



Systematic Theology 2 - THEO 5301

New Orleans Baptist Theological Seminary
Theological & Historical Studies Division
Tuesdays, 6:00–8:50 PM - Spring 2018

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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.

1. **Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
2. **Spiritual Vitality:** We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
3. **Mission Focus:** We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
4. **Characteristic Excellence:** 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.
5. **Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment.

The core value focus for the 2017–18 academic year is **Servant Leadership**.

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 second course in systematic theology introduces the student to the doctrines of the work of Christ, salvation and the Christian life, the Holy Spirit, the church, and last things. The biblical foundation and the relevant historical developments are considered in developing a comprehensive statement of Christian teaching concerning construction of a Christian understanding of each doctrine.

Student Learning Outcomes

The student, by the end of the course, should:

1. Be able to understand theological method and the doctrines of the work of Christ, salvation, the Holy Spirit, the church, and last things biblically, historically, and systematically.
2. Be able to apply theology by integrating these doctrines 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, and book reviews. These methods are consistent with the belief that some learning will occur outside of the classroom (as students read assigned texts and write reflective essays critical book reviews) 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:

Erickson, Millard J. *Christian Theology*. 3rd ed. Grand Rapids: Baker, 2013.

Harwood, Adam, and Kevin Lawson, ed. *Infants and Children in the Church: Five Views on Theology & Ministry*. Nashville: B&H Academic, 2017.

Holy Bible. You may bring any reliable, modern translation.

Two books of the student's choice, selected from the list on pages 3–4.

Textbook Recommended:

Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition*. Chicago: University of Chicago Press, 2013.

Course Requirements (350 total points possible)

Summary:

Reflective Essays. Ten at 10 points each = 100 points

Book Reviews. Three at 50 points each = 150 points (**Option:** Two book reviews & Conference)

Final Exam. 100 points

Attendance. Points will be added or subtracted based upon class attendance.

Details:

- **Reflective Essays.** Students will submit ten reflective essays. Each essay should be double-spaced page and 250–300 words. Each paper is worth a possible 10 points and is meant to be a creative, reflective essay. Avoid first person (“I, me, my”); simply state things as fact. Students may cite names and Bible verses, but should not include any quotations due to space constraints. This reflective essay is not meant to be a summary of a doctrine but the student’s thoughts on the topic **after reflecting on the assigned reading**. A 10-point paper meets the length requirement and has excellent content, grammar, and syntax. A 9-point paper has a minor problem with the length, grammar, or syntax. A 7- or 8-point paper has multiple problems. Reflective essays will be received only in BlackBoard on the due date by the time class begins. Papers will be received early, not late. **100 points possible.**

Theology I – Rubric for Assessing Reflective Essays					
	2.0	1.5	1.0	0.5	0
Content	♦ Nails the topic ♦ All details accurate	♦ Stays on topic ♦ Minimal inaccuracies	♦ Some deviation from topic ♦ Some inaccurate details	♦ Deviates from topic ♦ Major inaccurate details	♦ Deviates significantly from topic ♦ No accurate details
Organization	♦ Highly organized structure	♦ Organized structure	♦ Somewhat organized structure	♦ Unorganized structure	♦ No discernable structure
Logical Support Is evidence presented to support the claim (s)?	♦ Superior logical support of topic or claim(s)	♦ Logical support	♦ Acceptable logical support	♦ Minimal support	♦ No logical support
Communication	♦ Exceptionally clear meaning	♦ Clear meaning	♦ Somewhat clear meaning	♦ Unclear meaning	♦ Incoherent
Grammar, Punctuation, and Spelling	♦ No errors	♦ 1 error	♦ 2 different errors (rather than two occurrences of the same error)	♦ 3-4 different errors	♦ 5 or more errors

- **Book Reviews** (1,500–1,800 words each). Students will read and review **three books**. All students will read and review *Infants and Children in the Church*. Also, students will read and review **two books** they select from the list below. See the course schedule for due dates. Students must sign up for their book selection in this [Google Doc](#). Students will bring printed copies of their selected book reviews on the due date and might be called upon to read their review to the class. This exercise will expose students to a broad range of scholarship on the doctrines considered in class and will provide students with guided opportunities for peer instruction. (**Option:** Students may read two books—ICC and another book, and attend and report on Feb. 22–23 Polity Conference on campus.)

Christology

Allen, David L. *The Extent of the Atonement: A Historical and Critical Review*. Nashville: B&H Academic, 2016. (Because of its length, this book counts as **two** books; the review should be **twice** the standard length.)

Morris, Leon. *The Apostolic Preaching of the Cross*. 3rd ed. Grand Rapids: Eerdmans, 1965.

Stott, John. *The Cross of Christ*. Downers Grove: IVP, 2006.

Gibson, Jonathan and David, ed. *From Heaven He Came and Sought Her: Definite Atonement in Biblical, Historical, Theological, and Pastoral Perspective*. Wheaton: Crossway, 2013. (This book counts as **two** books; the review should be **twice** the standard length.)

Soteriology

- Allen, David L., Eric Hankins, and Adam Harwood, ed. *Anyone Can Be Saved: A Defense of "Traditional" Southern Baptist Soteriology*. Eugene, OR: Wipf and Stock, 2016.
- Green, Joel B. *Conversion in Luke-Acts: Divine Action, Human Cognition, and the People of God*. Grand Rapids: Baker Academic, 2015.
- Keathley, Kenneth. *Salvation and Sovereignty: A Molinist Approach*. Nashville: B&H Academic, 2010.
- Peckham, John. *The Love of God: A Canonical Model*. IVP Academic, 2015.
- Thornhill, A. Chadwick. *The Chosen People: Election, Paul and Second Temple Judaism*. Downers Grove: IVP Academic, 2015.

Pneumatology

- Cole, Graham A. *He Who Gives Life: The Doctrine of the Holy Spirit*. Foundations of Evangelical Theology. Edited by John S. Feinberg. Wheaton: Crossway, 2007.
- Hamilton, James. *God's Indwelling Presence: The Holy Spirit in the Old and New Testaments*. Nashville: B&H Academic, 2006.
- Thiselton, Anthony C. *The Holy Spirit—In Biblical Teaching, through the Centuries, and Today*. Grand Rapids: Eerdmans, 2013.
- Umstatt, Rustin. *The Spirit and the Lake of Fire: Pneumatology and Judgment*. Eugene, OR: Wipf and Stock, 2017.

Ecclesiology

- Dever, Mark, and Jonathan Leeman. *Baptist Foundations: Church Government for an Anti-Institutional Age*. Nashville: B&H Academic, 2015.
- Hammett, John S. *Biblical Foundations for Baptist Churches*. Grand Rapids: Kregel, 2005.
- Schreiner, Tom, and Matthew Crawford, ed. *The Lord's Supper: Remembering and Proclaiming Christ Until He Comes*. Nashville: B&H, 2010.
- White, Thomas, Jason Duesing, and Malcolm Yarnell, ed. *Restoring Integrity in Baptist Churches*. Grand Rapids: Kregel, 2008.

Eschatology

- Alcorn, Randy. *Heaven*. Nashville: Tyndale, 2004.
- Ryrie, Charles C. *Dispensationalism*. Chicago: Moody, 2007.
- Thiselton, Anthony C. *Life After Death: A New Approach to the Last Things*. Grand Rapids: Eerdmans, 2011.
- Walls, Jerry. *Heaven, Hell, and Purgatory: Rethinking the Things That Matter Most*. Grand Rapids: Brazos, 2015.

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 a summary of the contributors. 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. Footnote only outside sources. Use quotations sparingly. Avoid first person. No title page is required (Students should 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 all the reviews **online** by their respective due dates. Bring **paper copies** of the **selected book reviews** on the due for the class members. 50 points each. = 150 points.

Book Review Grading Rubric

	10	9	8	7	5
Content	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
Organization	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
Logical Support	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
Communication	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
Grammar, Punctuation & Spelling	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

- **Final Exam.** The final exam will consist of various types of questions (short answer, short essay, T/F, etc.) based on class notes, discussions, and textbooks. 100 points.
- **Attendance.** Points will be added or subtracted for class attendance. Students who attend all class sessions and miss 0–3 classes (for any reason) will receive an additional 10 points. Students who miss 4 or more class meetings (for any reason) will lose 10 points.

Evaluation of Grade

The student's grade will be computed as follows:

Students can earn up to 350 points in the course.

- Reflective Essays. Ten at 10 points each = 100 points
- Book Reviews. Three at 50 points each = 150 points
- Final Exam. 100 points
- Attendance. 10 points will be added or subtracted based on class attendance.

The percentage of the total number of points earned divided by the total number of points possible (400) will constitute the student's final course grade, per this NOBTS grading scale:

A - 93–100

B - 85–92

C - 77–84

D - 70–76

F - Below 70

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.

My policies for academic honesty, the grading scale, and disabilities follow the standards for New Orleans Baptist Theological Seminary.

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 once per week, one class meeting counts as 3 hours.

Policy Regarding Late Work

Late work will not be accepted.

Special Accommodations

If you require educational accommodations, please contact the provost's office.

Using Technology in the Classroom

In this class, you may:

- not use laptops or phones because they often distract from the topic being discussed in class.
- record classes with any type of audio or video recording device. Please let me know if you plan to do so.

Study Tips

1. Plan to study 2–3 hours for every 1 hour in class.
2. Read your textbook even when you don't expect to be tested.
3. Rewrite your new class notes each week.

Online Resources

Although Wikipedia or Theopedia can be helpful places to begin research, web sites 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.

Personal Note: Please join me in asking God to guide our thoughts as we seek to grow in our knowledge and love for him through the study of the doctrines of atonement, salvation, the Holy Spirit, the church, and last things.

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.

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.

Course Schedule

E 43 = Erickson chapter 43

Date	Topic	Reading Due	Assignments Due
Jan. 22	Class Introduction		
Jan. 22	Theological Sources & Methods	E 1–3	
Jan. 29	The Work of Christ: Death & Resurrection	E 35	
Jan. 29	The Work of Christ: Salvation Accomplished	E 36	Essay 1: “Why did Christ die?” Reviews: Stott & Morris
Feb. 6	The Work of Christ: Penal Substitutionary Atonement	E 37	Essay 2: “Is it necessary to affirm penal substitution? Why or why not?”

Date	Topic	Reading Due	Assignments Due
Feb. 6	The Work of Christ: The Extent of Atonement	E 38	Essay 3: “For whom did Christ die?” Reviews: Allen & Gibson
Feb. 13	<i>Mardi Gras – No Class</i>		
Feb. 20	The Doctrine of Election	E 43; Read Hankins article	Essay 4: “What is election?”
Feb. 20	The Doctrine of Election		Review: Thornhill
Feb. 22–23	Baptist Polity Conference		
Feb. 27	Salvation: What is the Gospel?	Read Newsom article	Essay 5: “What is the gospel?”
Feb. 27	Salvation		Reviews: Allen/Hankins/Harwood, Peckham
Mar. 6	Salvation: Does Regeneration Precede Faith?	E 44; Read Allen article	Review: Keathley
Mar. 6	Salvation: Justification & Conversion	E 45	Review: Green
Mar. 13	Salvation: Sanctification	E 46	
Mar. 13	Salvation: Security	E 47	
Mar. 20	<i>Spring Break – No Class</i>		
Mar. 27	The Holy Spirit: Person & Work	E 39–40	Essay 6: “Are believers today gifted by the Holy Spirit with ‘charismatic’ gifts?”
Mar. 27	The Holy Spirit: Recent Issues	E 41	Reviews: Cole & Thiselton
Apr. 3	The Holy Spirit		Reviews: Hamilton & Umstattd
Apr. 3	The Church: Nature	E 49	

Date	Topic	Reading Due	Assignments Due
Apr. 10	The Church		Reviews: Hammett, Dever, Schreiner, White
Apr. 17	The Church: Marks	E 50	Essay 7: “Should Sunday morning worship services ‘target’ believers or unbelievers?”
Apr. 17	The Church: Polity	E 51	Essay 8: “Formal church membership: Is it biblical?”
Apr. 24	The Church: Baptism	E 52	Review: <i>Infants and Children in the Church</i>
Apr. 24	The Church: Lord’s Supper	E 53	Essay 9: “How should a parent determine when their child should be allowed to be baptized and take the Lord’s Supper?”
May 1	Last Things: Death & the Intermediate State	E 54–55	Review: Thiselton
May 1	Last Things: The Return of Christ & Millennial Views	E 56–57	Review: Ryrie
May 8	Last Things: Hell	E 58b	Essay 10: “Hell: Seriously?”
May 8	Last Things: Heaven	E 58a	Reviews: Alcorn & Walls
	Final Exam Tuesday, May 15, 6–8 PM		

Selected Bibliography

Biblical Theologies

Childs, Brevard S. *Biblical Theology of the Old and New Testaments: Theological Reflection on the Christian Bible*. Minneapolis: Fortress, 1992.

Hamilton, James M., Jr. *God’s Glory in Salvation through Judgment: A Biblical Theology*. Wheaton, IL: Crossway, 2010.

Scobie, Charles H. H. *The Ways of our God: An Approach to Biblical Theology*. Grand Rapids: Eerdmans, 2003.

Historical Theologies

Garrett, James Leo Jr. *Systematic Theology: Biblical, Historical, & Evangelical*. 2 Vols. Grand Rapids: Eerdmans, 1995.

McGrath, Alister. *Christian Theology: An Introduction*. 5th ed. Hoboken, NJ: Wiley-Blackwell, 2011.

Systematic Theologies

Akin, Daniel, ed. *A Theology for the Church*. Rev. ed. Nashville: B&H Academic, 2014.

Dagg, J. L. *A Manual of Theology*. First published 1857. Harrisonburg, VA: Gano, 1990.

Enns, Paul. *The Moody Handbook of Theology*. Revised. Chicago: Moody, 2008.

Erickson, Millard J. *Christian Theology*. 3rd ed. Grand Rapids: Baker, 2013.

Geisler, Norman. *Systematic Theology: In One Volume*. Bloomington, MN: Bethany, 2011.

Grudem, Wayne. *Systematic Theology: An Introduction to Biblical Doctrine*. Grand Rapids: Zondervan, 1995.

Lewis, Gordon, and Bruce Demarest. *Integrative Theology*. 3 Vols. Grand Rapids: Zondervan, 1996.

Ryrie, Charles. *Basic Theology: A Popular Systematic Guide to Understanding Biblical Truth*. Chicago: Moody, 1999.

Swindoll, Charles R., and Roy B. Zuck, ed. *Understanding Christian Theology*. Nashville: Thomas Nelson, 2003.

Thiselton, Anthony C. *Systematic Theology*. Minneapolis: Eerdmans, 2015.

Thorsen, Don. *An Exploration of Christian Theology*. Grand Rapids: Baker, 2007.