabian, *A Manual for Writers*).
- E. Is the paper written in clear, straight-forward style of academic prose (e.g., the guidelines in Strunk and White, *The Elements of Style*)?

Organization (25%)

- A. Is the subject of the paper clearly delimited? Is it significant, but still manageable?
- B. Does the subject correspond to what was assigned in the syllabus?
- C. Does the paper have a well-designed thesis statement and outline?
- D. Does the running text of the paper adhere to the outline, and are the larger divisions of the paper clearly signposted?
- E. Are the sentences and paragraphs of the text linked together clearly and in such a way that the thought of the student builds throughout the paper with continuity and coherence?

Clarity and Force of Argument (25%)

- A. Is a convincing case made to support the thesis statement?
- B. Is the evidence marshaled to support the argument used judiciously?
- C. Where the student provides exposition or summary, does she/he do so succinctly and objectively?
- D. Are opposing viewpoints treated fairly?
- E. Is there evidence of mature Christian reflection on the subject matter?

Research (25%)

- A. Does the paper draw on primary sources for its main evidence?
- B. Are the secondary sources selected and used judiciously?
- C. Does the paper demonstrate sufficient depth and breadth of research, given the nature and level of the assignment?

Recommended Resources

Jacques Barzun and Henry F. Graff, The Modern Researcher (New York: Harcourt, Brace Jovanovich, latest edition).

Mary-Claire van Leunen, A Handbook for Scholars (New York: Alfred A. Knopf, 1979).

William Zinsser, On Writing Well (New York: Harper and Row, latest edition).