HT 466 Theology of Martin Luther
2018 Fall Semester
Thursdays 3:00-5:45, 205 Long

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Office hours: Please e-mail to set up a time. I will be happy to meet with you.

COURSE DESCRIPTION
This course will provide an introduction to Martin Luther’s thought in the context of his career as a reformer. Luther was a prolific writer whose thinking on various topics changed over time and was often expressed in response to specific controversies, making his views notoriously difficult to systematize. We will not attempt this. Rather, our initial focus will be on grasping core themes that had staying power in Luther’s thinking, informing his theological vision with consistency over the course of many years. Next we will examine Luther’s writings on a range of subjects — from church and liturgy to gender, politics and suffering. Our seminar will emphasize primary sources, attending to the cadence and grammar of Luther’s distinctive, colorful voice. Additional perspectives will come from student presentations on recent Luther scholarship, broadening our knowledge of Luther as well as developing students’ research, analytical and presentation skills.

COURSE GOALS AND LEARNING OUTCOMES
1. Read a diverse selection of Luther’s writings.
2. Gain an overarching sense of Luther’s thought and his views on a variety of topics.
3. Place Luther’s writings in their particular historical context, with attention to the development of the reformer’s theological positions over time.
4. Become more responsible in our use of historical sources in contemporary theology.
5. Read supplemental secondary literature to gain a sense of current scholarship on Martin Luther as well as inform our own analysis of his writings.
6. Begin to understand why Luther believed reformation was needed in the Roman Church and what he understood to be the most important elements of this reformation.

M.Div., M.T.S., and M.A.P.S. Program Student Learning Outcomes:
M.Div.
• Demonstrate a capacity to integrate Scripture, Christian history, and theology in relation to the life of the church in the world.
• Demonstrate a capacity to exegete and interpret the Church’s various contexts as the location of God’s mission.
• Demonstrate an awareness of how socio-cultural context shapes interpretations of tradition, thought, and practice.
M.T.S.
• Demonstrate an ability to reflect on Christian traditions.
• Demonstrate an awareness of how socio-cultural context shapes interpretations of tradition, thought, and/or practice.
M.A.P.S.
• Demonstrate a capacity to integrate Scripture, Christian history, and theology in relation to
  the life of the church in the world.
• Demonstrate a capacity to exegete and interpret the Church’s various contexts as the location
  of God’s mission.

COURSE REQUIREMENTS

Attendance and participation (20% of your final grade): Attendance is mandatory. Since
this is a seminar, student participation is expected, though I am aware that various
personalities, nationalities, or cultures interact or react differently in discussion-oriented
classes. Each student will be responsible for “starting the conversation” for several class
sessions this term. This assignment requires a short, informal presentation (seven minutes
max) that does three things: 1.) accounts for the week’s required reading by highlighting
and/or synthesizing key themes; 2.) makes connections with the wider contexts of
Luther's historical situation or the broader themes of our class; 3.) raises two or three
questions for discussion. While your presentation will introduce a discussion of all the
required reading, you may choose to focus your analysis on a few key texts/sections.

Reading assignments: You are expected to complete all of the required reading.

Book Review and Presentation (30% of your final grade): You will select one book
to review and present from options listed under “*Presentation and Book Review” below.
This assignment has two parts. First, you will present a ten-minute (MAX) overview
of the book’s thesis, argument, and significance, including any connections to the topic
under discussion for that day in class. This part of the assignment does not require that
you have finished reading the book. Secondly, you will write a book review of no more
than 1000 words. At least one-half of this review should be critical engagement (i.e., not
summary) of the author’s thesis and argumentation based on your own knowledge of
different areas, especially in relation to the readings assigned for this class. See Appendix
A for more information about this assignment. Due via my.pts by 11:59 pm on Dec 14.

Research Paper (50% of your final grade: 40% for paper, 10% for annotated
bibliography): You will write a 13–15 page (double-spaced) research paper on a topic that
has been approved by the professor. This assignment is due via my.pts by 11:59 pm on
Dec 21. Over the last three weeks of class, each student will make a five- to seven-minute
presentation of the fruit of his or her paper research. This will include a summary (précis)
of their work-in-progress that identifies and describes relevant primary and secondary
sources. At the time of their presentation, students will submit an annotated bibliography
that includes at least seven secondary sources. See Appendices B & C for more details.

REQUIRED TEXTS:

Wengert, Timothy, ed. The Annotated Luther: The Roots of Reform, Volume 1, Minneapolis:
Fortress Press, 2015. (Abbreviated below as “AL”)

2011. (Abbreviated below as “Whitford”)
RECOMMENDED PURCHASE:

Additional primary source readings from the following anthologies:

RECOMMENDED RESOURCES (AVAILABLE IN THE LIBRARY):

Introductions to Luther’s Life:

Introductions to Luther’s Thought and its Reception:
PART I: LUTHER’S CORE THEOLOGICAL CONCERNS

THURSDAY, SEP 6  Introductions and Course Preliminaries (~13 pp)
Optional, for biographical background: Whitford, 3-54

Discussion of 95 Theses (AL 34-46) and Table Talk 394 (LW 54:61)

“The Word is the principal part of baptism. If in an emergency there’s no water at hand, it doesn’t matter whether water or beer is used.” — Luther recorded as saying in 1532

THURSDAY, SEP 13  Luther’s Approach to Theology (~90 pp.)
Whitford, 57-80
Disputation Against Scholastic Theology, 1517 (LW 31:9-16)
Heidelberg Disputation, 1518 (AL 67-105)

Preface to the Wittenberg Edition of Luther’s German Writings, 1539 (LW 34:283-288)
Small Catechism, 1529 (Lull 322-339)

THURSDAY, SEP 20  Luther on Human Ability and the Necessity of Faith (~95 pp.)
Whitford, 81-91
The Bondage of the Will (selections), 1525 (Lull 138-170)

Sermon on “Two Kinds of Righteousness,” 1519 (Lull 119-125)
A Sermon on Indulgences and Grace, 1518 (AL, 57-65)

Preface to the Complete Edition of Luther’s Latin Writings, 1545 (LW 34:323-338)

THURSDAY, SEP 27  1520 and The Decisive Break from Rome (1) (~96 pp.)
Whitford, 92-105

To the Christian Nobility of the German Nation Concerning the Improvement of the Christian Estate (a.k.a, “Address to the German Nobility”), 1520 (AL 369-465)

**Presentation and Book Review:** An Inevitable Parting of Ways?
Scott Hendrix, Luther and the Papacy: Stages in a Reformation Conflict (Fortress, 1981).

**Presentation and Book Review:** Brand Luther?
THURSDAY, OCT 4

1520 and The Decisive Break from Rome (2) (~130 pp.)
The Babylonian Captivity of the Church, Part 1 1520 (LW 36:11-57)
The Freedom of a Christian, 1520 (AL, 467-538)
Assessment of the Reading of Luther Offered by the Helsinki

**Presentation and Book Review:** “Finnish School” on L. & Justification
Tuomo Mannermaa, Christ Present in Faith (Fortress, 2005).

**Presentation and Book Review:** Rockstar Theologian & Popular Hero?
Mark U. Edwards, Jr. Printing, Propaganda, and Martin Luther
(Augsburg Fortress, 2004).

PART II: LUTHER’S THEOLOGICAL VISION FOR CHURCH AND SOCIETY

THURSDAY, OCT 11

The Church and its Ministry (~144 pp.)
Concerning the Order of Public Worship, 1523 (Lull 307-309)
Concerning the Ministry, 1523 (LW 40:3-44)
Infiltrating and Clandestine Preachers, 1532 (LW 40:381-394)

Eight Sermons at Wittenberg, 1522 (LW 51:70-100)
Sermon at the Dedication of Castle Church, Torgau, 1533 (LW 51:331-354)
On the Councils and the Church, Part III, 1539 (LW 41:143-178)

**Presentation and Book Review:** Luther’s Intra-Protestant Polemics

**Presentation and Book Review:** Hymnody in Luther and Lutheranism
Christopher Boyd Brown, Singing the Gospel: Lutheran Hymns and
the Success of the Reformation (Harvard, 2005).

**Presentation and Book Review:** Luther on Worship
Vilmos Vatja, Luther on Worship (Muhlenberg, 1958).

THURSDAY, OCT 18

***NO MEETING*** (Fall Reading Week)

THURSDAY, OCT 25

The Sacraments (~115 pp.)
The Sacrament of Penance, 1519 (AL 181-201)
The Holy and Blessed Sacrament of Baptism, 1519 (AL 203-223)
Consolation for Women Whose Pregnancies Have Not Gone Well, 1542
(Lull, 283-285)
The Blessed Sacrament of the Holy and True Body of Christ, 1519
(Lull 185-195)
Confession Concerning Christ’s Supper (Part I), 1528 (Lull 262-279)
Admonition Concerning the Sacrament of the Body and Blood of our Lord, 1530
**Presentation and Book Review**: Luther’s Sacramental Theology
Hermann Sasse, *This is My Body: Luther’s Contention for the Real Presence in the Sacrament of the Altar* (Augsburg, 1959; repr. 2001).

**OR**  Jonathan D. Trigg, *Baptism in the Theology of Martin Luther* (Brill, 1994).


**THURSDAY, NOV 1**  Scripture and its Interpretation (1) (~77 pp.)
*Concerning the Letter and the Spirit*, 1521 (LW 39:175-203)
*A Brief Instruction on What to Look for and Expect in the Gospels*, 1521 (Lull 71-75)
*Preface to the NT*, 1522/46 (Lull 93-96)
*Lectures on Galatians* (Foreword and “Argument”), 1535 (LW 26:3-11)
*Preface to the OT*, 1523/45 (Lull 87-106)

***LIBRARY ORIENTATION 4:45-5:45***

**THURSDAY, NOV 8**  Scripture and its Interpretation (2) (~73 pp.)
*Commentary on Ps 8*, 1537/72 (LW 12:97-138)
*Lectures on Genesis*, 1535–45, Excerpts Joseph Narrative (LW 7:74-106)

**Presentation and Book Review**: Luther’s Old Testament Hermeneutic

**OR**  Mickey L. Mattox, *Defender of the Most Holy Matriarchs: Martin Luther’s Interpretation of the Women of Genesis in the Enarrationes in Genesin*, 1535-1545 (Brill, 2003).

**THURSDAY, NOV 15**  Politics and Social Order (~133 pp.)
*Lectures on Genesis*, 1535 (Gen 2:16–21; LW 1:103-131)
*Secular Authority: To What Extent it Should be Obeyed*, 1523 (Dillenberger 363–402)

*A Sincere Admonition by Martin Luther to All Christians to Guard Against Insurrection and Rebellion*, 1522 (LW 45:51-74)
*Letter to the Princes of Saxony Concerning the Rebellious Spirit*, 1524 (LW 40:47-59)
*To the Councilmen of All Cities in Germany That They Establish and Maintain Christian Schools*, 1524 (LW 45:347-378)

**Optional**: Whitford, 109-127

**Presentation and Book Review**: Luther’s Politics
OR Ralph Keen, *Divine and Human Authority in Reformation Thought: German Theologians on Political Order, 1520-1555* (De Graff, 1997).

**Presentation and Book Review:** Perspectives on the Peasants’ War


THURSDAY, NOV 22  
***NO MEETING*** (Thanksgiving Break)

THURSDAY, NOV 29

Christian Suffering and Luther’s Theology Cross (~114 pp.)
*Explanations of the Ninety-Five Theses* (15 & 58), 1518  
(LW 31:125-130, 212-228)  
*Sermons on the First Epistle of Peter* (Chapter 4), 1523 (LW 30:117-131)  
*Sermon at Coburg on Cross and Suffering*, 1530 (LW 51:195-208)

Whether One May Flee from A Deadly Plague, 1527 (LW 43:113-138)  
*That a Christian Should Bear His Cross with Patience*, 1530 (LW 43:179-186)  
*Admonition to Peace: A Reply to the Twelve Articles….* 1525 (LW 46:4-3)

**Optional:** Whitford, 128-148

**Presentation and Book Review:** “The Reformation of Suffering”


**PRESENTATIONS OF STUDENT RESEARCH**

THURSDAY, DEC 6

Gender, Family, and Societal Boundaries (1) (~134 pp.)
*Sermon on the Estate of Marriage*, 1519 (LW 44:7-14)  
*Sermon On Keeping Children in School*, 1530 (LW 46:209-258)

Choose two of the following articles:

Susan Karant-Nunn, “The Masculinity of Martin Luther,” in *Masculinity in the Reformation Era*, ed by Scott H. Hendrix and Susan Karant-
Merry Wiesner-Hanks, “‘Lustful Luther’: Male Libido in the Writings of the Reformer,” in Masculinity in the Reformation Era, pp. 190-209.

**Presentation and Book Review:** The Reformation Household

**OR** Marjorie Elizabeth Plummer, From Priest’s Whore to Pastor’s Wife: Clerical Marriage and the Process of Reform in the Early German Reformation (Ashgate, 2012).

**Presentation and Book Review:** Poverty and Reformation Societies
Carter Lindberg, Beyond Charity: Reformation Initiatives for the Poor (Fortress Press, 1993)

**PRESENTATIONS OF STUDENT RESEARCH**

**THURSDAY, DEC 13**

**Gender, Family, and Societal Boundaries (2) (~110 pp.)**
That Jesus Christ was Born a Jew, 1523 (LW 45:197–229)
An Appeal for Prayer Against the Turks, 1541 (LW 43:213–41)
On the Jews and their Lies, 1543 (LW 47:121–306, selections: ~60 pp.)

**Presentation and Book Review:** Assessing Luther and the Jews


**PRESENTATIONS OF STUDENT RESEARCH**

**BOOK REVIEWS DUE DECEMBER 14 BY 11:59PM**

**FINAL PAPERS DUE DECEMBER 21 BY 11:59PM**
**Disability Statement**
Students with disabilities who believe they may need accommodations in this class are encouraged to speak with the Academic Dean, Dr. Heather Vacek (hvacek@pts.edu), as soon as possible, to help ensure that such accommodations can be implemented in a timely fashion.

**Academic Integrity**
Students are expected to do their own work for each of the assignments. Plagiarism or any other violation of this expectation may result in a failing grade and, depending on the severity of the case, could result in additional consequences including expulsion from the Seminary.

**Inclusive Language**
In each assignment students are encouraged to follow the guidelines for inclusive language outlined in the Pittsburgh Theological Seminary Course Catalog.

**Center for Writing and Learning Support (CWLS)**
Students are encouraged to make use of the Seminary’s Center for Writing and Learning Support (CWLS), a new writing resource now located on campus. The Center’s director, Dr. Shan Overton, offers individual in-person and online consultations as well as writing-oriented workshops throughout the academic year. To make an appointment, contact Dr. Overton by e-mail (moverton@pts.edu) or phone (412-924-1454), or drop by the CWLS office in Long Hall 219. To learn more about what the CWLS offers, visit its website: https://www.pts.edu/Center-for-Writing-and-Learning-Support.

**Syllabus and Schedule**
This course syllabus and schedule may be changed at the instructor’s discretion at any time.
APPENDIX A:
BOOK REVIEW AND PRESENTATION

The following are suggestions for the book review presentation assigned for this class. These tips also should serve you well for critically engaging other books and articles you might read.

I. Read for argument

Identify

Academic texts make an argument in response to a perceived question or problem. Do your best to identify these right away. How has the author described the problem or question she seeks to address? Is it clearly stated? In your opinion, is this a good question or a real problem? Map out the argument as it is set forth. Is it fairly straightforward? Or is it complex with many parts? Make sure you have a clear sense of what this writer wants to say and how she plans to say it. This often will require carefully reading the introduction and conclusion, and scanning for transitions or analytical paragraphs (the beginning and ending of chapters are good places to start). Does the argument follow a certain flow, where one part depends on another? Are there presuppositions required to make it work? Are these sound? How carefully has the author reviewed prior scholarship in order to highlight the significance and scholarly contribution of the present study? Identifying a work’s question and argument is critical to a quality review. Do not misread an author’s intent. A writer should be able to recognize her own views in your critique of them.

Evaluate

Once you have identified a work’s argument, continue to evaluate it as you read. Pay attention to the author’s methodology, even if this is not explicitly stated. The writer is using certain criteria to evaluate his sources. What are these? Are they sound? Is the method problematic? Why? Does the work rely on certain conceptual frameworks to make sense of data? Are these clearly defined? Since the books you will be reading for this class are historical analyses, you should ask if any concepts or theoretical categories employed are useful for historical research. Or are they artificially imposed upon historical contexts ways that skew the data? As far as the sources themselves, ask questions about their nature, limitations, and usage. What kinds of sources does the writer rely on to make his case? What are the advantages and disadvantages of using these particular types of evidence? For example, what sorts of claims are such sources not able to support? Does the author seem aware of such limitations? If so, how does he account for them? Does the writer employ his evidence skillfully and persuasively? Does it advance his argument? Or does the data actually distract from his focus or even subvert his case? Finally, consider the work as a whole. List its strengths and weaknesses. Are there inconsistencies or logical gaps in the argument? Are some parts more persuasive than others? Is this work a significant contribution? Why or why not?
II. Write as an authority

Avoid the “book report” pitfall

While it absolutely is important to make sure that you get clear what an author says before you attempt evaluate it, a book review is not a book report. Summarizing a book’s content, including the flow of its argument, should take up no more than half (ideally only a third) of your review. A book review evaluates the quality of a work’s argument and contribution. Review. Do not simply repeat.

Find your “reviewer’s voice”

Granted that none of us is an expert in everything, it is nevertheless important to bring your own unique expertise and critical voice to your review. This does not mean arrogance or haughtiness. Nor does it mean nitpicking at minor issues. Rather, writing as an authority in this context means making use of your real strengths with confidence. You are a careful reader of texts. You are an interested student of history. By virtue of being in this class, you are gaining greater expertise in the life and thought of Martin Luther. Do not be afraid to evaluate a scholar’s work from the perspective of your own strengths and knowledge base, including knowledge you may have of other fields. There is a subtle—but real—difference between being in command of your own review and being commanded by an author under review, so that you appear more a passive spectator than active conversation partner. For this assignment, being active means spending at least one half (ideally two-thirds) of your review engaging critically with the text under consideration. Be sure to point out strengths and weaknesses that you found as a result of your careful reading. Also, you are required to put the author’s argument into dialogue with your own knowledge of Luther from your reading of texts assigned for this course. In particular, you should be certain to integrate the reading assigned for that day’s class meeting into your critical book evaluation.

III. Present with your audience in mind

The benefit of having written a stellar review of a book prior to giving an oral presentation is that you will be very well prepared to speak knowledgeably and insightfully to the author’s argument. The drawback is that you will be tempted simply to read your written review. Do not do this! Your in-class presentation should focus on two things: 1.) conveying the main points of your written review to the rest of us, who may not have read the book; and 2.) contributing to our discussion of the day’s topic in Luther’s theology. Tell us about the problem your author engages and the argument she makes to address it. Explain why this might be important for our understanding of history or other areas. Highlight some of the key insights contained in the book. Describe your sense of its particular strengths and weaknesses. Is it a “must read”? Finally, relate this work to the day’s readings and provide at least two to three questions to help us engage the readings from the perspective of your author (whether or not we agree with this perspective). You are not required to produce a separate handout for your oral presentation (although this can be helpful).
APPENDIX B: POSSIBLE RESEARCH PAPER TOPICS

This list is meant to stimulate thinking, not to limit your choices of themes to explore. Feel free to select one of the areas below as a starting point or to propose your own in an area not listed. In any case, your paper should present a clear thesis and argument based on your reading and analysis of primary sources. It is strongly recommended that you begin thinking about your final paper early (like today)!

The relationship between Luther’s theology of the Cross and Christian suffering

Luther’s developing views on the possibility of reconciliation with Rome

The distinction of the gospel and the Word in Luther

Relating human righteousness and divine righteousness in Luther

Union with Christ and justification in Luther’s soteriology

Luther on divine election and human freedom

Comparing Luther’s Old (or New) Testament exegesis with historical and contemporary interpreters

Luther’s views on idolatry and their implications for Christian worship

The relationship between Word and sacrament in Luther’s theology

Luther on music and/or the place of the visual arts

Luther as pastoral counselor

Luther’s friendships

The true and false church in Luther’s ecclesiology

The child in Luther’s theology

Luther on angels and demons

Sex and Luther’s vision for Christian freedom

Luther and social minorities
APPENDIX C:
GUIDELINES FOR PRESENTATIONS OF STUDENT RESEARCH

PURPOSE OF ASSIGNMENT

The purpose of this assignment is to outline the initial stages and share the early fruit of the research you are conducting for your final paper. Because of the varied interests represented in our class, this also will enrich our overall study of Luther through presentations on different topics that might not be covered (or taken up in depth) in other parts of the course.

EXPECTATIONS

Please come to class prepared to give a seven-minute presentation that includes:

1. A tentative title and preliminary thesis that you will argue in your research paper
   • This should include some statement of the question/problem you will address
2. A brief outline of your argument, including
   • A summary of relevant secondary sources you have read (or plan to read)
   • Insofar as this is possible, situate your argument in relation to these other studies
   • A tentative list of primary sources in Luther you will use to support your thesis
3. Some discussion of why you find your topic compelling
4. Any questions you are currently wrestling with at this point in your research/writing

It will be helpful to distribute a handout that includes the above elements. We will reserve three to five minutes after each presentation for discussion and questions from the class.

Remember, you will not be expected to have completed all your research or to come with a polished essay! The purpose of this assignment is to share work-in-progress and to benefit from the questions and insights of your classmates and instructor as you work on your paper.

ANNOTATED BIBLIOGRAPHY

On the day of your research presentation, you will submit an annotated bibliography of at least seven (7) secondary sources that you plan to consult for writing your paper. While you may choose not to cite all (or any) of these in your final draft, this bibliography will represent your developing research on your chosen topic. For each entry, please include four to five sentences that: 1.) summarize the main argument of the book or article; 2.) comment on the method and sources the author employs in his or her analysis; 3.) comment on the significance if this work in relation to other contributions to your topic; and 4.) if applicable, comment on how this work will function in your paper (e.g., offer background on a subject, support a particular point, etc.).
APPENDIX D:
GRADING RUBRIC FOR PAPERS

I. CONTENT: (35 POINTS) ______

OVERALL PRESENTATION OF THE PAPER (10 POINTS): ______

COVERAGE OF KEY ISSUES/POINTS EXPECTED (25 POINTS): ______

II. QUALITY OF THESIS AND ARGUMENTATION: (35 POINTS) ______

QUALITY OF THE THESIS STATEMENT (10 POINTS): ______

ORGANIZATION AND PERSUASIVE ARGUMENT (25 POINTS): ______

III. USE OF SOURCES: (30 POINTS) ______

QUALITY AND COMPREHENSIVENESS OF SOURCE USE (15 POINTS): ______

CRITICAL ENGAGEMENT WITH THE SOURCE(s) (15 POINTS): ______

TOTAL/GRADE: ______