



**THEO 5300 – Systematic Theology 1**  
**New Orleans Baptist Theological Seminary**  
**Theological & Historical Studies Division**  
**Fall 2017 – Tuesdays, 6:00–8:50 PM**  
**HSC**

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**Mission Statement**

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

**Core Value Focus**

The seminary has five core values.

1. **Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
2. **Spiritual Vitality:** We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
3. **Mission Focus:** We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
4. **Characteristic Excellence:** What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
5. **Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment. The core value focus for the 2017–18 academic year is **Servant Leadership**.

**Curriculum Competencies**

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

1. **Biblical Exposition:** to interpret and communicate the Bible accurately.
2. **Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.
3. **Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.

4. **Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
5. **Servant Leadership:** To serve churches effectively through team ministry.
6. **Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.
7. **Worship Leadership:** To facilitate worship effectively.

The curriculum competencies addressed in this course are: Biblical Exposition and Christian Theological Heritage.

### **Course Description**

This first course in systematic theology introduces the student to the methodology of theology (Prolegomena) and the doctrines of revelation, God, humanity, and the person of Christ. The biblical foundations and the relevant historical developments are considered in construction of a Christian understanding of each doctrine.

### **Student Learning Outcomes**

The student, by the end of the course, should:

1. be able to understand theological method and the doctrines of revelation, God, humanity, and the person of Christ biblically, historically, and systematically.
2. be able to apply theology by integrating these doctrines into a coherent, comprehensive, and consistent Christian worldview.
3. be able to communicate these doctrines in the particular ministry calling and context of the learner.

### **Course Teaching Methodology**

The course will involve the following methodologies: assigned readings, classroom lectures, classroom discussions, reflective essays, book reviews, and research papers. These methods are consistent with the belief that some learning will occur outside of the classroom (as students read assigned texts, write reflective essays, and research and write papers) as well as in the classroom (from classroom lectures and discussions). My goal is not that students will be indoctrinated to affirm all my views; rather, my goal is that students think critically about their own views, gain a better understanding of other views, and be able to assess the strengths and weaknesses of the supporting claims.

### **Embedded Assignment - General Revelation Assignment**

This assignment is an embedded assignment that will be completed by all students for all sections of this course. The rubric for grading this assignment is found below. Please complete the assignment according to this rubric.

- Using the materials from your assigned systematic theology textbook and other theological resources (like commentaries, other theological textbooks or monographs), briefly explain your understanding of the doctrine of general revelation, highlighting the differences between general and special revelation.
- What impact does the doctrine of general revelation have on your understanding of missions and evangelism?
- Describe how the doctrine of general revelation can affect your communication of the gospel.
- This assignment should be 800–1200 words in length. Cite references parenthetically.
- **Please submit online. 24 points possible.**

## Grading Rubric for General Revelation Assignment

DOMAIN	LEVEL	Inade-quate (0 pts)	Basic (1 pt)	Compe- tent (2 pts)	Good (3 pts)	Excellent (4pts)
<b>Understanding</b>	Able to understand the doctrinal topic.					
<b>Application</b>	Able to apply knowledge by relating it to the broader Christian worldview.					
<b>Communication</b>	Able to communicate the doctrine to a ministry audience.					

### Textbooks

#### Required:

- Erickson, Millard J. *Christian Theology*. 3rd ed. Grand Rapids: Baker, 2013.
- Holy Bible. You may bring any reliable, modern translation.
- Harwood, Adam. *The Spiritual Condition of Infants: A Biblical-Historical Survey and Systematic Proposal*. Eugene, OR: Wipf and Stock, 2011.
- Another book of the student's choice, selected from the list on pages 4–5.

#### Recommended:

- Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition: Chicago Style for Students and Researchers*. Chicago: University of Chicago Press, 2013.

### Course Requirements (424 total points possible)

#### Summary:

Reflective Essays. Ten at 10 points each = 100 points. Submit online.

General Revelation Assignment. 24 points. Submit online.

Book Reviews. Two at 50 points ea. = 100 points. Submit TSCOI online; other review in class.

Research Paper. Due in multiple assignments. = 100 points. Submit online.

Final Exam. 100 points.

#### Details:

- **Reflective Essays** (1 double-spaced page, 250–300 words). Each paper is worth a possible 10 points and is meant to be a creative, reflective essay. Avoid first person (“I, me, my”); simply state things as fact. You may cite names and Bible verses, but please do not include any quotations due to space constraints. This reflective essay is not meant to be a summary of a doctrine but your thoughts on the topic **after reflecting on the assigned readings**. A 10-point paper meets the length requirement and has excellent content, grammar, and syntax. A 9-point paper has a minor problem with the length, grammar, or syntax. A 7- or 8-point paper has multiple problems. Reflective essays will be received only **in BlackBoard** by the beginning of class on the due date. (Also, I will receive papers early but not late.) **100 points possible**.

Theology I – Rubric for Assessing Reflective Essays					
	2.0	1.5	1.0	0.5	0
<b>Content</b>	♦ Nails the topic ♦ All details accurate	♦ Stays on topic ♦ Minimal inaccuracies	♦ Some deviation from topic ♦ Some inaccurate details	♦ Deviates from topic ♦ Major inaccurate details	♦ Deviates significantly from topic ♦ No accurate details
<b>Organization</b>	♦ Highly organized structure	♦ Organized structure	♦ Somewhat organized structure	♦ Unorganized structure	♦ No discernable structure
<b>Logical Support</b> Is evidence presented to support the claim (s)?	♦ Superior logical support of topic or claim(s)	♦ Logical support	♦ Acceptable logical support	♦ Minimal support	♦ No logical support
<b>Communication</b>	♦ Exceptionally clear meaning	♦ Clear meaning	♦ Somewhat clear meaning	♦ Unclear meaning	♦ Incoherent
<b>Grammar, Punctuation, and Spelling</b>	♦ No errors	♦ 1 error	♦ 2 different errors (rather than two occurrences of the same error)	♦ 3-4 different errors	♦ 5 or more errors

- **General Revelation Assignment (Embedded Assignment).** Instructions above.
- **Book Reviews** (1,500–1,800 words each). Students will read and review **two books**, *The Spiritual Condition of Infants* and **one book** below. See the course schedule for due dates. Students must sign up for their book selection in this [Google Doc](#).

### Presentation Set #1

Goldingay, John. *Biblical Theology: The God of the Christian Scriptures*. Downers Grove, IL: IVP Academic, 2016. **Theological Method.**

McCall, Thomas H. *An Invitation to Analytic Christian Theology*. Downers Grove, IL: IVP Academic, 2015. **Theological Method.**

Peckham, John C. *Canonical Theology: The Biblical Canon, Sola Scriptura, and Theological Method*. Grand Rapids, MI: Eerdmans, 2016. **Theological Method.**

Putman, Rhyne R. *In Defense of Doctrine: Evangelicalism, Theology, and Scripture*. Minneapolis, MN: Fortress, 2015. **Theological Method.**

### Presentation Set #2

Corduan, Wayne. *In the Beginning God: A Fresh Look at the Case for Original Monotheism*. Nashville, TN: B&H, 2013. **Theology Proper.**

Durst, Rodrick. *Reordering the Trinity: Six Movements of God in the New Testament*. Grand Rapids, MI: Kregel Academic, 2015. **Theology Proper.**

Vitz, Paul C. *Faith of the Fatherless: The Psychology of Atheism*, 2nd edition. San Francisco, CA: Ignatius, 2013. **Theology Proper.**

Yarnell, Malcolm. *God the Trinity: Biblical Portraits*. Nashville, TN: B&H Academic, 2016. **Theology Proper.**

### Presentation Set #3

Kilner, John F. *Dignity and Destiny: Humanity in the Image of God*. Grand Rapids, MI: Eerdmans, 2015. **Anthropology.**

Schwarz, Hans. *The Human Being: A Theological Anthropology*. Grand Rapids, MI: Eerdmans, 2013. **Anthropology.**

Torrance, Thomas. *Incarnation: The Person and Life of Christ*, ed. Robert T. Walker. Downers Grove, IL: IVP Academic, 2008. **Christology.**

Wellum, Stephen J. *God the Incarnate Son: The Doctrine of Christ*. In *Foundations of Evangelical Theology*, ed. John S. Feinberg. Wheaton, IL: Crossway, 2016. **Christology**.

For a helpful overview of critical book reviews, see this [paper](#) from the UNC Writing Center.

**Summary (500–600 words)**

Begin with a one or two-sentence biography of the author or each contributor. In the summary section, students should summarize and explain the author’s thesis and supporting arguments. This section might include an outline of the book’s contents and definitions of key terms.

**Critique (1,000–1,200 words)**

The critique should address many of the following:

- critique of the author’s thesis, assumptions, supporting arguments, method, sources, logic, and style;
- specific examples of strengths and weaknesses (such as any relevant areas not addressed) of the book
- discussion of the book’s usefulness for the intended audience, how the book contributes to its field, other books which explore the issue;
- closing sentence either recommending the book or not and explaining why.

Cite page numbers parenthetically. Footnote only outside sources. Use quotations sparingly. Avoid first person. No title page is required (Students should provide name, date, and word count for each section at the top of page one). Please format in single-spaced, 12-point Times New Roman font. Submit the review of **TSCOI online**. Submit the **selected book review in class** on the appropriate presentation date, making **paper copies** for class members. The due date is based on the presentation date (Set #1, #2, or #3) of the book. 50 points each. = 100 points.

**Book Review Grading Rubric**

	10	9	8	7	5
Content	proper length robust explanation and critique of thesis all details accurate	proper length acceptable explanation and critique of thesis minimal inaccuracies	improper length provides some explanation and critique of thesis some inaccuracies	improper length provides little explanation and critique of thesis many inaccuracies	improper length neither explains nor critiques the thesis no accurate details
Organization	addresses topic directly highly organized structure	addresses topic directly organized structure	addresses topic somewhat organized structure	somewhat addresses topic highly unorganized structure	wanders significantly no organized structure
Logical Support	superior examples of the topic	examples of the topic	acceptable support of the topic	minimal support of the topic	no logical support of the topic
Communication	exceptionally clear meaning to the reader	clear meaning to the reader	somewhat clear meaning to the reader	unclear meaning to the reader	incoherent for the reader
Grammar, Punctuation & Spelling	no visible or significant errors	errors do not disturb the reading process	errors sometimes disturb the reading process	errors often disturb the reading process	errors make reading difficult

- **Research Paper** (10–12 double-spaced pages plus bibliography). The paper will be a summary and critique of a theologian’s doctrine of revelation, God, man, sin, or person of Christ. The paper is worth 100 total points and is due online in stages:
  - Choose Theologian and Doctrine for Paper. 5 points.
  - Reference Summary. 15 points.
  - Bibliography. 10 points.
  - Article Summary 1. 10 points.
  - Article Summary 2. 10 points.
  - Research Paper. 50 points.

### **Guidelines for the Research Paper**

You will submit a 10–12 page (plus bibliography), double-spaced research paper through the online classroom. You may choose the theologian and doctrine from the list below. The paper is to be a summary and critique of a selected theologian and doctrine. Please properly cite your sources and follow the current edition of Turabian’s *A Manual for Writers* for the paper’s form (footnotes) and style. The grade will be comprised of these assignments:

1. **Choose a theologian and doctrine.** Select one theologian and one corresponding doctrine from the list below. Submit online. **5 points.**

#### Choices of Theologians and Doctrines for the Research Paper:

Tertullian (c. 160–235) - Trinity  
 Basil of Caesarea (c. 330–79) - Trinity  
 Augustine (354–430) - revelation, Trinity, creation, man, original sin  
 Anselm of Canterbury (1033–1109) - existence of God  
 Thomas Aquinas (1224–74) - natural theology, existence of God, original sin  
 John Calvin (1509–64) - God  
 Jonathan Edwards (1703–58) - providence, original sin  
 Charles Hodge (1797–1878) - creation  
 Paul Tillich (1886–1965) - theological method  
 Karl Barth (1886–1968) - revelation  
 C. S. Lewis (1898–1963) - theodicy  
 Howard Thurman (1899–1981) - Christology  
 Karl Rahner (1904–84) - Trinity  
 Jürgen Moltmann (b. 1926) - theodicy  
 Wolfhart Pannenberg (1928–2014) - revelation  
 Clark Pinnock (1937–2010) - inerrancy, God  
 James H. Cone (b. 1938) - theological method, God  
 Marilyn McCord Adams (1943–2017) - Christology

2. **Reference Summary.** Get a working knowledge of your theologian and topic. Consult at least three different types of in-print reference works to learn about your topic. The different types of published reference works include: theological dictionaries, theological encyclopedias, historical or systematic theologies (not including your textbooks), and works of church history. After you have read the three sections or chapters about your topic, write a two-page, double-spaced

summary of what you learned about the topic. No footnotes are necessary for this assignment. Mention the major issues, significant personalities, controversies (with dates and places), writings, and theological questions (“Why does this matter?”) involved in your topic. List your sources on page three of your summary. See syllabus for the due date. Submit online. 15 points.

3. **Bibliography.** Find at least four primary sources (written by the theologian) and six secondary sources (written about the theologian). Four of those ten sources must be from an academic journal (*Journal of the Evangelical Theological Society*, not *Christianity Today*). The secondary sources must have been published in the last 25 years. Be sure to search ATLA through EBSCOHost; please contact the NOBTS library for the login information and passkey; check syllabus for the due date; use Turabian format. Submit online. 10 points.

4. Two **Article Summaries.** Find and read two articles (6-page minimum) from a peer-reviewed academic journal from the last 25 years on your topic. Then, write a one-page, single-spaced summary for each article. You will find these through ATLA via EBSCOHost. Please provide bibliographic information. Submit online. 10 points each.

5. **Research Paper.** The paper must have the following **distinct sections**:

- a. 2–3 pages of **biography** on your theologian. Be sure to include why he was remembered as a notable theologian. What were his most important works? Where did he teach or pastor?
- b. 4–6 pages of **summary**. Be sure to include his theological perspective (Roman Catholic, Orthodox, Baptist, etc.) as you summarize his understanding of the doctrine. Provide examples from primary sources and interact with secondary sources.
- c. 3–4 pages of **critique**. What are the strengths and weaknesses of the views that you summarized? Be sure to interact with secondary sources at this point.

### **Tips for Writing a Research Paper:**

- Begin early. Do a little bit of work each week. Set an early, “false” deadline to finish your paper. That gives you time to follow the next suggestion. Work to obtain books weeks in advance of needing them in case the library does not own them. Books can sometimes be borrowed from other libraries; others may be available digitally.
- Write and rewrite. The key to good writing is rewriting. Words rarely come out right the first time. All of us need to put a draft away for a couple of days and return to it with “fresh eyes.” Enlist a reader who will provide constructive feedback. Rewriting will improve your work.

## **Rubric for Grading Theology Research Papers**

The Research Paper will be graded as follows (50 points possible):

### **Content, 25 points**

Up to 25 pts. will be awarded for the three sections as described above.

- 2–3 pages of biography on your theologian
- 4–6 pages to summarize his view of the doctrine, drawing from primary sources
- 3–4 pages of critical reflection on his view of the doctrine, noting the strengths and weaknesses of the theologian’s view, interacting with secondary sources.
  - “A” quality work (23–25 points) - the paper presents a thorough biography, a clear summary of his view on the selected doctrine, and an astute theological critique
  - “B” quality work (21–22 points)
  - “C” quality work (19–20 points) - the paper lacks a thorough biography, clear doctrinal summary, and/or significant theological critique

### **Selection and use of sources, 10 points**

Up to 10 points will be awarded for the ten sources which are relevant to the topic, meet the requirements for number and type of sources (4 primary and 6 secondary; at least 4 sources from peer-reviewed academic journals), and are used and cited properly.

### **Form, 5 points**

Up to 5 points will be awarded for conformity to Turabian format for title page, footnotes, and the works cited page.

- “A” or “B” quality work (5)
- “C” quality work (4)

### **Style and Grammar, 10 points**

- style - refers to the ability to construct clear and meaningful sentences and paragraphs
- grammar - proper use of English, including spelling, punctuation, and syntax
  - “A” quality work (10)
  - “B” quality work (9)
  - “C” quality work (8)

**TOTAL...../50 pts.**

See syllabus for due date of the research paper. Because the paper will be collected and graded in stages, the final research paper will be worth only 50 points.



- **Final Exam.** This will consist of various types of questions (multiple choice, short essay, T/F, etc.) based on class notes, discussions, and textbooks. 100 points.
- **Greer-Heard Report.** Students will attend the Nov. 10–11, 2017, Greer-Heard Point-Counterpoint event on “The Meaning of the Atonement,” and write a summary and critique of the event (including every presentation). The report should include some professional biographical data on each presenter as well as their major points of content. Students should critically assess their arguments and state their own position in light of what they heard at the forum. The report should be 1,200–1,500 words. The event will be held on the NOBTS campus in the Leavell Chapel. If a student is unable to attend the Greer-Heard forum in person, the assignment may be completed from CDs or MP3s of the event. The event is free for NOBTS students, faculty, staff, and their spouses. For more information, see [www.greerheard.com](http://www.greerheard.com). **Extra credit:** up to 30 points.

### Evaluation of Grade

The student’s course grade will be computed as follows:

Students can earn up to 424 points in the course (plus 30 points of extra credit).

- Reflective Essays. Ten at 10 points each = 100 points.
- General Revelation Assignment. 24 points.
- Book Reviews. Two at 50 points each = 100 points.
- Research Paper. Multiples assignments then the final paper. Total of 100 points.
- Final Exam. 100 points.

The percentage of the total number of points earned divided by the total number of points possible will constitute the student’s final course grade, according to this NOBTS grading scale:

- A - 93–100
- B - 85–92
- C - 77–84
- D - 70–76
- F - Below 70

### Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
2. [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).
3. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
4. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

### Attendance

Per the catalogue, “Class attendance is essential for effective learning. Students will be expected to attend all classes unless prevented by illness or emergency.” Also, “The maximum number of

absences without failure for classroom courses is as follows: . . . 3-hour courses - 9 classroom hours absent.”

Also, **points will be added or subtracted for class attendance.** Students who attend all class sessions and miss 0–1 classes (for any reason) will receive an additional 10 points. Students who miss 2 class meetings (for any reason) will lose 10 points. Students who miss 3 class meetings (for any reason) will lose 20 points. Students who miss 4 class meetings will not receive credit for the course.

### **Policy Regarding Late Work**

Late work will not be accepted.

### **Special Accommodations**

Please see Dr. Norris Grubbs to request special educational accommodations.

### **Study Tips**

1. Plan to study 2–3 hours for every 1 hour in class.
2. Read your assigned texts even when you do not expect to be tested.
3. Rewrite your new class notes each week.

### **Using Technology in the Classroom**

In this class, you may:

- *not* use laptops or phones.
- record classes with any type of audio or video recording device. Please let me know if you plan to do so.
- use paper and a pen or pencil. For most students, this is the best option.

### **Online Resources**

Although Wikipedia or Theopedia can be helpful places to begin research, websites typically should not be cited in academic research. They may be consulted for a survey of the subject and to lead you to credible primary and secondary sources. However, they cannot be trusted for accuracy since they are not subject to academic peer-review. Your goal is to find academic, peer-reviewed articles and published resources, whether they are accessed online or in print.

**Note:** Please join us in asking God to guide our thoughts as we seek to grow in our knowledge and love for him through the study of God, his word, and his creation.

### **Help for Writing Papers at “The Write Stuff”**

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer. See [nobts.edu/writing](http://nobts.edu/writing).

### **Plagiarism on Written Assignments**

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism. Plagiarism is:

- borrowing another person’s ideas without citing the work. If information can be found in five or more sources, it is considered common knowledge and does not need to be cited. When in doubt, cite.
- borrowing another person’s phrases or sentences without quoting the work.
- resubmitting work you completed for another class. Even if you wrote the original paper, it is cheating to submit the work a second time.

## Course Schedule

### Topics & Reading Schedule

E 4 = Erickson chapter 4    H = Harwood

Date	Topic	Reading Due	Assignments Due at Beginning of Class
Aug. 22	Class Introductions; Syllabus		
Aug. 22	Prolegomena, pt. 1	E 1–2	
Aug. 29	Prolegomena, pt. 2	E 3	Essay 1: “How can theology be systematic and biblical?”
Aug. 29	Contextualizing Theology: The Gospel & Pop Culture	E 4–5	<b>Submit Theologian &amp; Doctrine for Paper</b>
Sept. 5	Revelation – Gen. & Special	E 6–7	
Sept. 5	Revelation – Gen. & Special	<a href="#">Article</a> on Erickson	
Sept. 12	Revelation – The Canon	E 8–10	<b>General Revelation Assignment Due</b>
Sept. 12	Revelation – Bible Translation	Watch <a href="#">Brunn Video</a>	Essay 2: “Which Bible translation(s) do I use and why?” (First person language is permitted in this essay.)
Sept. 19	<i>Will not meet; prof. at conf.</i>		<b>Reference Summary Due</b>
Sept. 26	God – Decrees; Book Presentations, Set #1	E 15	<b>Book Reviews from Presentation Set #1 Due</b>
Sept. 26	God – Existence		
Oct. 3	God – Names, Actions, and Descriptions	E 11–12	Essay 3: “Are we like or unlike God?”
Oct. 3	God – Trinity	E 13–14	<b>Bibliography Due</b>

<b>Date</b>	<b>Topic</b>	<b>Reading Due</b>	<b>Assignments Due at Beginning of Class</b>
Oct. 10	God – Creation & Angels	E 16, 21 & 19	Essay 4: “Gen 1. Days or ages? Does it matter?”
Oct. 10	God – Providence	E 17; Read <a href="#">article</a>	Essay 5: “Does God cause events, allow events, or both?” <b>Article Summary 1 Due</b>
Oct. 17	<i>Fall Break</i>		
Oct. 24	God – Evil & Suffering	E 18	<b>Article Summary 2 Due</b>
Oct. 24	Book Presentations, Set #2		<b>Book Reviews from Presentation Set #2 Due</b>
Oct. 31	Man – Image of God; Human Constitution	E 20, 22–23	Essay 6: “What does it mean to be made in the image of God?”
Oct. 31	Man – Gender	E 24	<b>Research Paper Due</b>
Nov. 7	Man – Sin	H 1–5	
Nov. 7	Man – Homosexuality	H 6–12	Essay 7: “Can one be a gay Christian?”
Nov. 14	Man – Who is Guilty of Adam’s Sin?	H 13–end	Essay 8: “Are you guilty before God because of Adam’s sin or your sin?”
Nov. 14	Discussion of H Book		<b>H Book Review Due</b>
Nov. 21	<i>Thanksgiving Break</i>		
Nov. 28	Christology – Humanity & Virgin Birth	E 32, 34	<b>Extra Credit Opportunity: Greer-Heard Report Due</b>
Nov. 28	Christology – Divinity & Sinlessness	E 31	Essay 9: “Could Jesus have sinned?”
Dec. 5	Christology – Union	E 33	Essay 10: “Was Jesus omniscient during His earthly ministry?”
Dec. 5	Book Presentations, Set #3; Final Exam Review		<b>Book Reviews from Presentation Set #3 Due</b>
Dec. 12,	<b>Final Exam, 6-9 PM</b>		

## Selected Bibliography

### Theological Method

- Clark, David K. *To Know and Love God: Method for Theology*. In *Foundations of Evangelical Theology*, ed. John S. Feinberg. Wheaton: Crossway, 2003.
- Yarnell, Malcolm. *The Formation of Christian Doctrine*. Nashville: B&H Academic, 2007.

### Doctrine of Revelation

- Brunn, Dave. *One Bible, Many Versions: Are All Translations Created Equal?* Downers Grove: IVP, 2013.
- Cowan, Steven B., and Terry L. Wilder, ed. *In Defense of the Bible: A Comprehensive Apologetic for the Authority of the Bible*. Nashville: B&H Academic, 2013.
- Fee, Gordon and Douglas Stuart. *How to Read the Bible for All Its Worth*. Grand Rapids: Zondervan, 2003.
- Henry, Carl F. H. *God, Revelation and Authority*. 6 Vols. Wheaton: Crossway, 1999.
- McDonald, Lee Martin. *Formation of the Bible: The Story of the Church's Canon*. Peabody, MA: Hendricksen, 2012.

### Doctrine of God

- Erickson, Millard J. *What Does God Know and When Does He Know It?: The Current Controversy over Divine Foreknowledge*. Grand Rapids: Zondervan, 2006.
- Hanson, R. P. C. *The Search for the Christian Doctrine of God*. Grand Rapids: Baker Academic, 2006.
- Huffman, Douglas, ed. *God Under Fire*. Grand Rapids: Zondervan, 2002.
- Kärkkäinen, Veli-Matti. *Doctrine of God: A Global Introduction*. Grand Rapids: Baker Academic, 2004.
- Prothero, Stephen. *God is Not One: The Eight Rival Religions that Run the World*. New York: Harper Collins, 2010.
- Sanders, Fred. *The Deep Things of God: How the Trinity Changes Everything*. Wheaton: Crossway, 2010.
- Tiessen, Terrance. *Providence & Prayer: How Does God Work in the World?* Downers Grove: IVP Academic, 2000.
- Wise, Kurt. *Faith, Form, and Time: What the Bible Teaches and Science Confirms about Creation and the Age of the Universe*. Nashville: B&H, 2002.

### Doctrine of Man

- Blocher, Henri. *Original Sin: Illuminating the Riddle*. *New Studies in Biblical Theology* 5. Edited by D. A. Carson. Downers Grove: InterVarsity, 1997.
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