



**THEO6321 – The Doctrine of Humanity**  
**New Orleans Baptist Theological Seminary**  
**Theological & Historical Studies Division**  
**Spring 2017 – Mondays, 2:00–4:50 PM**

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**Mission Statement**

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

**Core Value Focus**

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. These values shape both the context and manner in which all curricula are taught. The core value focus for this academic year is Characteristic Excellence, which states, “What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.”

**Curriculum Competencies**

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

- 1. Biblical Exposition:** to interpret and communicate the Bible accurately.
- 2. Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.
- 3. Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
- 4. Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
- 5. Servant Leadership:** To serve churches effectively through team ministry.
- 6. Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.
- 7. Worship Leadership:** To facilitate worship effectively.

The curriculum competencies addressed in this course are: Biblical Exposition and Christian Theological Heritage.

### **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.

### **Course Teaching Methodology**

The course will involve the following methodologies: assigned readings, classroom lectures, classroom discussions, reflective essays, book reviews, and research papers. These methods are consistent with the belief that some learning will occur outside of the classroom (as students read assigned texts, write reflective essays, and research and write papers) as well as in the classroom (from classroom lectures and discussions). 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.

### **Textbooks Required**

- Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition: Chicago Style for Students and Researchers*. Chicago: University of Chicago Press, 2013.
- One systematic or historical theology from the list at the end of the syllabus, with no duplication among students.
- Two books of the student's choice from the list at the end of the syllabus, with no duplication among students.
- Two chapters will be provided from *A Theology for the Church*, rev. ed., ed. Akin (2014).
- Holy Bible. Students may use any reliable, modern translation.

### **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.

## Course Requirements

**Class Discussion.** 50 points possible. Students will participate in discussions of topics. Participation will be evaluated according to this rubric:

**Discussion Rubric**

	A	B	C	D	E
Quality of Comments	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
Referencing Resources	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
Active Listening	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

**Summary of Systematic/Historical Theology of the Doctrine of Humanity.** 50 points. 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. Include the main ideas, proponents and their arguments, and definitions of 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 selections in this [Google Doc](#) and will bring **paper copies** for class members and present summaries on dates scheduled in the syllabus.

**Book Reviews** (1,500–1,800 words each). Students will read and review **two books**. See the course schedule for due dates. Students must sign up for their book selection in this [Google Doc](#). For a helpful 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 each contributor. 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; only footnote outside sources; use quotations sparingly; avoid first person; no title page is required (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. Submit the **selected book reviews in class** on the appropriate presentation date, making **paper copies** for class members. The due date is based on the presentation date of the book. 50 pts. e. = 100 pts.

### 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.

#### Guidelines for the Research Paper

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

**Content**, 50 points

**Selection and use of sources**, 20 points

**Form** (conformity to Turabian), 10 points

**Style and Grammar**, 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

### **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**

Students can earn up to 300 points in the course. There are no opportunities for extra credit.

- Classroom Discussion. 50 points.
- Summary of Systematic/Historical Theology of the Doctrine of Humanity. 50 points.
- Book Reviews. Two at 50 points each = 100 points.
- Research Paper. Due in multiple assignments. = 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

### **Attendance**

Per the catalogue, “Students may not miss more than 9 class hours for a 3-semester hour course.” In a 3-hour class that meets twice per week, one class meeting counts as 1.5 hours.

### **Policy Regarding Late Work**

Late work will not be accepted.

### **Special Accommodations**

Please see Dr. Steve Lemke to request special educational accommodations.

### **Study Tips**

1. Plan to study 2–3 hours for every 1 hour in class.
2. Read your textbook 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.
- record classes with any type of audio or video recording device. Please let me know if you plan to do so.
- use paper and a pen or pencil. For most students, this is the best option.

### **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 us in asking God to guide our thoughts as we seek to grow in our knowledge and love for him through the study of God, his word, and his creation.

### **Help for Writing Papers at “The Write Stuff”**

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 [nobts.edu/writing](http://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

### Topics & Reading Schedule

Date	Topic	Book Reviews for Class Presentation
Jan. 23	Class Introductions; Syllabus; Discussion of Hammett, ch. 7 in <i>A Theology for the Church</i>	
Jan. 30	Presentations of Historical & Systematic Summaries, part 1	
Feb. 6	Presentations of Historical & Systematic Summaries, part 2	
Feb. 13	Introductions; Creature of God; Freedom; Theological Anthropology	Cortez, Schwarz; Barth; Johnson, Owens
Feb. 20	Material & Immaterial Beings (constitution, origin of soul)	Cooper, Moreland, Doidge
Feb. 27	Image of God (value, Christ)	Anderson, Kilner
March 6	Origin and Transmission of Sin; Weakened Flesh/Sinful Nature; Discussion of Norman, ch. 8 in <i>A Theology for the Church</i>	Blocher, Harwood, Madueme, Morgan
March 13	<b><i>Spring Break</i></b>	
March 20	Male & Female (Sexuality & Gender)	Brownson, Vines, DeYoung, Gagnon
March 27	Male & Female (Singleness & Marriage)	Gergis, John Paul II, Piper
April 3	Dominion/Cultural mandate; Theology of Work	Keller
April 10	Races & Languages; Transformation	Hays, Jennings; Beale
April 17	Life Stages, Illness & Aging; Physical Death & the Christian Hope (Personal Eschatology)	Stanford, Thiselton
April 24	Paper Presentations, part 1	
May 1	Paper Presentations, part 2	
FINALS		

## Selected Bibliography

### Doctrine of Man

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### **Historical & Systematic Theologies**

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