



**THEO 9402 Seminar in the Doctrine of Humanity**  
**New Orleans Baptist Theological Seminary**  
**Theology & History**  
**Fall 2020**

*Note 1: Any time you email us make sure to copy our assistant Robbin Phelps ([rphelps@nobts.edu](mailto:rphelps@nobts.edu)) and Madison Hinton ([mbinton@nobts.edu](mailto:mbinton@nobts.edu)) in on the email and make sure you include the course number.*

*Note 2: You are certainly able to take this seminar remotely, but if at all possible, students are encouraged to come to campus for each session.*

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### **Mission Statement**

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

### **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 this academic year is **Spiritual Vitality**.

### 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 is: Discipleship Making

### Course Description

An intensive study of the doctrine of humanity is made through an analysis of the biblical data in the light of historical and contemporary interpretations. A contemporary theological understanding of humanity is developed.

**Student Learning Outcomes:** At the conclusion of this courses, students will be able to:

1. Examine, reconstruct, and assess traditional ways of understanding the doctrine of humanity.
2. Explain and defend an anthropology consistent with the Christian faith.
3. Explain and apply the doctrine of humanity to various ethical and social circumstances within contemporary culture.

### Required Texts:

1. Berkouwer, G.C. *Studies in Dogmatics: Man: The Image of God*. Grand Rapids: Wm. B. Eerdmans Publishing Co., 1962.
2. Boa, Kenneth. *Augustine to Freud: What Theologians & Psychologists Tell Us About Human Nature and Why It Matters*. Nashville: B&H Publishing Group, 2004.

3. Cooper, John W. *Body, Soul, & Life Everlasting: Biblical Anthropology and the Monism-Dualism Debate*. Grand Rapids: Wm. B. Eerdmans Publishing Co., 2000.
4. Corcoran, Kevin J. *Rethinking Human Nature: A Christian Materialist Alternative to the Soul*. Grand Rapids: Baker Academic, 2006.
5. Cortez, Marc. *Resourcing Theological Anthropology: A Constructive Account of Humanity in the Light of Christ*. Grand Rapids: Zondervan, 2017.
6. \_\_\_\_\_. *Theological Anthropology: A Guide for the Perplexed*. New York City: T&T Clark International, 2010.
7. Crisp, Oliver D., and Fred Sanders. *The Christian Doctrine of Humanity: Explorations in Constructive Dogmatics*. Grand Rapids: Zondervan, 2018.
8. Farris, Joshua R. *Introduction to Theological Anthropology*. Ada: Baker Academic, 2020.
9. Green, Joel B. *Body, Soul, and Human Life: The Nature of Humanity in the Bible*. Ada: Baker Academic, 2008.
10. Green, Joel B., and Stuart L. Palmer. *In Search of the Soul: Four Views of the Mind-Body Problem*. Downers Grove: IVP, 2005.
11. Helm, Paul. *Human Nature from Calvin to Edwards*. Grand Rapids: Reformation Heritage Books, 2018.
12. Moreland, J.P., and Scott B. Rae. *Body & Soul: Human Nature & the Crisis in Ethics*. Downers Grove: IVP, 2000.
13. Shatzer, Jacob. *Transhumanism and the Image of God*. Downers Grove: IVP, 2019.
14. Sherlock, Charles. *The Doctrine of Humanity: Contours of Christian Theology*. Downers Grove: IVP Academic, 1997.

### **Grading Scale:**

- A = 100-90
- B = 89-80
- C = 79-70
- F = 69 and below

### **Seminar Requirements:**

Our goal in a PhD program is not just (1) for you to master material, but it is also for you (2) to learn the art of the academic guild and practice being a faculty member. As such, everything about this seminar will be designed to help you master the material, but also for you to replicate what it is like to live in the guild of academia. So, we're not lecturing to you. You do the heavy lifting in this seminar. Here's your assignments.

1. **Leading Book Discussion (20% of Final Grade).** *Every student in the seminar is responsible for reading the assigned books for each day of our meeting before we arrive to discuss them. For each assigned book, however, one student will be assigned to lead that discussion (see **Course Schedule** Below for your assigned book). Three important notes for the presenters on this assignment:*

- (1) PRESENTER MUST COME WITH A 1 PAGE OUTLINE OF THE BOOK TO GIVE TO YOUR CLASSMATES—ELECTRONIC COPIES ARE NOT ALLOWED.

- (2) Do not lean on the professor(s) during this time. This is on you to lead. Come with questions about the major contributions of the book and throw them out for discussion and then lead the discussion.
- (3) Stay on Time. We will only have about 45 to an hour for each book, so we have to remain focused on the material and not deviate into rabbit trails.

2. **Student Teaching (20% of Final Grade).** Each student will be assigned a 45-50 minute time slot to teach the class on a particular topic related to the doctrine of humanity. The student teacher should prepare about 30 minutes worth of teaching material and allow for at least 15 minutes of discussion after. The student should prepare lecture notes that include material from the assigned textbooks, but the research must go well beyond the material in the textbook. The student teacher should provide the lecture notes he is using to all his classmates. *The student may not lean on the professor during his teaching time.* The lecture should survey and analyze the major concepts and issues under the topic in question, along with the major players and advocates of the important views. If there are any particular historical matters of importance, the lecture should include this as well. ***Please do not be boring. Please do not just read your notes to us.*** I actually want you to teach the material, the same way you would as if you were a professor. Also, please don't be obscure or unclear. I **HATE** two things: (1) a lack of clarity, and (2) boring teaching. Remember, you want someone to hire you one day and you want to have folks like us to give you good recommendations, so do a nice job with this!

3. **Research Paper (40% of Final Grade).** Each student will write a 15-18 page paper, absolutely no shorter or longer. I will stop reading after page 18 if you go over and pretend you ended your paper in mid-sentence, docking major points for such a terrible mistake. Please do not ask for exceptions because "your topic is so important." All the topics are important. I'm limiting you intentionally so as to force you to be concise. Also, I want you to write this paper in such a way that, once you get feedback and make some revisions, you will then submit this paper for a presentation at a theological/philosophical conference, or even better, submit it for journal publication. So, the paper is relatively short, but it has to be good. Here's how I'll judge:

- A** = Make some tweaks but this is the kind of paper you should submit to journals and present at a conference
- B** = With some more work and development this could be submitted and presented at a conference, but it's not something that would go in a journal.
- C** = With a good bit of extra work you might have enough here to pass the course, but it's certainly not ready to present or publish without substantial revision. This is not really PhD level work but it could be fixed.
- D & Below** = We have a long way to go, not PhD level work.

To accomplish these goals, ***do not write a survey paper of a topic.*** You need to interact with an important aspect of the doctrine that still needs further work and advance your position. A potential structure as follows is advisable:

**Introduction:** Spend ***no more than one page*** introducing the issue, stating the problem, and then articulating the position you will argue.

**Argument:** Spend at least half the paper arguing your view, supporting it with sound argument. Yes, you can/will use research here, but I am primarily interested with what you think. Don't just give me an explosion of quotes from other people. I want to see you think and defend your view. Also, it may be necessary to list in this section other possible views, but again remember that this is not to be a survey paper. You mention the other views if needed, but focus on defending the view you are putting forward.

**Defense Against Anticipated Objections:** There is no free lunch. Your view has problems. Admit them and offer a response to them that either defend against the problems, works around those problems or helps us to see why, despite those concerns, your view is still preferable.

**Conclusion:** Wrap the paper up with a restatement of your view and why you hold it.

Remember clarity is king. On that note, yes, I'm willing for you to use first person in the paper.

If this goes as designed, once you get your feedback (assuming A or B level work) and make revisions, I expect you to submit this for either presentation at a conference and/or journals for publication.

**4. Paper Presentation (15% of Final Grade).** On the date assigned to each student (see below for your date), the student will present his paper to the class. There is a 45-50 time slot (similar to what would be in an academic conference) for you to present. The presenter will need to bring two things:

- (1) A copy of the completed paper for each classmate. Yes, hard copies are required. You may certainly send electronic copies to everyone later. But you must bring hard copies for everyone.
- (2) A one-page teaching outline of the paper. Also bring a hard copy of this. This outline should look something like the attached sample to the back of this syllabus. It must include name, title, thesis statement, argument, possible objections and responses.

The student will present from the teaching outline. Spend no more than 25 minutes walking through the argument of the paper and a response to the possible objections to your view. The remainder of the allotted time should be spent for discussion with your classmates on your argument.

**5. Overall Participation (5% of Final Grade).** In general, I want to see each of you participating in the course.

**Course Schedule:**

Date	Topics and Assignments
August 28	8:00-8:45 AM Book Discussion: (Landon Adams) Berkouwer, <i>Studies in Dogmatics: Man: The Image of God</i> . 8:50-9:35 AM Student Teaching: (Brian Dedmon) What is the Imago Dei?

	<p><u>9:40-10:25 AM</u> Book Discussion: (Micah Chung) Sherlock, <i>The Doctrine of Humanity: Contours of Christian Theology</i>.</p> <p><u>10:30-11:15 AM</u> Student Teaching: (Casey Evans) Man &amp; His Place in Creation</p> <p><u>11:20 AM-12:05 PM</u> Book Discussion: (Will Collins) Cortez, <i>Theological Anthropology: A Guide for the Perplexed</i>.</p>
<b>September 11</b>	<p><u>8:00-8:45 AM</u> Student Teaching: (Josh Hagans) Man as Male &amp; Female</p> <p><u>8:50-9:35 AM</u> Book Discussion: (Brian Dedmon) Cortez, <i>Resourcing Theological Anthropology: A Constructive Account of Humanity in the Light of Christ</i>.</p> <p><u>9:40-10:25 AM</u> Student Teaching: (Hoagie Hogeland) Transhumanism &amp; the Future of Humanity</p> <p><u>10:30-11:15 AM</u> Book Discussion (Casey Evans) Shatzer, <i>Transhumanism and the Image of God</i>.</p> <p><u>11:20 AM-12:05 PM</u> Student Teaching: (Nick Holder) The Humanity of Jesus Christ &amp; Its Relation to Us</p>
<b>September 18</b>	<p><u>8:00-8:45 AM</u> Book Discussion: (Josh Hagans) Crisp &amp; Sanders, <i>The Christian Doctrine of Humanity: Explorations in Constructive Dogmatics</i>.</p> <p><u>8:50-9:35 AM</u> Student Teaching: (Patrick Weaver) Bodies, Souls, &amp; Human Persons: What Are We?</p> <p><u>9:40-10:25 AM</u> Book Discussion: (Hoagie Hogeland) Farris, <i>Introduction to Theological Anthropology</i>.</p> <p><u>10:30-11:15 AM</u> Student Teaching: (Ronnie McLellan) Creationism &amp; Traducianism</p> <p><u>11:20 AM-12:05 PM</u> Book Discussion: (Nick Holder) Boa, <i>Augustine to Freud: What Theologians &amp; Psychologists Tell Us About Human Nature and Why It Matters</i>.</p>
<b>September 25</b>	<p><u>8:00-8:45 AM</u> Student Teaching: (Eric Reeves) Death, Intermediate State, and Resurrection</p> <p><u>8:50-9:35 AM</u> Book Discussion: (Chris Johnson) Helm, <i>Human Nature from Calvin to Edwards</i>.</p> <p><u>9:40-10:25 AM</u> Student Teaching: (Bryan Shuler) The Fall &amp; Corruption of Human Nature</p> <p><u>10:30-11:15 AM</u> Book Discussion: (Ronnie McLellan) Cooper, <i>Body, Soul, &amp; Life Everlasting: Biblical Anthropology and the Monism-Dualism Debate</i>.</p> <p><u>11:20 AM-12:05 PM</u> Student Teaching: (Joe Waller) The Doctrine of Original Sin</p>
<b>October 16 (AM)</b>	<p><u>8:00-8:45 AM</u> Book Discussion: (Eric Reeves) Green, <i>Body, Soul, and Human Life: The Nature of Humanity in the Bible</i>.</p> <p><u>8:50-9:35 AM</u> Student Teaching: (Chris Johnson) Theological &amp; Philosophical Anthropology &amp; Ethics</p> <p><u>9:40-10:25 AM</u> Book Discussion: (Bryan Shuler) Moreland &amp; Rae, <i>Body &amp; Soul: Human Nature &amp; the Crisis in Ethics</i>.</p> <p><u>10:30-11:15 AM</u> Student Teaching: (Landon Adams) Theological &amp; Philosophical Anthropology &amp; Counseling</p> <p><u>11:20 AM-12:05 PM</u> Book Discussion: (Joe Waller) Corcoran, <i>Rethinking Human Nature: A Christian Materialist Alternative to the Soul</i>.</p>

<b>October 16 (PM)</b>	<u>1:00-1:45 PM</u> Student Teaching: (Micah Chung) Freewill and Imago Dei <u>1:50-2:35 PM</u> Book Discussion: (Patrick Weaver) Green & Palmer, <i>In Search of the Soul: Four Views of the Mind-Body Problem</i> . <u>2:40-3:25 PM</u> Student Teaching: (Will Collins) Human Sexuality <u>3:30-4:15 PM</u> Paper Presentation: (Brian Dedmon) <u>4:20-5:05 PM</u> Paper Presentation: (Nick Holder) <u>4:00-4:45 PM</u> Paper Presentation: (Josh Hagans)
<b>October 30</b>	<u>8:00-8:45 AM</u> Paper Presentation: (Landon Adams) <u>8:50-9:35 AM</u> Paper Presentation: (Casey Evans) <u>9:40-10:25 AM</u> Paper Presentation: (Patrick Weaver) <u>10:30-11:15 AM</u> Paper Presentation: (Hoagie Hogeland) <u>11:20 AM-12:05 PM</u> Paper Presentation: (Micah Chung)
<b>November 13</b>	<u>8:00-8:45 AM</u> Paper Presentation: (Chris Johnson) <u>8:50-9:35 AM</u> Paper Presentation: (Ronnie McLellan) <u>9:40-10:25 AM</u> Paper Presentation: (Eric Reeves) <u>10:30-11:15 AM</u> Paper Presentation: (Bryan Shuler) <u>11:20 AM-12:05 PM</u> Paper Presentation: (Joe Waller)
<b>December 11</b>	<u>8:00-8:45 AM</u> Paper Presentation: (Will Collins) <u>9:00-11:00 AM</u> Final Discussion

**Class Policies:**

1. No cell Phones in Class. Please make sure they are turned off at all times.
2. No texting or emailing during class meetings. Students caught doing so will be dismissed from class.
3. Computers are allowed, but only for the purpose of taking notes from the lectures. Students caught working on other class work, projects, playing games, or anything else other than the content of the course will be asked to leave the class.
4. Students are asked to remain seated throughout the class period unless there are important reasons for doing otherwise. If so, please discuss this with the professor.
5. Tardiness is strongly discouraged. Habitual tardiness will result in a failure for the course.