THE GRADUATE SCHOOL
Lutheran Theological Seminary at Philadelphia
Telephone: 215-248-4616 or 800-286-4616

June Term 2015
Intensive Session: June 8–12

HTH604G  Luther’s Devotional Writings

A Seminar for DMin and STM Students which provides for collegial conversations designed to explore Martin Luther’s devotional writings, focusing on his approach to pastoral issues while also exploring the helpfulness of such approaches to similar pastoral care case studies today.

Dr. Gordon Jensen
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Telephone: (306)-966-7866 (Before and after intensive week)

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<th>SCHEDULE</th>
<th>Monday, June 8-12</th>
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<td>Monday:</td>
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<td>Tuesday:</td>
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In addition, 10 contact hours will be counted through 2 Forum Discussions (one before, and one after the intensive) and one posting of a Research Paper or Adult Study (see below), for peer feedback and discussion.

NOTE: This syllabus may be adjusted at the discretion of the professor, pending illness, weather interruption, or other unforeseen events.

Course Description:
The emphasis on Luther as the reformer, theologian and academic sometimes overshadows his cherished role as pastor. This course explores the pastoral side of Luther, based on his devotional writings. In these writings, Luther offers pastoral words and easy to understand expressions of evangelical piety. His reflections deal with prayer, the consolation of those who suffer, the Sacrament of the Altar, how to prepare for death, how to deal with temptations, and even what the role of a pastor is in times of crises in a community.
Course Objectives. By the end of this course, participants will be able to:

1. Identify and articulate how Martin Luther dealt with specific pastoral matters in his historical context.[1.2]

2. Describe and analyze the effectiveness of Luther’s approach to dealing with matters of pastoral care and personal piety in addressing various pastoral concerns today [2.2]

3. Engage peers in personal, professional, historical and theological reflection on effective pastoral care approaches that are solidly grounded in the Gospel and effective in their current pastoral contexts [3.3]

Teaching and learning strategies

As a seminar course, the participants will select by consensus, and prior to the beginning of the course, the 5-6 devotional writings of Martin Luther that they would like to study in detail. The participants will each be expected to lead a discussion of a selected devotional writing by Luther, either as a group or individually, depending on the number of participants. These discussions will delineate Luther’s approach to specific pastoral care issues, as well as providing a critique of his approaches based on contemporary pastoral care practices. Helpful and clarifying contributions to the discussions will be most helpful in this course.

Pre-Reading: the Required Texts:


Recommended reading:


Assignments:

1. **Pre-course assignment.** Please read the required texts and then select your top 3 Devotional Writings from these two volumes. Post your detailed reasons for why each of your selections should be studied in the Moodle Discussion Forum online no later than May 22, 2015. This posting should be no more than 3 pages of single-spaced, 12 font proportional type (one page per selection). Once all participants have posted their top three choices, everyone will vote on which devotional writings written by Luther will be
studied. This assignment fulfills Course Objectives 1 and 3, as noted above, and is worth 10% of the grade [3 contact hours].

2. **Class participation.** Since this is a seminar-style course, all participants will be expected to be on time and contribute to the discussions in the class on a regular basis. Observations, questions, and helpful comments on the material being presented are valuable ways that participation is measured. This is worth 10% of the final grade, and fulfills course objective 3 as identified above.

3. **Class Presentation.** During the intensive week of classes, each participant will sign up for, and lead the class in discussing an assigned devotional writing of Luther, (about 2 ½ hours total), noting such things as the outline of the writing, the flow of the arguments made, identifying the pastoral issues that Luther identified in this particular situation, and Luther’s recommended solutions. The presenter should also facilitate a discussion on what ways Luther’s approach proclaims the Gospel in that context. The presenter will also be expected to facilitate the class discussion on this devotional writing. This assignment is worth 30% of the final grade, and fulfills course objectives 1 and 2, as identified above.

4. **Post-Intensive Major Paper or Adult Study.** The participants are to write a 18-20 page paper, double spaced, 12 point font (Times New Roman), with 1" margins and proper footnotes, that provides an in-depth study of one of Luther’s devotional writings (other than the writing that the participant gave a presentation on in class) and an analysis of the effectiveness of his pastoral approach to the situation in terms of Gospel proclamation and effective pastoral care. The paper may take the form of an academic paper or an Adult Study (with outline, background, presentation, and questions for discussion), that the participant could lead in the parish or congregational setting. One copy of this paper is to be submitted to the professor by July 17th 2015, via email and a second it to be posted online on Moodle so that peers can provide feedback to the paper, as a part of the Post-course Discussion Forum. This paper is worth 30% of the final grade, and fulfills course objectives 1 and 2, as noted above [3 contact hours].

5. **Post-Course Discussion Forum.** After the post-intensive major paper or adult studies are posted on the Moodle site, the participants are to provide at least 4 one-page reflections on the papers presented by their peers. These postings should be completed by July 31st 2015. This assignment addresses course objective 3 as listed above, and is worth 20% of the final grade [4 contact hours].

**Class Expectations:**
- The two required texts will be read before the course begins, and the pre-course assignment completed by the date specified. There will be no time for reading the required texts once the course has begun.
- Missing more than one morning or afternoon of class time will require meeting with the professor to determine whether the participant can continue in the course.
- Tardiness or leaving class early will affect the participation grade.
- Late submissions will lose marks, since the student's peers need to respond to the student's submissions for the completion of their own work. For every day a submission is late, 25% of the grade for that assignment will be deducted.
• One copy of the Final Paper is to be submitted to the professor via email. If you have not received confirmation that the professor has received your paper within 24 hours, it is the responsibility of the student to contact the professor and arrange for prompt delivery of the paper.

• A second copy of the final paper is to be posted on the Moodle website for this course, allowing other students to respond to the paper.

• Please print the paper for the professor in a standard academic format: Double-spaced, 12 font proportionally spaced (Times New Roman is preferred), with 1-inch margins. Include your name and the course number in a header in the paper.

• Anyone auditing the course is expected to read the required texts, attend all the sessions, and engage in the daily discussions during this intensive course.

Seminary Policies and Expectations: Plagiarism, Electronic Submission of Papers, Extensions, etc.

• All written assignments, including on-line postings, papers, quizzes and examinations, are to be the original work of the student. Where ideas or quotations are taken from other authorities, the authority is to be properly cited. As allowed by the instructor, students may work together to research and discuss assignments but, except where assignments are designated as group assignments by the instructor, papers submitted by students working together must be clearly the work of each individual student.

• Papers submitted electronically are to be in the manner and format specified by the instructor. Papers that do not arrive on time electronically in readable form will be considered late for grading purposes.

• Final papers and exams will be returned to students via Campus Mailboxes. Students wishing to have papers returned to them by mail are required to supply a stamped, self-addressed envelope for this purpose. Contact the Mailroom (215-248-6303) for information on obtaining a Campus Mailbox.

• Requests for extensions beyond the semester are to be submitted to the instructor in writing prior to the end of the semester. Extensions will not be granted by the instructor for longer than 2 weeks beyond the end of the term (the date by which final coursework is due). Requests for longer extensions are to be submitted on the appropriate form to the Dean or Director Graduate Studies.

• All students are expected to comply with all seminary policies as spelled out in the Catalog and Student Handbook, including but not limited to those on inclusive language, plagiarism, Academic and Social Conduct, and Harassment. Both documents may be found on the seminary website (Ltsp.edu).

• Consult the Student Handbook for information concerning Grading Practices, Student Complaint and Grievance Procedures, and the Rights, Responsibilities and Freedoms of Students. The Handbook may be found at https://ltsp.edu/academics/the-ltsp-experience/student-services/.

• Any student with a need for accommodation based on the impact of a diagnosed disability is required to contact the Coordinator of Student Services (215-248-6312 or hrodrick-schnaath@ltsp.edu) to design appropriate accommodations specific to this
course. The Disability Policy may be found in the Student Handbook, available at https://ltsp.edu/academics/the-ltsp-experience/student-services/.

- Any student wishing the assistance of a writing tutor should contact the Coordinator of Student Services, per above, for a list of recommended tutors. Payment of tutors is the student’s responsibility.

**Beginning Bibliography**


______, ed., *The Pastoral Luther: Essays on Martin Luther’s Practical Theology*. Lutheran Quarterly Books (Grand Rapids: Eerdmans)

LEARNING OUTCOME OBJECTIVES OF THE MDiv CURRICULUM
The MDiv degree program expects the following learning outcomes from its graduates. Each LTSP course is required to link its course objectives with at least two of the major content areas of the LTSP Mission statement (and the corresponding ATS content areas):

1 **Centered in the Gospel of Jesus Christ**
   1.1 Demonstrate biblical literacy
   1.2 Demonstrate knowledge of historical and contemporary Christian discourses, practices and institutional structures
   1.3 Demonstrate ability to articulate Christianity in ways accountable to multiple publics

2 **Educating and Forming**
   2.1 Demonstrate ability to articulate individual faith and reflect on it critically with integrity
   2.2 Demonstrate an engagement with historic spiritual disciplines and contemporary religious practices
   2.3 Demonstrate mature vocational identity (pastoral, ministerial, administrative) for public leadership

3 **Developing and nurturing individual believers and communities of faith**
   3.1 Demonstrate competence in teaching Christianity through biblical texts, historical discourses, and communal ritual practices
   3.2 Demonstrate abilities to nurture individual faith gifts and graces and healthy communities (congregations, agencies) in public life
   3.3 Demonstrate competency at professional (pastoral, ministerial, administrative) skills appropriate for specific contexts (congregations, agencies) in public life

4 **Engaging the world**
   4.1 Demonstrate engagement with public issues and concerns in light of the common good, in and across various cultural and communal contexts
   4.2 Demonstrate ability to interpret and evaluate particular social contexts theologically
   4.3 Demonstrate an ability to integrate global, cross-cultural, ecumenical and interfaith realities in constructive, effective leadership in faith communities

LEARNING OUTCOME OBJECTIVES OF THE MAR AND MAPL CURRICULA
The MAR and MAPL degree programs expect the following learning outcomes from their graduates. Each LTSP course is required to link its course objectives with at least two of the major content areas of the LTSP Mission statement (and the corresponding ATS content areas):

1 **Centered in the Gospel of Jesus Christ**
   1.1 Demonstrating Christian literacy, across classic theological disciplines: biblical, theological, historical, integrative
   1.2 Demonstrating an understanding of Christianity through particular social constructs
   1.3 Articulating faith that is accountable to appropriate publics

2 **Educating and Forming**
   2.1 Demonstrating familiarity with appropriate spiritual and ecclesiastical resources
   2.2 Forming increasingly articulated ministerial and professional identity
   2.3 Articulating the cross-section of faith and public life (through a written thesis/project)

3 **Developing and nurturing individual believers and communities of faith**
   3.1 Demonstrating abilities to utilize appropriate religious and spiritual resources for specific communal goals
   3.2 Demonstrating capacity for leadership in appropriate communal contexts
   3.3 Demonstrating specific professional skills, appropriate to vocational goals

4 **Engaging the world**
   4.1 Demonstrating abilities to imagine and engage diverse publics in ministry and/or professional vocations within/across various cultural contexts
   4.2 Demonstrating abilities to interpret and evaluate particular social contexts theologically
   4.3 Demonstrating ability to integrate global, ecumenical and interfaith realities in analysis and practice, appropriate for vocational goals
LEARNING OUTCOME OBJECTIVES OF THE DMIN CURRICULUM
The DMin degree program expects the following learning outcomes from its graduates. Each LTSP course is required to link its course objectives with at least two of the major content areas of the LTSP Mission statement (and the corresponding ATS content areas):

1 **Centered in the Gospel of Jesus Christ**
   1.1 Demonstrate and advanced level knowledge of biblical, historic and theological disciplines
   1.2 Demonstrate an advanced understanding of the nature and purpose of ministry through study of a particular ministerial discipline/focus
   1.3 Demonstrate the ability to articulate the faith that is appropriate to a particular ministerial context

2 **Educating and Forming**
   2.1 Demonstrate the ability to integrate theory and practice within ministry
   2.2 Demonstrate appropriate research skills for pastoral analysis of ministerial context
   2.3 Demonstrate competence of particular ministerial skills (through a written Project in Ministry)

3 **Developing and nurturing individual believers and communities of faith**
   3.1 Demonstrate the ability to teach and preach the faith in a particular ministerial context
   3.2 Demonstrate sensitivities and mature leadership to nurture individual faith gifts and graces and healthy communities (congregations, agencies) in public life
   3.3 Demonstrate mature personal, ethical and professional reflection, growth and conduct

4 **Engaging the world**
   4.1 Demonstrate ability to engage with public issues in light of the common good
   4.2 Demonstrate awareness and sensitivities to diverse cultural contexts of ministry
   4.3 Demonstrate an ability to integrate global, cross-cultural, ecumenical and interfaith realities

LEARNING OUTCOME OBJECTIVES OF THE STM AND PHD CURRICULA
The STM and PhD degree programs expect the following learning outcomes from their graduates. Each LTSP course is required to link its course objectives with at least two of the major content areas of the LTSP Mission statement (and the corresponding ATS content areas):

1 **Centered in the Gospel of Jesus Christ**
   1.1 Demonstrate advanced level knowledge of biblical, historic and theological disciplines
   1.2 Demonstrate advanced comprehensive understanding of one particular theological discipline
   1.3 Demonstrate the ability to communicate learnings within appropriate publics (academic and ecclesiastical)

2 **Educating and Forming**
   2.1 Demonstrate the ability to understand and explore the intersection of various theological disciplines
   2.2 Demonstrate the ability to form productive questions and utilize appropriate research methods and skills
   2.3 Articulating advanced theories and disciplines (through a written thesis/dissertation)

3 **Developing and nurturing individual believers and communities of faith**
   3.1 Demonstrate capacity for articulating theological resources in appropriate communal contexts
   3.2 Demonstrate specific research and teaching skills
   3.3 Demonstrate a commitment to theological scholarship

4 **Engaging the world**
   4.1 Demonstrate the ability to engage broader academic discourses of the academy and church
   4.2 Demonstrate that awareness and sensitivities to diverse cultural contributions and discourses in theological scholarship
   4.3 Demonstrate an ability to integrate global, cross-cultural, ecumenical and interfaith realities within scholarship