



**THEO 6321 – The Doctrine of Humanity**  
New Orleans Baptist Theological Seminary  
Theological & Historical Studies Division  
Spring 2022 – Mondays, 2:00–4:50 PM  
(with NOLA2U Live option)

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**Mission Statement**

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

**Course Description**

This course provides a biblical, historical, and theological examination of the doctrine of humanity. Topics will include the origin and nature of humanity, human constitution, the image of God, human dignity, responsibilities, characteristics, and relationships, and implications of being human in light of the fall and redemption.

**Student Learning Outcomes**

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

1. be able to understand theological method and the doctrine of humanity biblically, historically, and systematically.
2. be able to apply theology by integrating this doctrine 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.

**Required Textbooks**

Cortez, Marc. *ReSourcing Theological Anthropology: A Constructive Account of Humanity in the Light of Christ*. Grand Rapids: Zondervan, 2017.  
Kleinig, John W. *Wonderfully Made: A Protestant Theology of the Body*. Bellingham, WA: Lexham, 2021.  
Rosner, Brian S. *Known by God: A Biblical Theology of Personal Identity*. Biblical Theology for Life. Edited by Jonathan Lunde. Grand Rapids: Zondervan, 2017.  
Access to some of the systematic or historical theologies listed at the end of the syllabus.

**Recommended Textbook**

Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations*. Latest edition.

## Course Teaching Methodology

The course will involve the following methodologies: assigned readings, classroom lectures and discussions, book reviews, and research papers. These methods are consistent with the belief that some learning will occur outside of as well as in the classroom. 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.

## Course Requirements (350 total points possible)

Summary of Systematic/Historical Theology Section. 50 points.

Class Discussion. 50 points.

Book Reviews. 3 x 50 points each = 150 points.

Research Paper. 100 points.

- Summary of Systematic/Historical Theology Section on the Doctrine of Humanity.**  
 Read and summarize the section(s) on the doctrine of humanity in a selected work of systematic or historical theology. Write a 2 page, single-spaced summary of the book's treatment of the doctrine. Begin with a one or two-sentence biography of the author. Include the main ideas, proponents, and their arguments, and define key terms. Because this is a summary of a single source, there is no need to use quotations or citations. Simply cite page numbers parenthetically. Students will sign up for their book selection in class, share digital copies with class members, and present their summary on date in the syllabus. **50 points.**
- Class Discussion.** Students will participate in discussions of topics. **50 points.**  
 Participation will be evaluated according to this rubric:

**Discussion Rubric**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>Quality of Comments</b>	Timely and appropriate comments, thoughtful and reflective, responds respectfully to other student's remarks, provokes questions and comments from the group	Volunteers comments, most are appropriate and reflect some thoughtfulness, leads to other questions or remarks from student and/or others	Volunteers comments but lacks depth, may or may not lead to other questions from students	Struggles but participates, occasionally offers a comment when directly questioned, may simply restate questions or points previously raised, may add nothing new to the discussion or provoke no responses or question	Does not participate and/or only makes negative or disruptive remarks, comments are inappropriate or off topic
<b>Referencing Resources</b>	Clear reference to text being discussed and connects to it to other text or reference points from previous readings and discussions	Has done the reading with some thoroughness, may lack some detail or critical insight	Has done the reading; lacks thoroughness of understanding or insight	Has not read the entire text and cannot sustain any reference to it in the course of discussion	Unable to refer to text for evidence or support of remarks
<b>Active Listening</b>	Posture, demeanor and behavior clearly demonstrate respect and attentiveness to others	Listens to others most of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion. Shows consistency in responding to the comments of others	Listens to others some of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion. Shows some consistency in responding to the comments of others	Drifts in and out of discussion, listening to some remarks while clearly missing or ignoring others	Disrespectful of others when they are speaking; behavior indicates total non-involvement with group or discussion

- **Book Reviews** (1,500–1,800 words each). Students will read, discuss, and submit reviews of the Cortez, Kleinig, and Rosner books. See the course schedule for due dates. For an 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 the contributors. 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, and submit the reviews **online** by their respective due dates. **50 points each = 100 points.**

### Book Review Grading Rubric

	10	9	8	7	5
<b>Content</b>	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
<b>Organization</b>	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
<b>Logical Support</b>	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
<b>Communication</b>	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
<b>Grammar, Punctuation &amp; Spelling</b>	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** (12–15 double-spaced pages plus bibliography). The paper will argue a thesis related to the doctrine of humanity. The paper is worth 100 total points.

### Instructions for the Research Paper

Each student will submit a 12–15 page (plus bibliography), double-spaced research paper. The paper should not be a summary of research in the field only but also argue for and support a defensible viewpoint related to the doctrine of humanity. The paper can utilize methods of biblical, historical, systematic, or analytic theology. Please properly cite your sources and follow the latest edition of *Turabian's A Manual for Writers* for the paper's form (footnotes) and style. The grade will be comprised of these elements:

<b>Content.</b>	50 points
<b>Selection and use of sources.</b>	20 points
<b>Form</b> (conformity to Turabian).	10 points
<b>Style and Grammar.</b>	20 points
• style - refers to the ability to construct clear and meaningful sentences and paragraphs	
• grammar - proper use of English, including spelling, punctuation, and syntax	

### Steps for Research and Writing the Research Paper

1. **Choose a topic.** Select a topic from the list below (or a topic approved by the professor).

Human Constitution	Mind-Body Problem	The Soul
Image of God	Human Freedom	Trauma
Personal Identity	Culture	Work
Male and Female	Race/Ethnicity	Physical Disability
Singleness	Marriage	Play
Illness & Aging	Historical Adam	Original Sin
The Flesh	Transformation	Physical Death

2. **Read.** Get a working knowledge of your and topic in order to narrow your thesis. Consult several standard reference works to learn about your topic. The reference works might include theological dictionaries, encyclopedias, historical or systematic theologies, and works of church history. Be sure to make notes about what you are learning. Attempt to grasp the major issues, significant personalities, controversies (with dates and places), writings, and theological questions (“Why does this matter?”) involved in your topic. Engaging in this process should result in further clarity on a particular argument to make or person’s view to critique.

3. **Keep reading.** Find and read 5–10 articles from academic journals (*Journal of the Evangelical Theological Society*, not *Christianity Today*) published in the last 25 years. Use EBSCOHost; please contact the NOBTS library for the login information and passkey.

### **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.

### **Evaluation of Course Grade**

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

Students can earn up to 350 total points in the course.

- Summary of Systematic/Historical Theology Section. 50 points.
- Class Discussion. 50 points.
- Book Reviews. 3 x 50 points each = 150 points.
- Research Paper. 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 - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.nobts.edu/itc/ - General NOBTS technical help information is provided on this website.

### **Attendance**

Per the catalog, “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.”

### **Policy Regarding Late Work**

Late work will be accepted for a reduced grade (minimum of 30% grade reduction).

If you are taking this course as a **NOLA2U Live** student, please note the following attendance policies:

1. The course on the New Orleans campus will be connected synchronously via Web conferencing with Internet students. These courses will require weekly attendance at the stated class meeting times.
2. Students are only allowed to miss the amount of class time specified in the NOBTS attendance policy as stated in the graduate catalog. (See “Absences” category in the website catalog at: <https://catalog.nobts.edu/generalinfo/academicpolicies/>.)
3. Technical issues will not be considered a valid reason for missing a class session.

### **Special Accommodations**

Please contact 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 because they often distract from the topic being discussed in class.
- record classes with any type of audio or video recording device. Please let me know if you plan to do so.

### **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 me in asking God to guide our thoughts as we seek to grow in our knowledge and love for him through the study of humans—his special creation.

### **Writing Style Guide**

A copy of the approved NOBTS Style Guide can be found in the course Blackboard shell, or can be located online at the Writing Center’s page on the seminary website at:

<https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>.

### **Help for Writing Papers at the Writing Center**

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 <http://www.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

Date	Topics	Reading or Assignment Due
Jan. 24	Class Introductions; Syllabus; Course Introduction	
Jan. 31	Personal Identity & Human Constitution, Image of God	Rosner 1–5
Feb. 7	Known by God in the OT & NT; Memory & Destiny	Rosner 6–10
Feb. 14	Reflecting on Relevance; Discuss Research Paper	Rosner 11–15; <b>Rosner Review</b>
Feb. 21	<b>Students Propose Paper Ideas to Class for Feedback</b>	<b>Thesis &amp; Sources</b>
Feb. 28	Doctrine of Humanity via Doctrine of Christ, pt. 1	Cortez Intro–4
Mar. 7	Doctrine of Humanity via Doctrine of Christ, pt. 2	Cortez 5–8
Mar. 14	<i>Spring Break</i>	<b>Cortez Review</b>
Mar. 21	Students Discuss their Research with Class	
Mar. 28	Wonderfully Made	Kleinig 1–3
Apr. 4	Wonderfully Made	Kleinig 4–7
Apr. 11	Sin & Original Sin	<b>Kleinig Review</b>
Apr. 18	Paper Presentations, part 1	
Apr. 25	Paper Presentations, part 2	
May 2	Paper Presentations, part 3	
Finished		

## Selected Bibliography

### Doctrine of Man

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### **Historical & Systematic Theologies**

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