

ACTS

SEMINARIES

Associated Canadian Theological Schools

THS 671: Systematic Theology II

The God Who Creates, Sustains and Redeems

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Fall 2019

3 credit hours

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Wednesdays, 6:00-8:40 pm

Fosmark Room 120

I. Course Description

This course is a study which begins to unfold the Bible's story of creation, fall, and redemption. This course begins with the existence and nature of God, especially focusing on God's action in creation and providence. Discussion then moves to consideration of the person of God the Redeemer and the nature of human beings as creatures and sinners.

II. Objectives

By the conclusion of this course, a student should be able to:

- §describe how theology shapes our understanding of the human condition and the life and ministry of the individual Christian and of the church as a whole;
- §articulate the main points of the classic Trinitarian Christian convictions regarding God, the person of Christ, and humanity in a way that is helpful for understanding Christian discipleship and mission;
- §explain important theological issues which arise in relation to these convictions, together with key biblical texts from which they arise as well as significant historical and contemporary contextual examples which illustrate them;
- §develop robust methodological processes and practical techniques for answering theological questions and developing coherent systems of theology in an Evangelical Christian framework;
- §apply these principles and techniques through theological reflection and problem-solving in the context of the student's ministry setting.

III. Course Textbooks

Bloesch, Donald G. *God the Almighty*. Downers Grove, IL: IVP, 1995. 9780830827534

Kärkkäinen, Veli-Matti. *Christology: A Global Introduction*. Grand Rapids, MI: Baker Academic, 2003. 9780801030889

Anderson, Ray S. *On Being Human: Essays in Theological Anthropology*. Eugene, OR: Wipf and Stock, 2010. 9781608999743

Stone, Howard W., and Duke, James O. *How to Think Theologically* (3rd ed.). Minneapolis: Fortress Press, 2013. (The 2nd edition will also work just fine.) 9780800629671

McGrath, Alister E., ed. *The Christian Theology Reader* (5th ed.). Oxford and Cambridge: Blackwell, 2017. 9781118874387

IV. Recommended Texts

McKim, Donald K. *Westminster Dictionary of Theological Terms*. Louisville, KY: Westminster John Knox Press, 1996.

Erickson, Millard. *Christian Theology* (2nd ed.). Grand Rapids, MI: Baker, 1998. Or another equivalent one-volume systematic theology.

V. Course Assignments

1. *Reading*: All three texts are required reading throughout the duration of the course, as assigned. There will also be some short readings each week, for the purposes of class and group discussions. The course requires approximately 1000 pages of text readings plus further research for the paper. Much of your learning in this course will depend upon careful, disciplined reading of assigned texts. **Two two-page summary/reviews, one for Kärkkäinen's *Christology* and one for Anderson's *On Being Human*, should be submitted at the end of the term, December 4, 2019. Value: 20%.**

2. *Short Essay*: The purpose of this assignment is to give the student an opportunity for an extended engagement with the first text, *God the Almighty*, especially in light of the methodological issues raised in *How to Think Theologically*. A general rule is that it should be two thirds summary and one third critical evaluation. It should be 8-10 pages in length (no longer), and typed using 10-12-point Times New Roman font, double-spaced on 8.5x 11 paper. **This assignment is due Monday, October 28, 2019. Value: 30%.**

3. *Research Paper*: Students will produce a research paper of not less than 15 and not more than 20 pages in length. It is to be typed using 12-point Times New Roman font, double-spaced. All supporting documentation and bibliography should be done in accordance with Kate Turabian, *A Manual for Writers*, 7th ed. It should demonstrate a clear understanding, and also seek to establish, by weight of evidence from the thoughtful engagement with Scripture and secondary sources, a thesis statement in relation to the topic under discussion. You can request further guidance from me if you require it. **This assignment is due Monday, November 25, 2019. Value: 40%.**

4. *Class Attendance & Participation*: Because Christian theological reflection is a discipline in which we engage in isolation, I will expect you not only to show up for class but also to contribute to class discussions. No pressure, but I'm tracking this. **Value: 10%**.

MISCELLANEOUS NOTES/POLICIES (The fine print)

1. All written work must be type-written, *double-spaced* (with the exception of the Reading Journal) and submitted on clear print on white paper. Font size of the body of the paper must not be less than 11 pt. If possible, I prefer footnotes at the bottom of each page. Bibliographies with complete citations must be attached at the end of each paper.
2. The style guide of choice at ACTS is Turabian (similar to Chicago). Grades **WILL** be reduced if the Turabian style format is not used (take special care with bibliographies and footnotes). Students may find the following websites helpful: <http://www.bedfordstmartins.com/online/cite7.html> or www.dianahacker.com/resdoc/
3. Develop the habit of using inclusive language. Failure to do so in writing or in public speaking is often considered offensive in North America, and it is impossible to publish material without using inclusive language. It is therefore a useful habit to develop during graduate studies.
4. Students are expected to be familiar with the ACTS policy concerning plagiarism and academic dishonesty. Plagiarism will be treated as a serious offense and **WILL** result in the failure of the specific assignment and possibly also in a failing grade in the course. **EVERY** instance of plagiarism without exception (even minimal plagiarism) **will be reported** both to the registrar and the Academic Committee of ACTS, and will result in a letter included in your permanent student record. Further details about this subject can be found in the ACTS Student Handbook (see section 4:12 in www.acts.twu.ca/Handbook.html and <http://www.acts.twu.ca/lbr/plagiarism.ppt>).
5. Students who use the assistance of tutors must indicate that they have done so, must describe the nature of the assistance, and must include full contact information of the tutor. Failure to disclose the assistance of a tutor will result in the rejection of the assignment. Students will be exempt from this disclosure requirement if they use the TWU Writing Centre.
6. The marks for late assignments will be reduced by one letter grade, and will not be accepted if more than seven days late except in the case of extenuating circumstances.

GRADE DESCRIPTION CHART

Letter Grade	Percentage	Grade Point
A+	Superior	4.30
A	Excellent	4.00
A-	Very Good	3.70
B+	Proficient	3.30
B	Good	3.00
B-	Average	2.70
C+	Adequate	2.30
C	Acceptable	2.00
C-	Needs Work	1.70
F	Below Standard	0.00

TENTATIVE CLASS LECTURE and READING SCHEDULE

September 4, Week 1 — Introductory Matters. Who IS God? Identity and Self-Revelation

Reading: Stone and Duke, *How to Think Theologically*, chapters 1-4, 8-9.

Bloesch, *God the Almighty*, chapter 1-4.

September 11, Week 2 — Living with Tensions: More on God's Being and Attributes

Reading — Bloesch, *God the Almighty*, chapters 5-6

September 18, Week 3 — Three and Yet One: The Mystery of the Trinity

Reading — Bloesch, *God the Almighty*, chapter 7.

September 25, Week 4 — Christian Theology in Biblical and Historical Perspective

Reading — Bloesch, *God the Almighty*, chapters 8-9.

October 9, Week 5 — Who Do You Say That I Am?: The Christ of Scripture and Creed

Reading — Kärkkäinen, *Christology: A Global Introduction*, chapters 1-5 (2003 edition), chapters 1-3 (2016 edition). Stone & Duke, *How to Think Theologically*, chapter 5.

October 16, Week 6 — Historical Developments in Christology

Reading — Kärkkäinen, *Christology: A Global Introduction*, chapters 6-10 (2003 edition), chapter 4 (2016 edition).

October 23 – Reading Week – No class

October 30, Week 7 — Dead White Guys and Jesus: Modern Western Christologies

Reading — Kärkkäinen, *Christology: A Global Introduction*, chapters 11-20, (2003 edition), chapters 5-7 (2016 edition)

November 6, Week 8 — Contextualized Christologies

Reading — Kärkkäinen, *Christology: A Global Introduction*, chapters 21-30 (2003 edition), chapters 8-9 (2016 edition).

November 13, Week 9 — “I’m Only Human”: Defining Theological Anthropology

Reading — Anderson, *On Being Human: Essays in Theological Anthropology*, chapters 1-5, Appendix A.

November 20, Week 10 — Fleshing Out Humanity: The *Imago Dei* and Other Implications of Being Human

Reading — Anderson, *On Being Human: Essays in Theological Anthropology*, chapters 6-10, Appendix B.

November 27, Week 11 — From the Textbook to the Church: Sin, Personhood, and Vocation

Reading — Anderson, *On Being Human: Essays in Theological Anthropology*, chapters 11-13. Stone and Duke, *How to Think Theologically*, chapters 6-7.

December 4, Week 12 — Putting it all together: thinking integratively about theology in life

Supplement: Important Academic Notes from ACTS

Web Support – Student Portal <https://www.twu.ca/students/current-students>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University’s campus closure notification message box (604.513.2147) and on the front page of the University’s website (<http://www.twu.ca> – also see <https://www.twu.ca/campus-notification> for more details).

An initial announcement regarding the status of the campus and cancellation of classes is made at 6:00 AM and covers all classes beginning before 1:00PM. A second announcement is made at 11:00AM that covers all classes which begin between 1:00PM and 5:00PM. A third announcement is made at 3:00PM and covers those classes which begin after 5:00PM.

Paper Formatting

Students need to adhere to Turabian Notes (Bibliography) format except for in counselling courses, for which APA format is used and for CanIL courses. Please refer to the TWU Citations Style Guides page (https://www8.twu.ca/library/style_guides.html) for information on different styles.

Students are strongly encouraged to use RefWorks (available through the library home page <https://www.twu.ca/library>) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html or <http://www.macmillanlearning.com/catalog/static/bsm/hacker/resdoc/home.htm>. Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 6th edition. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian") or <http://www.citationmachine.net/>.

Please check with your professor to see which one he/she recommends you use!!

Course Evaluations

Course evaluations are an important aspect of improving teaching outcomes and for students and faculty professional development. Therefore, completion of course evaluations are considered a course expectation. Professors will schedule time to fill out the online course evaluation (20-30 minutes) during their last scheduled class of the semester, for students to complete on their personal laptop or a collegium computer. Students who are absent or otherwise unable to complete the online course evaluation in the last class, will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics

Board. Information and forms may be found at <https://www.twu.ca/research/research-services/research-ethics>

Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see 2016-17 Student Handbook, pp. 48-50). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.actsseminaries.com) at the following link: <http://www.actsseminaries.com/wp-content/uploads/2014/11/ACTS-Catalogue-2014-15-Final-14-10-03.pdf>.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self-running) tutorials of varying lengths from:

<https://docs.google.com/presentation/d/10ujmBKDRdb53SZ3XHRoXJF6M52Uhu-kr2CV8l654XeA/edit#slide=id.p4>

http://williambadke.com/Plagiarism_Spectrum_US_8.5x11.pdf
<https://prezi.com/dcbl-pnzuv9i/whats-the-big-deal-about-plagiarism/>

Equity of Access

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. To repeat: To ensure that instructors know to accommodate a student who has a learning access issue, the student must inform the Director of Student Life of a disability before the beginning of the class. After that is too late.

MAMFT Essay Options

Students in the MAMFT have the option of writing their paper as a draft of their final research project for the MAMFT program.

MAMFT writing guidelines and format for “Personal Theory of Counselling” graduate essay.

I: Statement of foundational assumptions

Your principles of integration should reflect thoughtful reflection about your assumptions. Your assumptions should be supported by citation and should cover the following issues:

A. Define epistemology, modernism and postmodernism and discuss your position on the possibility and limitations of knowing, and how it impacts the integration project.

B. Define and describe the relationship between general and special revelation.

C. Define “spirituality” as used in psychology and make a brief evidenced based argument for including it as an important dimension of human experience in therapy.

D. Define the terms Psychology and Theology as you will use them in the Graduate Essay and describe their relationship in light of your comments about epistemology, general and special revelation and spirituality.

E. Choose a "cornerstone theory" from your texts (or two if you are brave) that provides your framework for integration throughout the Graduate Essay and briefly discuss:

- The name of the theory and names of the leading secular authorities on this theory.
- Cite any Christian attempts to work with this theory.
- Briefly list the things that make it compatible with a Christian perspective.
- Briefly list the limitations of the theory and how it differs from a Christian perspective.

F. Identify your theological tradition and any important assumptions you are bringing to the project of integration.

e.g. “Theologically, this writer comes from the Reformed tradition, with a strong emphasis on Biblical authority, the priesthood of believers and the sovereignty of God.

e.g. "Theologically, this writer comes from the Mennonite tradition, with an emphasis on Biblical authority, personal faith in Christ, the role of the church community in spiritual formation, and peacemaking."

Sections II -VII: Application of Integrative Assumptions

- A. The remainder of the Graduate Essay will apply your integration principles as you combine your cornerstone theory and Christian tradition (worldview).
- B. Summary paragraph of your integrated, informed position.

Section Titles:

II: Theory of Personality. Who are human beings? What determines human character and actions? What is the role of environment vs. learning? What is the relationship between affect, cognition and behaviour?

III: Model of Human Wholeness. What does a well-functioning person look like? What general goals do you have for clients given your view of human nature and wholeness?

IV: Model of Human Brokenness. What are the processes and pitfalls that work against human wholeness?

V: Model of Therapeutic Change. Given the above assumptions about human beings, how does change occur? What is the interplay between affect, behaviour and cognition in effecting change? What techniques or methods will you use? Will you focus on the past, present or future with clients?

VI: Role of the Therapist and Role of the Client. What is your role? Who are your clients? To what degree will you work with individuals vs. families?

VII: Evaluate your theory as it currently stands. What are its strengths, what are its weaknesses. What do you want to know more about?

Additional Comments:

§ You must **CONSISTANTLY FOCUS ON YOUR CONERSTONE THEORY** and integration

assumptions in **sections I-VII of the Graduate Essay**

For example, if you named Structural as your cornerstone theory, in describing your orientation to the past, present, or future, in therapy, you must ground your position in Structural literature. If you disagree with your cornerstone theory, explain why.

§ Put all section headings and question titles in bold for easier reading.

§ Use short quotes only and explain each one.

When citing a chapter in an edited book, cite the author of *the chapter*, not the book's editor.

Consultation and Grading MAMFT Project, etc.

Only MAMFT students can pursue this assignment format for this course. MAMFT students may opt to write the standard research paper if they so wish. For clarification on these requirements students in the MAMFT program should consult the program director. ***I reserve the right to have that person weigh in on the final grade for this paper for this course if the need arises.*** The grade value for this assignment is the same as the research paper section described above