

Doctrinal Foundations for Contemporary Ministry

THTH 8302

Dr. Steve Lemke

New Orleans Baptist Theological Seminary

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Phone: (504) 282-4455 Ext. 8150

Email: slemke@nobts.edu

Facebook: Steve Lemke **Website:** <http://www.nobts.edu/Faculty/ItoR/LemkeSW/Default.html>

1NOBTS Mission Statement

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

NOBTS Core Value and Competency Addressed

The key core value is Doctrinal Integrity. The key competency is Christian Theological Heritage. The focal core value for this year at NOBTS is Mission Focus.

Course Description

This seminar is designed to involve students in research and reflection upon the various doctrinal foundations for contemporary ministry. A twofold approach will examine the development and articulation of specified doctrines of the Baptist Faith and Message, and the development and implementation of the doctrines within the various contemporary ministries of the local church. This course also serves as preparation for the students to engage in theological reflection in other ProDoc seminars, the Final Project Proposal, and the Project Report.

Texts

- Douglas Blount and Joseph Wooddell, *The Baptist Faith and Message 2000*. New York: Rowman and Littlefield, 2007. (Note: *the hardcover is expensive. However, amazon.com offers both the paperback and ebook, plus used versions, for \$29 or less.*)
- Millard Erickson, *Introducing Christian Doctrine*, 2nd ed. Grand Rapids: Baker, 2001. (Not necessary to buy if you already have Erickson's *Christian Theology*).
- Also, bring one or more of the following Systematic Theology texts, which you presumably studied as an MDiv student (it's okay to borrow these if you don't currently own them):
 - Millard Erickson, *Christian Theology*
 - Wayne Grudem, *Systematic Theology*
 - Daniel Akin, *A Theology for Baptists*
 - James Leo Garrett, *Systematic Theology: Biblical, Historical, and Evangelical*
 - Carl F. H. Henry, *God, Revelation, and Authority*

Course Objectives

Students successfully completing the seminar will demonstrate

- foundational knowledge of the methods and tasks of Christian theology;
- an awareness of the critical significance of sound theological reflection for the church;
- appreciation of the Baptist theological heritage and major challenges it faces today;
- the ability to develop strategies for teaching doctrine to contemporary believers;
- a commitment to attentive reading, sound reasoning, and clear and thoughtful writing.

Class Schedule

Time	Topic	Texts	Presenter
Monday, 11/16 1:00-3:00 pm	Revelation	Erickson, Part 2 Blount, Article 1	
Monday, 11/16 3:00-6:00 pm	The Doctrine of God	Erickson, Parts 3-4 Blount, Article 2.1	
Monday, 11/16 7:00-9:00 pm	The Doctrine of Christ	Erickson, Parts 7-8 Blount, Article 2.2	
Tuesday, 11/17 8-11 am	The Doctrine of the Holy Spirit	Erickson, Part 9 Blount, Article 2.3	
Tuesday, 11/17 1-4 pm	Anthropology	Erickson, Part 5-6 Blount, Articles 3, 18	
Wednesday, 11/18 8-11 am	The Doctrine of Salvation and the Christian Life	Erickson, Part 10 Blount, Articles 4, 5, 13	
Wednesday, 11/18 1-4 pm	The Doctrine of the Church	Erickson, Part 11 Blount, Articles 6, 7, 9, 11, 12, 14	
12/15/20	Focused Theology Topic Book Review Due		
1/15/21	Doctrinal Foundations assignment due		

Note: Because this is a reduced-time class, do not plan to arrive late or leave early. If you are flying, plan to arrive by 11 am Monday, and because of rush hour traffic, flights out of town on Wednesday should be scheduled at least after 6 pm.

Assignments

(1) Assigned Readings/Notes (50 points) – Read all the assigned texts in Blount/Wooddell and Erickson. (If you're reading using Erickson's *Systematic Theology* rather than *Introducing Christian Doctrine*, reread the parallel chapters on the same doctrines). You are responsible for all the readings, not just those you present in class. Turn in outline-style notes on these readings. There is some flexibility in format, but a bulleted list with sentences describing the basic teachings of each chapter is preferred. Use a method that would be most usable to you later. (Due: first day of class 11/16)

(2) Class Presentation (50 points) –

- (a) Lead the class discussion of the topics to the class during our seminar. When we know how many are registered for the seminar, we will send out a sign-up sheet for you to request a topic to be the presenter.
- (b) Walk us through the outline of your chapter. Add questions or case studies addressing how to apply these doctrines in a ministry situation. Also, discuss how this doctrine might be utilized in the Doctrinal Foundations section of a project report.

(3) Focused Topic Theology Reflection Paper (100 points) – Read one of the following and turn in a 8-12 page report, double spaced, with proper documentation (you may use parenthetical references for references to pages in the book you are reviewing) and in doctoral-level style. Your review should include the following:

- A 3-5 page summary of the content of the book.
- A 3-5 page statement of the new insights you gained from the book.
- A 3-5 page evaluation of the strengths and weaknesses of the book.

Note: you might profit by looking at published reviews of these books to get ideas for your own evaluation. The books from which you may choose one book to review are the following (it cannot be a book you have previously read). If you have an idea what your project report might be, choose a book that relates to the theme of that project report: (due 12/15/20)

- Steve Lemke and David Allen, eds., *The Return of Christ: A Premillennial Perspective*. Nashville: B&H Academic, 2011.
- Steve Lemke and David Allen, eds., *Whosoever Will: A Biblical-Theological Critique of Five-Point Calvinism*. Nashville: B&H Academic, 2010.
- Bruce Ware, ed., with Paul Helm, Roger Olson, and John Sanders. *Perspectives on the Doctrine of God: Four Views*. Nashville: Broadman and Holman, 2008.
- Chad Brand, ed., with Clark Pinnock, Jack Cottrell, Robert Reymond, Thomas Talbott, and Bruce Ware, *Perspectives on Election: Five Views*. Nashville: Broadman and Holman, 2006.

- L. Roy Taylor, ed. *Who Runs the Church? Four Views on Church Government*. Grand Rapids: Zondervan, 2004.
- Chad Brand, ed. *Perspectives on Church Government: Five Views on Church Polity*. Nashville: B&H Academic, 2004.
- Matt Pinson, ed. *Perspectives on Christian Worship: Five Views*. Nashville: B&H Academic, 2009.
- Rhyne Putman, *In Defense of Doctrine: Evangelicalism, Theology, and Scripture*, Emerging Scholars series. Philadelphia: Fortress, 2015.
- Adam Harwood, *The Spiritual Condition of Infants: A Biblical-Historical Survey and a Systematic Proposal*. Eugene: Wipf and Stock, 2011.
- David L. Allen, Eric Hankins, and Adam Harwood, eds., *Anyone Can Be Saved: A Defense of "Traditional" Southern Baptist Soteriology*. Eugene: Wipf and Stock, 2016.
- Kenneth Keathley, J. B. Stump, and Joe Aguirre, eds., *Old-Earth or Evolutionary Creation? Discussing Origins with Reasons to Believe and BioLogos*. Downers Grove: IVP Academic, 2017.

(4) Doctrinal Foundations Paper (100 points) -- Given a one-sentence statement of a project report, write an 8-10 page Doctrinal Foundations section that meets the requirements of the DMin or DEdMin Handbook for a project report. This paper represents a synthesis of all we have studied in the seminar. This paper will also be graded by the Writing Assessment Coordinator for Turabian 8th edition form and style. The format for the Synthesis Paper must include:

- (1) A Cover Page,
- (2) A bibliographic entry at the top of the first page,
- (3) Use each section as a main heading, not chapter heading,
- (4) Footnotes for any referenced quotes, and
- (5) Pagination according to Turabian.

The Synthesis Paper is to be double-spaced. First person allowed only in Sections 4 and 5.

(Due via email by 1/15/21)

Doctrinal Foundations Section of Final Project Proposal (these descriptions pertain to this assignment)

Identify and discuss two to four Christian doctrines which undergird and inform the proposed project. Your Doctrinal Foundations section should identify which classic Christian doctrines (theology, soteriology, ecclesiology, etc.) are most foundational to the project, presupposed by the project, or addressed in the project. Focus your discussion on these broader foundational doctrines and the implications of these doctrines, rather than merely exegeting biblical passages. However, do provide biblical support for these doctrines, utilizing good hermeneutics and avoiding eisegesis or proof-texting. Utilize the original biblical languages as appropriate in your discussion. In your discussion you may also identify how key issues, thinkers, or movements in theology (Calvinism vs. Arminianism, Lordship salvation vs. grace salvation, etc.) are informed by the project.

Theological Reflections Section of Project Report (this is a later report, not in this assignment)

Identify and discuss two to four key theological issues that were raised in the implementation of the project. Although this section (5-7 pages) may address some of the same general issues that were raised in the Doctrinal Foundations section of the Final Project Proposal, do not merely recapitulate the Doctrinal Foundations discussion. You may address issues surfacing in the implementation of the project, your theological reflections as you directed the project, or the issues raised in the project which have informed your pastoral theology.

Representative Models for Projects

1. *Equipping Program*: Developing materials and using them to train a small group of believers in some phase of direct ministry (e.g., training a ministry team to minister to persons in grief and working with them in the early stages of implementation). [See Appendix 1]
 - a. *Example*: The purpose of this project is to equip selected members of Calvary Baptist Church, Slidell, Louisiana, in personal evangelism skills.
 - b. *Project Goals*:
 - i. To research the field of evangelism in order to determine the essential skills needed for personal evangelism training.
 - ii. To develop a workshop to equip the selected members of Calvary Baptist Church, Slidell, Louisiana, in personal evangelism skills.
 - iii. To equip the selected members of Calvary Baptist Church, Slidell, Louisiana, in personal evangelism skills.
2. *Ministry Skill Enhancement*: A personal improvement program of some ministry skill (e.g., the development of goals and related exercises for improving diction, word selection, gestures, etc. in preaching, and the implementation and evaluation of those plans).
 - a. *Example*: The purpose of this project is to enhance the project director's apologetic preaching skill at First Baptist Church, Junction City, Texas, in order to increase congregational worldview awareness.
 - b. *Project Goals*:
 - i. To research the field of apologetic preaching in order to identify the essential components necessary to address congregational worldview awareness.
 - ii. To develop a series of apologetic sermons incorporating the common components necessary to address congregational worldview awareness.
 - iii. To preach the series of sermons at First Baptist Church, Junction City, Texas.
3. *Strategy Planning*: Developing a strategy of Christian ministry among a targeted people group and beginning the early stages of implementation (e.g., an on-site study of a ski resort community and an ensuing strategy for reaching the population). [See Appendix 3]

- a. *Example:* The purpose of this project is to develop a church relocation strategy for Central Baptist Church, Savannah, Georgia.
 - b. *Project Goals:*
 - i. To explore the demographics of Chatham County, Georgia, in order to determine population densities and future growth initiatives.
 - ii. To examine strategy planning processes in order to inform the strategy planning team.
 - iii. To develop a strategy for Central Baptist Church, Savannah, Georgia, for the purpose of relocation.
 - iv. To present the relocation strategy to the Deacons and Church Council of Central Baptist Church for approval.
4. *Community Assessment*—The assessment of social needs in a community and development of specific recommendations for meeting those needs (e.g., researching the social crises in an urban area and making recommendations for establishing a crisis pregnancy ministry). [See Appendix 4]
- a. *Example:* The purpose of this project is to assess the social crisis of teenage pregnancy in Jefferson County, Tennessee, and to present specific recommendations to Central Baptist Church, Garden City, Tennessee, for establishing a crisis pregnancy ministry.
 - b. *Project Goals:*
 - i. To identify the demographic data and community needs related to the crisis of teenage pregnancy in Jefferson County, Tennessee.
 - ii. To research how a crisis pregnancy ministry could be used to meet the needs created by the crisis.
 - iii. To make specific recommendations to Central Baptist Church, Garden City, Tennessee, for the development of a crisis pregnancy ministry.
5. *Ministry Research:* Research of a general subject that issues forth into the development of conferences or workshops that address a related ministry concern (e.g., studying Mormonism and developing a workshop that equips believers to share Christ with Mormons). [See Appendix 5]
- a. *Example:* The purpose of this project is to research ethnography in order to develop a workshop to equip members of Second Baptist Church, Port Hudson, Florida, to evangelize Hispanic migrant workers.
 - b. *Project Goals:*
 - i. To research the field of ethnography as it relates to evangelizing Hispanic migrant workers.
 - ii. To examine the demographic data of Port Hudson, Florida, in order to identify the Hispanic migrant worker population.
 - iii. To develop a workshop that would equip members of Second Baptist Church, Port Hudson, Florida, to evangelize Hispanic migrant workers

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