Course Description
This course is the second in a two-course sequence in basic Christian theology, which includes an introduction to the major categories (loci) in theological construction. The historical and traditional engagements with theological issues will be correlated with the student’s confession of faith and the biblical foundations of theology, the socio-cultural contexts of faith and practice, and the life and mission of the Christian community.

Mission Statement Alignment
This is a required core class in the Northern Seminary curriculum. Its purpose is to survey the scope of Christian theology and its Biblical foundations. This class will put together a way of articulating the Christian faith that is consistent with Scripture, conversant with history and tradition (with attention paid to diverse intercultural and multiracial voices), connected to the student’s life in the Spirit to grow in wholeness and maturity, to bear witness to Jesus Christ and the Triune God (confession and praxis), and engaging particular socio-cultural contexts of the Christian community’s life and mission in ways that are pastoral, evangelistic and prophetic.

Learning Outcomes
Our focus in this course will be the construction and affirmation of the Christian vision of our identity and destiny as image-bearers of God and participants in the new creation, the Christian faith community as a sacramental people for God’s Name and Presence anticipating and practicing God’s telos for creation, and the person of the Holy Spirit as the divine agent for the renewal of all things. Our goal is to be theologically informed, challenged and transformed by the Holy Spirit as agents of the Spirit’s renewal and transformation of all things to God’s glory.

To that end, in this course you will:
1) develop an awareness of the breadth and depth and continuing significance of Christian theology as it has historically developed around certain key events and figures, through readings, lectures and class discussion.
2) articulate your understanding of the nature of theology, its methods, its resources, and the criteria for interpreting them through class discussion and papers.
3) explicate the Christian understanding of the Triune God, Christology, humanity and creation with particular reference to Christ and the Spirit, and the eschatological life and mission of the Church, grounded in Jesus by the Spirit in union with the Father, enacting the Kingdom on earth as in heaven, through discussion, papers and presentations.
4) identify and communicate the contextual nature of all theology through the limitations of your own context and in ongoing dialogue with the Judeo-Christian community (past and the present) through written work and non-prose work.
Course Requirements & Evaluation
Percentage of Grade by Assignment (See Grading Policy):

- Non-Prose Reflection 15%
- Papers 85%
- 100%

Assignments

1) Weekly Reading:
Each student will be expected to read and engage in class with the weekly readings
(Occasional lecture notes will also be posted on Moodle for your reference.)

2) Non-Prose Reflection: The Renewed, Broken Body of Christ: Unity and Particularity (15 pts)
Due 3/3
Description: This non-prose project allows you to create an object that helps you to illustrate
your view of the community of the people of God in all its complexity – as the renewing
body of Christ that is still subject to the brokenness of sin, as that the temple which is “being
built together to become a dwelling place in which God lives by his Spirit,” but which is still
under construction. As you “map out” your view of the church, use your right brain
imagination, be brave, and tell the truth. Mediums may vary. (You can paint, make a collage,
write a poem or a short story, compose a piece of music, draw flow charts, etc.) You may
submit a one-paragraph explanation along with each piece.

3) Papers #1, 2, 3: (85 pts total)
Length: 5 pages each
Description: These papers give you the opportunity to interact with the weekly readings both
in review and reflection, AND to engage with their theological perspectives. Each paper
should include properly cited ideas and direct quotes from the assigned readings.

Paper #1 AND Group Presentation: Traditional Atonement Theories, Covenantal
Atonement and Triune Implications – (35 pts)
Due 2/3
There are two parts to this assignment:
FIRST, each person will write a paper engaging with the required and elected
supplementary readings about the specific atonement theory to which your group has
been assigned. You will (I) convey the ideas behind the theory and the biblical textual
support for it, (II) explain how and why the theory developed, and (III) how Gorman’s
proposal of a new covenant atonement theory both differs from and also creates a space
for your theory.
SECOND, as a group you will craft a class presentation to present the content of your
atonement papers to the class. After succinctly presenting the material above, you will
THEN show the class how the singular use of this atonement theory impacts an
understanding of God as (a) Triune-ly involved in redemption/atonement, AND (b) in
saving relation to image-bearing people from creation to new creation. You may use
whatever means your group determines best for teaching the class, including power point
slides, handouts, etc.

Paper #2: Being Church: An Eschatological People for God’s Name – (25 pts)
Due 2/17
In this paper you are to engage the theological ideas on the *ecclesia* – its existence, purpose, and function – making reference to relevant material from the Fee and Jones readings and class lectures. How do the scriptures frame the church as a people of the Spirit who point to eschatological kingdom realities as opposed to a collection of individuals who believe the same propositional truths? Include analysis of your own ministry context and what challenges you face as you lead currently or might encounter in the future.

Paper #3: The Church’s Triune Worship and Mission, and Triune Mission as Worship – (25 pts)
Due 3/17
In this paper you are to use Paul’s benediction in 2 Cor 13:14 as the theological rubric to engage with the idea of how we as people, blessed and caught up in this Triune reality, enact or practice our human calling – our future mission in the present – as those joined to the Triune life through Christ by the Spirit. How does this theological framework order the mission we proclaim and live? Who/what creates the possibility and actuality of our participation therein? What makes for both a predictable and unpredictable aspect to this participation? How has your idea of ‘missional church’ been stretched?

Grading Rubric for Paper: graded on a scale of 1 (low) to 5 (high)

_____ Clear Expression of Authors’ Main Theses/Ideas (20% of grade)
_____ Well-organized, with supporting examples and exchanges between authors’ ideas (35% of grade)
_____ Coherent, developed engagement with the authors’ ideas (35% of grade)
_____ Complete, interesting sentences; Error-free grammar and spelling (10% of grade)
(>3 corrections on a page = 1 pt off for that page.)
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<thead>
<tr>
<th>DATE:</th>
<th>TOPICS:</th>
<th>READINGS/ASSIGNMENTS:</th>
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</table>
| Wk 1: 1/13 | Syllabus Trinitarian Theology | 📘 Reading Due:  
• Butin, *The Trinity*, Intro-Ch 3 (53 pp) |
| Wk 2: 1/20 | Triune Revelation in Jesus’ Resurrection & Ascension | 📘 Reading Due:  
• Butin, *The Trinity*, Ch 4 (21 pp)  
• Torrance, *Atonement*, 243-281 (39 pp) |
| Wk 3:1/27 | Pauline Soteriology & Metaphors | 📘 Reading Due:  
• Sobrino, “Systematic Christology,” 124-145 (22 pp)  
• Fee, “Paul and the Metaphors for Salvation,” 43-67 (24 pp)  
• Jones, *Practicing Doctrine*, Ch 7 (25 pp) |
| Wk 4: 2/3 | Soteriology, Atonement Theories and Current Critique | ☑️ Due: Paper #1 & Group Presentation-Traditional Atonement Theories, Covenantal Atonement and Triune Implications  
☒ Reading Due:  
• Baker & Green, “Models of Atonement,” 87-170  
• Boyd & Eddy, “The Atonement Debate” (7-8 pp - See Paper instructions and Group assigned reading sections on Moodle) |
| Wk 5: 2/10 | Pneumatology/Ecclesiology - The Spirit & a People for God’s Name | 📘 Reading Due:  
• Fee, *Paul, the Spirit & the People of God*, Ch 1-6 (73 pp)  
• Jones, *Practicing Doctrine*, Ch 8 (25 pp) |
| Wk 6: 2/17 | Eschatological Ecclesiology: The Spirit, Unity & Diversity | ☑️ Due: Paper #2 – Being Church: An Eschatological People for God’s Name  
☒ Reading Due:  
• Fee, *Paul, the Spirit*, Ch 7-12 (75 pp)  
• Jones, *Practicing Doctrine*, Ch 9 (23 pp) |
| Wk 7: 2/24 | Eschatological Ecclesiology: Sexism | ☑️ Reading Due:  
• Fee, “Gender Issues,” *Listening to the Spirit in the Text*, 56-76 (21 pp)  
• Nordling, “Being Saved as a New Creation,” *What Does it Mean to Be Saved?* 115-136 (22 pp)  
☑️ WATCH: “Miss Representation” |
| Wk 8: 3/3 | Eschatological Ecclesiology: Racism | **Due:** NON-PROSE RESPONSE: *The Renewed, Broken Body of Christ: Unity & Particularity*  
**Reading Due:**  
- Emerson, Smith, *Divided by Faith*, 1-19 (20 pp)  
- Fee, *Paul, the Spirit*, Ch 11-12 (27 pp)  
**WATCH:** 1) “Race: The Power of an Illusion – The Difference Between Us” (Moodle)  
2) “Mirrors of Privilege: Making Whiteness Visible” pts 1-5 (YouTube) |
|---|---|---|
| Wk 9: 3/10 | Eschatological Ecclesiology, Mission & Worship | **Reading Due:**  
- Fee, *Paul, the Spirit*, Ch 13-15 (30 pp)  
- Butin, *The Trinity*, Ch 6 (15 pp)  
| Wk 10: 3/17 | Eschatological Ecclesiology and Mission | **Due:** Paper #3 - *The Church’s Triune Worship & Mission, and Triune Mission as Worship*  
**Required Reading Due:**  
- Donovan, *Christianity Rediscovered*, 1-129, 148 (131 pp) |

**Required Books:**  

**Required Videos**  
“Race: The Power of an Illusion” **On Reserve**  
“Mirrors of Privilege: Making Whiteness Visible: parts 1-5” Here’s the link to Part 1. Carry on from there: [https://www.youtube.com/watch?v=8KYJl0PECv8](https://www.youtube.com/watch?v=8KYJl0PECv8)
Required Articles/Book Chapters: See weekly schedule posted on Moodle for which readings are available on RESERVE (R) or on MOODLE (M).


Course Policies

1. Grading Scale
The following grade standards are not “relative” to other Northern students, but are as “absolute” or “objective” as possible regarding standards of graduate-level work generally.

- **“A” for “distinctive” work** means that all the work submitted is of superior and some even of distinctive quality, demonstrating clear and deep understanding as well as interaction with class concepts, originality, and nuanced, mature judgment. Assignments reflect a great deal of effort and reflection, with clear and creative thinking throughout – outstanding in all respects, including written presentation.

- **“B” for “superior” work** means that the majority of the work demonstrates good comprehension of class concepts, and there is a fair amount of deep and creative thinking, reflecting personal (intellectual and spiritual) growth. Most assignments demonstrate considerable effort, and there is consistency to their level of achievement.

- **“C” for “acceptable” work** means that the student demonstrates adequate comprehension of class concepts and some deeper thinking on certain relevant issues. Quality is uneven, some work being average while other work demonstrates more minimal effort. Overall, the work is undistinguished but adequate to the basic achievement of course goals. Essays whose grade falls within the ‘C’ range lack essential material and show insufficient reading and effort to be acceptable, perhaps, even to the point of showing obvious misunderstanding.
• “D” for “unsatisfactory” means that the student demonstrates minimal effort and poor understanding. The majority of the work is apparently rushed, of substandard quality, and does not indicate basic achievement of course objectives.

2. The Grading Scale is as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>100 – 95</td>
<td>Distinctive</td>
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<tr>
<td>A-</td>
<td>94 - 90</td>
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</tr>
<tr>
<td>B+</td>
<td>89 - 87</td>
<td>Superior</td>
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<tr>
<td>B</td>
<td>86 – 83</td>
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<tr>
<td>B-</td>
<td>82 - 80</td>
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<td>C+</td>
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<td>C</td>
<td>76 – 73</td>
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<td>C-</td>
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<td>D</td>
<td>66 – 63</td>
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<td>D-</td>
<td>62 - 60</td>
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<tr>
<td>F</td>
<td>59 and below</td>
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This grading scale is based on content and form. Writing errors will lower your grade accordingly. It is expected that written products will be legible, professional in appearance and error free in regard to spelling, punctuation and grammar. TURNITIN is your friend here. Submit your paper prior to its due date and you will be able to see spelling, punctuation and grammatical errors, as well as citation problems.

3. Requests for extensions must be submitted in writing to the professor and will be granted without penalty only under extenuating circumstances (such as a grave illness or family death – not having time, work crises, computer glitches, etc. don’t cut it). Other extensions granted will be assessed a penalty for late submission at the discretion of the instructor.

POLICIES FOR ALL MASTERS CLASSES

NOTE: All communications from the seminary will go to your seminary email account. Contact ithelpdesk@seminary.edu if you need help forwarding your seminary email address to your personal email address.

As a seminary community we hold integrity/hospitality as core values. Individuals are able to do their best work and thinking when their peers are fully present and engaged. We expect each person to both participate in class and carefully listen to others with the belief that everyone’s contribution is equally important. Therefore, the following policies have been established in order to provide clarity in regard to attendance expectations and relationships in the classroom.

**Class Attendance Policy**
It is expected that students will attend and participate in all class sessions. Failure to attend at least 80% of class sessions is grounds for automatic failure. A professor may set other attendance expectations. Students are always expected to communicate with a professor in advance if they will be absent. Attendance expectations are higher for online and intensive courses (see syllabus for specific requirements).

**Class Tardiness Policy**
The third time a student is late to the start of class, it will be counted as a class absence. It is also expected that students will return from a break by the time specified by the professor.
Late Work Policy
If a student cannot complete the work for a course by the due date listed on the syllabus, they must submit a “Request for a Grade of Incomplete” form to the Registrar by 4:30 of the last day of the term. The form must be signed by the instructor and Dean of Students. The professor may set stipulations and grade reductions for any assignments handed in late, which will involve at least one grade reduction for each day an assignment is late without advance permission. In the absence of a formal request form, the student will receive a grade based upon work completed by the last day of the term.

Turabian Format
All papers, including footnotes and bibliography, must be submitted in the correct format according to Kate L. Turabian, A Manual for Writers of Research Papers, Theses, and Dissertations, 8th ed., 2013.

Plagiarism
Plagiarism is the act of passing off as one’s own the words or ideas of someone else without providing proper acknowledgement or documentation. See the “Academic Honesty Policy” in the Seminary Catalog for more information on plagiarism and how to avoid it. All papers will be submitted electronically through TURNITIN, the plagiarism assessment tool.

Electronic Format - TURNITIN
Unless otherwise specified by the professor, all work must be submitted electronically in a Word document format (.doc, .docx) through TURNITIN. You may submit drafts of papers ahead of time and get a TURNITIN assessment to help you make necessary corrections prior to submitting the final draft.

Technology Use in the Classroom
Unless directly tied to note taking, students will refrain from using electronic devices in class.

Course Evaluation in Moodle
Students must complete an online course evaluation using the seminary Moodle system at http://moodle.seminary.edu in order to receive a final grade for the course. The evaluation will be open for one week starting the last day of the term. If you need assistance connecting to Moodle or accessing the evaluation, please send an email to moodlehelp@seminary.edu.