



HARDING SCHOOL OF THEOLOGY

5400 SYSTEMATIC THEOLOGY, Fall 2017, Mon. 8:15-10:55 a.m.
Prof. Mark E. Powell

Course description

A study of foundational Christian beliefs in light of the teaching of scripture, key historical formulations, and contemporary culture with the goal of helping students understand the historic Christian faith and reflect on contemporary issues in a Christian manner.

Course objectives

1. Exhibit an understanding of the primary elements of Christian theology.
2. Develop the skills required for theological reflection in diverse ministry and cultural contexts.
3. Reflect on the implications of Christian theology for one's own life and ministry.
4. Develop and present one's own understanding of the Christian faith.

Required texts

Stanley J. Grenz, *Theology for the Community of God* (Grand Rapids: Eerdmans, 2000).

Timothy C. Tennent, *Theology in the Context of World Christianity* (Grand Rapids: Zondervan, 2007).

Mark E. Powell, *Centered in God: The Trinity and Christian Spirituality* (Abilene: ACU Press, 2014).

Textbooks can now be ordered through a link on the [HST website](#). The Textbooks tab can be viewed on the navigation bar on any page of the website. Check the book list provided under the Textbooks tab (<http://hst.edu/students/textbook-services/>) for correct ISBN's and editions to insure correct ordering. A link provided there will take you to Amazon where you will only need to enter the ISBN to order your books. By going through our website, HST will receive some credit from the order. Thanks for your support.

Additional readings, course notes, a place to submit assignments, and grades are available on Canvas. To access the Canvas course page, go to <http://elearning.harding.edu>.

Accessibility

HST professors are accessible to local and distance students. Please use the following to arrange appointments with me (in person or by phone):

Email: mpowell@harding.edu

Office Phone Number: (901) 432-7725

Office: Ijams Administration Building 209

Requirements and grading

1. Reading of assigned texts and class participation
 2. Mid-term exam (15%)
 3. Final exam (40%)
 4. Statement of faith (45%)
- Grading scale: 100-90 (A), 89-80 (B), 79-75 (C), 74-70 (D), 69 and below (F)

Late assignments will receive one point off per day late (excluding Sundays) for the first three days, and then three points off per day late, up to 20 points total.

Academic integrity

Academic dishonesty in all its forms is inconsistent with Christian faith and practice, and will result in penalties which could include a failing grade for the assignment, a failing grade for the course, dismissal from the course, and even dismissal from the school.

Credit hour workload

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Students with disabilities

It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Steve McLeod, the Associate Dean, at 901-761-1353.

Library resources

If you have not taken 5990 (Advanced Theological Research) or 5770 (Research in Counseling), or took either class more than a year ago, go to the HST Web site (www.hst.edu) for information concerning library services to students. Under the "library" tab you will find a link to and instructions for searching the HST online catalog. There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, PsycINFO, and Religious and Theological Abstracts. Contact the library for passwords to these databases. Also available are the research guides distributed in 5990 and 5770. These annotated bibliographies list basic tools you will find helpful in your research.

Course schedule

August 21 Introduction to systematic theology

- (1) Grenz, Introduction
- (2) Tennent, chap. 1
- (3) Powell, chap. 1

August 28 Divine revelation and Scripture

- (1) Grenz, pp. 132-139, chap. 14
- (2) Tennent, chap. 3
- (3) Powell, chap. 5

September 4 The Trinity

- (1) Grenz, chap. 2
- (2) Tennent, chap. 2
- (3) Powell, chaps. 2-3

September 11 The attributes of God

- (1) Grenz, chap. 3
- (2) Ron Highfield, *Great is the Lord: Theology for the Praise of God* (Grand Rapids: Eerdmans, 2008), chap. 11, pp. 375-389.

September 18 Creation and humanity

- (1) Grenz, chap. 4, pp. 139-150, chap. 6
- (2) Powell, chap. 4

September 25 Sin and evil

- (1) Grenz, chap. 7, pp. 447-460
- (2) Tennent, chap. 4
- (3) Powell, chap. 16
- (4) John Mark Hicks, "Mediating the War between Arminians and Calvinists on Election and Security: A Stone-Campbell Perspective." *Stone-Campbell Journal* 6 (Fall, 2003): 163-184.

October 2 The identity of Jesus

- (1) Grenz, chaps. 9-11
- (2) Tennent, chap. 5
- (3) Marcus J. Borg and N. T. Wright, *The Meaning of Jesus: Two Visions* (New York: Harper One, 2007), chaps. 4, 8.
- (4) Elizabeth Johnson, "Redeeming the Name of Christ: Christology," in *Freeing Theology: The Essentials of Theology in Feminist Perspective*, ed. Catherine Mowry LaCugna (San Francisco: HarperSanFrancisco, 1993), 115-137.
- (5) James Cone, *God of the Oppressed* (San Francisco: HarperSanFrancisco, 1975), chap. 6.

October 9 The ministry of Jesus

- (1) Mid-term exam
- (2) Grenz, chap. 12
- (3) Tennent, chap. 6
- (4) Powell, chap. 6

October 16 The Holy Spirit

- (1) Grenz, chaps. 13, pp. 411-422
- (2) Tennent, chap. 7
- (3) Powell, chap. 11
- (4) Robert C. Kurka, "The Role of the Holy Spirit in Conversion: Why Restorationists Appear to Be out of the Evangelical Mainstream," in *Evangelicalism and the Stone-Campbell Movement*, ed. William R. Baker (Downers Grove, IL: InterVarsity Press, 2002), chap. 6.

October 23 The church

- (1) Statement of faith prospectus due
- (2) Grenz, chap. 17
- (3) Tennent, chap. 8
- (4) Powell, chap. 7
- (5) Everett Ferguson, *The Church of Christ: A Biblical Ecclesiology for Today* (Grand Rapids: Eerdmans, 1996), pp. 163-205.

October 30 Worship and mission

- (1) Grenz, chap. 18, pp. 531-541
- (2) Powell, chaps. 8-10

November 6 The consummation of creation

- (1) Grenz, chaps. 21-22
- (2) Powell, chaps. 12-13

November 13 Living in hope

- (1) Grenz, chaps. 23-24
- (2) Tennent, chap. 10
- (3) Powell, chaps. 14-15

November 20 THANKSGIVING BREAK

November 27 Final lecture

- (1) Statement of faith due
- (2) Powell, chap. 17

December 4 Final exam

Statement of faith

Each student will construct a statement of faith on his or her understanding of the Christian faith. The paper should be submitted in Canvas by 8:15 a.m. (CST), November 27 and should be no longer than 12 pages in length. (This is a strict page requirement. Writing and revising to meet this requirement is an essential part of the assignment.) The emphasis of this paper is upon reading and reflecting on the materials that are central to the course. The student should refer to outside resources (such as the recommended resources at the end of the syllabus), but the paper is quite literally to be constructed by the individual student, expressing the understanding of the Christian faith which he or she—not some other or others—has arrived at as a result of his or her total study to date.

In keeping with the focus of this course, the statement of faith should be organized around the central topics of systematic theology, though the student will have to discern which specific issues to cover, and in what order.

Students are encouraged, but not required, to submit a prospectus in Canvas by October 23. The prospectus may be informal and should include (1) the orienting concern (or, integrative motif) of the statement and why this concern was chosen (how does it relate to both the Christian faith and a contemporary cultural context), (2) a basic outline of the statement of faith (what topics will be covered and in what order), and (3) a preliminary bibliography. The prospectus gives students an opportunity to receive feedback from the professor before submitting the statement of faith for a grade.

Statement of Faith Grading Rubric

Criterion (equal weight is given to each)	Above Expectations (Grade of A)	Meets Expectations (Grade of B or C)	Below Expectations (Grade of D or F)
Draws from and interacts with scripture and Christian tradition	Carefully and critically interacts with scripture and Christian tradition.	Interacts with scripture and Christian tradition, but sometimes in a shallow and uncritical manner	Little interaction with scripture and Christian tradition; or interaction is generally shallow and uncritical
Theological depth and richness	Displays solid understanding of and appreciation for the themes of Christian theology. May show creativity or new insight.	Displays a general understanding of and appreciation for the themes of Christian theology.	Treatment of the themes of Christian theology tends to be shallow and trite.
Organization and coherence	Organization clearly shows the connection of the various ideas of Christian thought. No major contradictions.	Shows general awareness of the connection of various ideas of Christian thought; may have a minor contradiction.	Organization is unclear and does not show the connection between various ideas of Christian thought; or major contradiction(s).
Shows relevance of the Christian faith for a contemporary cultural context	Clearly shows how the gospel relates to the urgent questions of a contemporary cultural context.	Shows general awareness of how the gospel relates to the urgent questions of a contemporary cultural context.	Shows little awareness of how the gospel relates to the urgent questions of a contemporary cultural context.
Scholarly support	Has strong scholarly support and interaction with course material. References 15 sources or more.	Has adequate scholarly support and interaction with course material. References 10 (B) or 5 (C) sources or more.	Has inadequate scholarly support and interaction with course material.

Penalties:

Style and grammar

Does not follow assignment guidelines

Late

Recommended resources

I. Texts in systematic theology

- Carl Braaten and Robert Jenson, eds. *Christian Dogmatics*, 2 vols. (Philadelphia: Fortress Press, 1984).
- Jack Cottrell, *The Faith Once For All: Bible Doctrine For Today* (Joplin, MO: College Press, 2002).
- Millard J. Erickson, *Christian Theology* (Grand Rapids, Michigan: Baker Books, 1998).
- James H. Evans, *We Have Been Believers: An African-American Systematic Theology* (Minneapolis: Augsburg Fortress Press, 1992).
- Francis Schussler Fiorenza and John P. Galvin, eds., *Systematic Theology: Roman Catholic Perspectives*, 2 vols. (Minneapolis: Fortress Press, 1991).
- Justo L. Gonzalez and Zaida Maldonada Perez, *An Introduction to Christian Theology* (Nashville: Abingdon Press, 2002).
- Colin E. Gunton, ed., *The Cambridge Companion to Christian Doctrine* (Cambridge: Cambridge University Press, 1997).
- Peter C. Hodgson and Robert H. King, eds., *Christian Theology: An Introduction to Its Traditions and Tasks* (Minneapolis: Fortress Press, 1994).
- Catherine Mowry LaCugna, ed., *Freeing Theology: The Essentials of Theology in Feminist Perspective* (San Francisco: Harper Collins, 1993).
- Gerald R. McDermott, ed., *The Oxford Handbook of Evangelical Theology* (Oxford: Oxford University Press, 2010).
- Alister E. McGrath, *Christian Theology: An Introduction* (Oxford: Blackwell, 1994).
- Daniel L. Migliore, *Faith Seeking Understanding: An Introduction to Christian Theology* (Grand Rapids, Michigan: Eerdmans, 1991).
- John Webster, Kathryn Tanner, and Iain Torrance, eds., *The Oxford Handbook of Systematic Theology* (New York: Oxford University Press, 2008).

II. Reference works

- F.L. Cross and E.A. Livingstone, eds., *The Oxford Dictionary of the Christian Church*, 3rd rev. ed. (New York: Oxford University Press, 2005).
- Walter A. Elwell, ed., *Evangelical Dictionary of Theology*, 2nd ed. (Grand Rapids: Baker Book House, 2001).
- David Ford, ed., *The Modern Theologians*, 3rd ed. (Oxford: Wiley-Blackwell, 2005).
- Chad Meister and James Beilby, eds., *Routledge Companion to Modern Christian Thought* (New York: Routledge, 2013).
- Alister E. McGrath, ed., *The Blackwell Encyclopedia of Modern Christian Thought* (Oxford: Blackwell, 1993).
- Donald W. Musser and Joseph L. Price, eds., *A New Handbook of Christian Theologians* (Nashville: Abingdon Press, 1996).
- _____, *New and Enlarged Handbook of Christian Theology: Revised Edition* (Nashville: Abingdon Press, 2003).
- Jaroslav Pelikan and Valerie Hotchkiss, eds., *Creeds and Confessions of Faith in the Christian Tradition*, 4 vols. (New Haven: Yale University Press, 2003).
- Alan Richardson and John Bowden, eds., *The Westminster Dictionary of Christian Theology* (Philadelphia: Westminster Press, 1983).

Use of technology

This course is supported with the video platform www.Zoom.us (for HST LIVE students) and Canvas (available at <http://elearning.harding.edu/>) to facilitate class participation. For new Zoom platform users, go to <https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started> for helpful video tutorials about using this platform.

Assignments in this course offer opportunities for students to demonstrate proficiency in the use of technology in the following ways:

- Use of library and electronic databases to do research
- Use of online technology for submissions and class participation

Equipment requirements for Zoom and HST LIVE:

1. Ear buds with microphone required. Apple Earbuds with mic have worked flawlessly and are required. (Apple MD827LL/A EarPods with Remote and Mic - Standard Packaging – White)
Amazon: https://www.amazon.com/Apple-MD827LL-EarPods-Remote-Mic/dp/B0097BEG1C/ref=sr_1_1?s=books&ie=UTF8&qid=1480536372&sr=8-1&keywords=Apple+MD827LL%2FA+EarPods+with+Remote+and+Mic+-+Standard+Packaging+-+White
2. Additional monitor for remote students required. Used monitor is okay.
3. Laptop or tablet with camera or desktop computer with camera. On-ground students are encouraged to bring their laptops with camera to class and connect to the Zoom meeting with their computer.
4. Internet access using a latest version of a web browser such as Firefox (preferred), Google Chrome, or Microsoft Internet Explorer.
5. Latest version of Zoom software. This does change periodically without notification.

Canvas can be accessed at <http://elearning.harding.edu/>. If you have problems gaining access to the Canvas system, contact technical support for students by calling (501) 279-4545. You will need your HST username and your password to log into Harding Pipeline. These are the same credentials you use to register for classes via Pipeline.

When you need to contact your professor via email about a class related issue, always use the email system contained in the Canvas learning management system. This provides a secure convenient means of tracking communication between you and your professor. Of course, there are many email providers, and many students and professors hold more than one email address. To promote timely and secure communication about class related issues, students and professors will only use Canvas email.

Harding University gives each student an email address that also utilizes your user name. For example, your instructor's email address is mpowell@harding.edu. Many students use other

email addresses as their preferred address. You can set your Harding G-mail account to forward messages to an alternative email address if you want; however, it is your responsibility to check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent.