Northern Seminary  
TH 301 Christian Theology I  
Fall 2015  
Mondays, 7:00-9:40 pm  
Dr. Geoffrey Holsclaw  
gholsclaw@faculty.seminary.edu  
Office Hours: (by appointment)

“One cannot speak of God simply by speaking of [humanity] in a loud voice.”  
Karl Barth

Course Description
This course is the first in a two-course sequence in basic Christian theology, which includes an introduction to the major categories in theological construction. The historical and traditional engagements with theological issues will be correlated with both the student’s confession of faith and the biblical foundations of theology and the socio-cultural contexts of faith and practice, all within 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
As we trace and affirm anew the central doctrinal vision of the Christian faith, we do not construct theology on our own terms. Rather, we enter a long, enduring, and meaning-filled dialogue emerging from the Triune relationship of God and his people into which we have been invited. Only here can we know God, ourselves, and the eternal story of our life with God. Our engagement with and appropriation of some of the great historical traditions of the Church will enable you to articulate a Christian witness that is equally meaningful and resourceful to vocation, ministry, and discipleship within your contemporary global contexts.

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 (primarily along the Western trajectory), through readings, lectures and class discussion;
2) articulate your understanding of the nature of theology, its methods, its resources, and criteria through class discussion;
3) explicate the Christian understanding of the Triune God, the imago dei, humanity, and the significance of the person of Christ in papers, non-prose work and class discussion;
4) and, identify and communicate the contextual nature of all theology including the limitations of your own context and enter into an 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):
- Vocabulary Quiz 10%
- Reading Responses 20%
- God/Body and Narrative Maps 20%
- Papers 50%

100%

Assignments

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

2) Reading Questions (20 points):

Pahl/Wright Reading Questions: Due—10/12 (10 Points) Submit both on Moodle.
Length: 3 Pages
Description:
Part 1) In this assignment you are to engage the Pahl (From Resurrection to New Creation) and Wright (Surprised by Hope) readings by answering the following question:

Q: What does it mean to say that Jesus’ resurrection is “the starting place and the compass” for all Christian theology? (1 ½ Pages)

Part 2) Select and answer one question from the Pahl book (2 pages). The questions are found at the end of each chapter. Please write the question you have selected at the top of your page. If you can, have the question relate to your narrative map. This is not an explanation of your map project, but an interaction with the narrative that you have chosen. As an example:

Narrative: Race and the homogenization of churches
Question: What does it mean to say that God’s people should be characterized by “diversity-in-unity”? (1 ½ Pages)

Bauckham Reading Questions: Due—11/16 (10 Points)
Length: 3 Pages
Description: Summarize the major element of Jewish monotheism, and then discuss how Bauckham uses these to explain the emergence of early Christology. Submit on Moodle.

3) Map Projects: Due—10/19 (10 pts each)

Narrative Map: Due—(10 pts)
Description: This project allows you to explore and interact with narratives that are speaking into your context. Create or find an object which helps illustrate a narrative that contributes to your cultural framework. As you “map out” your selected narrative, 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, bring in an object, take a picture, etc.) Submit a one-paragraph explanation along with your piece.
God Map/Body Map: Due – (10 pts)

**Description:** This two-part, non-prose project allows you to create two objects; i) one that helps you to illustrate your view of God (or a particular attribute/understanding of God), and ii) one that helps you to represent your (dis)embodied self. As you “map out” your view of God and yourself, 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.

4) Papers #1 and #2: (25 pts each, 50 pts total)

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 as well as the specific additional sources listed under each paper below (see the full bibliography under course schedule).

**Paper #1: Jesus the Image-bearer & the Spirit—Jesus the Lord – Due 11/2 (Week 6)**

**Length: 6 pages**

**Description:**
In this paper you are to engage the theological ideas on the humanity and divinity of Christ as it unfolds in the New Testament and the early church, referencing material from the readings and lectures from weeks 4-7 and the additional source(s). This paper will take into account Jesus’ authentic humanity lived by the Spirit and the high Christology and worship given to him by the early church. Engage with the idea of the importance for the church to hold together both the person AND the work of Jesus Christ and not divide them as happens in some theologies.

**Paper #2: Participation in the Triune Life of God – Due 12/11 (Week 10)**

**Length: 8-10 pages**

**Description:**
In this paper you are to engage the development of early Trinitarian theology based on Jesus as the Self-revelation of God as Father, Son, and Holy Spirit, referencing relevant material from Scripture and readings and lectures from week 8-10. This paper will account for how Jesus becomes the center of and entry point for our understanding of and participation in the life of the triune God. That is, how does an orthodox understanding of Jesus as both fully human and fully divine (against the early church heresies) allow us access into the relational life and mission of God as a work of salvation?

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

- Clear/Concise Expression of Authors’ Main Theses/Ideas (20% of total grade)
- Well-organized, with supporting examples (35% of total grade)
- Complete, clear, interesting engagement with authors’ ideas (35% of total grade)
- Error-free grammar and spelling (10% of total grade)
5) **Vocabulary Quiz: Due 3/7 – on Moodle (10 pts)**

**Description:** The Vocabulary Quiz may be taken at any time before 3/7 (Week 8). You will have 35 minutes to complete the quiz. Please do not use any resource once the quiz has started. The quiz is located on the TH 301 Moodle Page.

**Goal:** You will become familiar with some of the basic terminology and concepts of Christian doctrine that will be used in class (welcome to your new ‘short-hand’ language!)

- Immanent Trinity
- Eschatology
- Ecclesiology
- *Imago Dei*
- Modalism
- Apollonianism
- Soteriology
- Binitarianism
- Nestorianism
- Creation *ex nihilo*
- Incarnation
- Pre-millennialism
- Chalcedonian Statement on Christ
- Perichoresis
- Gnosticism
- Christology
- Economic Trinity
- Hypostasis
- Ontology
- Epistemology
- Homousion
- Theological Anthropology
- Docetism
- Hypostatic Union
- Pneumatology
- Post-millennialism
- Nicene Creed
- Eucharist

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### Course Schedule Fall 2015:  
(M=Moodle; R= Reserved)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
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</table>
| Week 1: 9/28 | False Narratives  
Retelling the Story from Resurrection | Come to Class having review the Syllabus       |
| Week 2: 10/5 | Creation, Resurrection and the  
Dwelling of the Triune God | **Reading Due:**  
- Pahl: *Resurrection to New Creation* (107 pp)  
- Wright: *Surprised by Hope*, Ch 6-11 (96 pp)       |
| Week 3: 10/12 | Image-Bearing and the Dwelling of the Triune God | **Assignment Due:**  
- Pahl/Wright Reading Questions  

**Reading Due:**  
- Jones: Chapter 5 (20pp) R  
- Fletcher-Louis: (18pgs) M       |
| Week 4: 10/19 | Jesus, Image Bearing, and the  
Dwelling of God  
*Discussion Day* | **Assignment Due:**  
- Narrative Map  
- God-Body Map  

**Reading Due:**  
- Hawthorne: Ch 1, 2, 4 (86pp)       |
| Week 5: 10/26 | Christology, Soteriology, and the Holy Spirit | **Reading Due:**  
- Hawthorne: Chp 5-7 (113pp)       |
| Week 6: 11/2 | Christology and Soteriology and Ancient Heresies: Protecting the Dwelling of the Triune God | Assignment Due:  
- Paper #1  
Reading Due:  
- Jones: Chp 6 (22pp) R  
- Fee: Pauline Christology (30pp) M |
| Week 7: 11/9 | Mediation & Reconciliation and the Hypostatic Union | Reading Due:  
- Bauckham: *God Crucified* (89pp) |
| Week 8: 11/16 | Christology, the Trinity, and the Bible | Assignment Due:  
- Bauckham Reading Questions  
Reading Due:  
- Reeves: Delighting in the Trinity (135pp)  
- Fee: Paul & Trinity (23pp) M |
| Week 9: 11/30 | The Trinity and Ancient Heresies | Assignment Due:  
- Vocab Quiz (Can be taken anytime)  
Reading Due:  
- Hastings: 19-119 (100pp) |
| Week 10: 12/7 | The Trinity and Life | Assignment Due:  
- Paper #2 Due 12/11  
Reading Due:  
- Jones: Chp 3 (22pp)  
- Volf: (17pp)  
- Husbands (21pp) |

**Required Books:**
**Required Articles/Book Chapters (available on Moodle or Library Reserve)**


Fee, Gordon and Nordling, Cherith Fee. *Pauline Christology* (draft redux version)


**Additional Bibliography for Papers:**


**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.

The Grading Scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 – 95</td>
<td>Distinctive</td>
</tr>
<tr>
<td>A-</td>
<td>94 - 90</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>89 - 87</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>86 – 83</td>
<td>Superior</td>
</tr>
<tr>
<td>B-</td>
<td>82 - 80</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>79 - 77</td>
<td>Acceptable</td>
</tr>
<tr>
<td>C</td>
<td>76 – 73</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>72 - 70</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>69 - 67</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>66 – 63</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>D-</td>
<td>62 - 60</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
<td></td>
</tr>
</tbody>
</table>

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.

2. 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. 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, 7th ed.*, 2007.

**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. 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.

**Electronic Format - TURNITIN**
Unless otherwise specified by the professor, all written (prose) work must be submitted electronically in a Word document format (.doc, .docx) through TURNITIN.

**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](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 ithelpdesk@seminary.edu.