

## TS 503 SYSTEMATIC THEOLOGY III

### Course Syllabus

BETHEL SEMINARY SAN DIEGO

Spring Quarter: March 31 – June 13, 2008  
Wednesdays, 4:15 – 7:00 pm

**PROFESSOR:** Glen G. Scorgie (telephone 582-8188, ext 220; email <g-scorgie@bethel.edu>)

**TEACHING ASSISTANT:** Andy Johnson [andyjohnson3@gmail.com](mailto:andyjohnson3@gmail.com)

**COURSE WEIGHT:** 1 unit of credit (4 quarter hours)

#### **PREREQUISITES:**

TS 501 recommended, but not required. There is a small package of readings (available from the professor) for class participants who have not taken TS 501. The package is designed to orient students to the discipline of evangelical systematic theology.

#### **DESCRIPTION:**

This course involves a study of the person of the Holy Spirit and the application of the gift of salvation to the individual through the Spirit's work, as well as reflection on God's purposes and activity in the Church and in the culmination of history. The course is the final third of Bethel's systematic theology trilogy which also includes TS 501 and TS 502. Erickson's *Christian Theology* and McGrath's *The Christian Theology Reader* serve as the primary texts for the entire trilogy.

#### **OBJECTIVES:**

That upon completion of the course, the student will have:

1. A thorough and reverent comprehension of the person and work of the Holy Spirit, salvation, the Christian life, the nature and mission of the Church, and the divine design for history and human destiny
2. An ability to demonstrate how his or her personal convictions regarding the aforementioned topics are rooted in and defensible from Scripture
3. An appreciation of the role of doctrine in personal transformation, and
3. Enhanced leadership skills for contextual reflection, self-directed theological research, and effective written and oral communication.

#### **BASIC TEXTS:**

*The Bible* (TNIV recommended).

Erickson, Millard. *Christian Theology*, 2d ed. Grand Rapids: Baker, 1998.

McGrath, Alistair, ed. *The Christian Theology Reader*, 2d ed. Oxford: Blackwell, 2001.

Scorgie, Glen G. *A Little Guide to Christian Spirituality*. Grand Rapids: Zondervan, 2007.

#### **RECOMMENDED RESOURCES:**

"Bethel Seminary San Diego Guide to Writing Quality Research Papers" (2005) [website & reception desk]

Elwell, Walter, ed. *Evangelical Dictionary of Theology*, 2d ed. Grand Rapids: Baker, 2001.

Strunk, William, Jr., & E. B. White. *The Elements of Style*, 4th ed. Boston: Allyn & Bacon, 2000.

Turabian, Kate. *A Manual for Writers*, 6th ed. Chicago: University of Chicago Press, 1996.

## COURSE REQUIREMENTS:

As well as attending all classes, students should plan their schedules in order to be able to invest not less than ninety additional hours in reading, composition and examination preparation (i.e., on average about 9 hours per week in out-of-class study) over the course of the 10-week quarter.

The course requirements are as follows:

1. Attendance and Class Participation

Students may miss up to two classes without penalty. There is a penalty (5% of the total course grade) for missing a third. Students must attend at least seven of the ten classes to pass the course. Each student is expected to come prepared to participate in an informed manner. They should also check the class Blackboard periodically.

2. Reading

There will be regular reading assignments, from the texts and other sources, in preparation for class lectures and discussions. Reading assignments, along with anticipated reading for the research paper, should total, in accordance with Bethel guidelines, about 1,000 pages. Class participants are also encouraged to make summary notes of everything they read. Though this is a time-consuming activity, it is still the best way to understand and remember what we read. When you come across unfamiliar names or terminology, consult the *Pocket Dictionary of Theological Terms* and (if necessary, the more substantial) *Evangelical Dictionary of Theology*.

3. Attendance at Bethel Distinguished Lectureship (10%)

Students are expected to attend one of Dr. Marcia Bunge's lectures at Bethel Seminary this quarter, and to submit a 2-3 response paper on it. The options are:

\*Friday, April 18, 2008, 7-9 pm

\*Saturday, April 19, 2008, 9-11:30 am

In lieu of attending one of these two sessions, students may submit a 4-page review of a book from a list to be provided at the beginning of the course. Generally, these lecture reports or book reviews should consist of about two-thirds description and one-third evaluation. Keep quotations to an absolute minimum (in number *and* length). All lecture reports and book reviews are **due April 23**.

4. Research Paper (30%)

Each student is expected to write a research paper on a topic within the scope of this course (for scope, see course outline) and of particular personal interest to them. This is an opportunity to explore a particular topic to a depth not possible in class. It is also an opportunity to practice theological research skills. The papers are to be in correct research-paper format and approximately 3000 words (8-10 pages), not counting endnotes and bibliography. It is a good discipline to keep within recommended page limits; marks will be deducted for papers of excessive length. Papers are **due June 4**. For further details, see Guidelines for Research Papers below.

5. Credo Paper (30%)

Credo means "I believe," and this paper is to express your doctrinal convictions in a way that is authentically your own. Do so in a manner that covers the major theological categories of this course in an integrated way. Statements should be supported by carefully-interpreted and properly-referenced texts of Scripture. They should also indicate the practical relevance of your convictions. The paper will be a useful foundation for your Senior Statement of Faith or Senior Integrative Project in your final year at Bethel.

Students may find it useful to consult the convenient List of Theological Terms on Blackboard as they prepare. Papers should be approximately 2400 to 3000 words (8-10 pages).

6. Final Examination (30%)

The final two-hour examination will cover the content of lectures, readings and discussions over the course of the entire term. Emphasis will be placed on the content of class lectures and discussion. The exam will test factual recall, demonstration of biblical bases for doctrinal convictions, and ability to “do theology.” This is a closed book exam. You may, however, bring a Bible. “Study Bibles” are not permitted, but Bibles with basic concordances are. No other books or laptops are permitted.

The final examination is to be taken at the scheduled time. It may not be taken *before* the scheduled date. Only in rare and extenuating circumstances may the final be taken at a later time. Requests to take the final examination *after* June 13 must be submitted as Incomplete Contracts (forms available from the Registrar) prior to the exam.

**CALCULATION OF GRADES:**

Report on Lectureship	10% (due April 23)
Credo Paper	30% (due May 28)
Research Paper	30% (due June 4)
Final Examination	30% (June 11)
TOTAL	100%

**COURSE BIBLIOGRAPHIES:**

Selected bibliographies will be available on the library reserve shelf and on the instructor’s web-site.

**POLICY ON LATE WORK:**

Students unable to complete work by the due date must arrange an extension with the professor in advance. Otherwise a penalty of up to 2% may be imposed for each day an assignment is late. After June 13, however, there will be no further extensions for late work, except for extenuating circumstances, family emergencies or medical reasons. In such exceptional cases an Incomplete Contract, obtained from the Registrar, must be drawn up, signed by the professor, and dated and submitted prior to the end of the class.

**BETHEL POLICY ON DISABILITY:**

Any student who because of a disability may require some special arrangement to meet course requirements should contact the instructor or the access coordinator for the Bethel Office of Disability Services by the second week of class to discuss reasonable accommodations. Please see the *Student Handbook*, pp. 20-21.

**BETHEL POLICY ON ACADEMIC INTEGRITY:**

All written material submitted must be the original work of the student. Academic dishonesty constitutes a serious violation of scholarship standards at Bethel and can result in denial of credit and possible dismissal from the school. Any act that involves misrepresentation regarding the student's academic work is forbidden. Academic dishonesty includes cheating on assignments or exams, plagiarism, fabrication of research, multiple submissions of work in different courses, misrepresentation of academic records, the facilitation of academic dishonesty, and depriving others of necessary academic resources. Students charged with academic dishonesty have the right to appeal any disciplinary action. Contact the Associate Dean for details on the appeal process. Please read the *Student Handbook*, pp. 19, 23.

## **COURSE OUTLINE:**

1. SINCE PENTECOST: THE DOCTRINE OF THE HOLY SPIRIT
  - A. Introduction
  - B. The Reality of the Holy Spirit
  - C. The Identity of the Holy Spirit
  - D. How History Changed at Pentecost
  - E. The Mission of the Holy Spirit
  - F. Recent History of the Doctrine and Experience of the Holy Spirit
  - G. Spirit Baptism and Fullness
  - H. Gifts of the Spirit
  - I. The Charismatic Impulse Today
  
2. LIBERATION: THE DOCTRINE OF SALVATION
  - A. Union with Christ: The Key
  - B. Faith: The First Instrumental Means of Union
  - C. Repentance: The Second Instrumental Means of Union
  - D. A New Status: The First Benefit of Union
  - E. A New Nature: The Second Benefit of Union
  - F. New Resources: The Third Benefit of Union
  - G. The Conversion Cluster
  - H. The Dynamic Motif of Salvation
  - I. The Christian Life
  - J. Perseverance: Kept by the Power of God
  
3. THE COMMUNITY OF GOD: THE DOCTRINE OF THE CHURCH
  - A. Introduction
  - B. The Church's Identity: What It Is
  - C. The Church's Calling: What It Is to Do
  - D. Key's to the Church's Health
  - E. Effective Organization
  - F. Contemporary Developments
  - G. The Sacrament-Ordinance Distinction
  - H. The Ordinance of Baptism: The Church's Initiatory Rite
  - I. The Ordinance of the Lord's Supper: The Church's Continuing Rite
  - J. Baptist Distinctives
  - K. Ordination
  - L. The Church and Gender
  - M. The Ideal of Unity and the Reality of Division
  - N. The Church and the Kingdom
  
4. CHRISTIAN HOPE: THE DOCTRINE OF LAST THINGS
  - A. Introduction
  - B. Knowledge of the Future
  - C. The Overarching Theme of Hope
  - D. Practical Consequences
  - E. Criticisms of Christian Eschatology
  - F. Interpretative Approaches to Relevant Biblical Passages
  - G. Consummation of Personal Existence: Individual Eschatology
  - H. Consummation of History: Thy Kingdom Come
  - I. Related Issues (Israel, Millennium, Tribulation)

- J. The Fate of the Unconverted
- K. Final Destinies

#### **TENTATIVE SCHEDULE OF ASSIGNMENTS:**

##### **Class #1 (April 2)**

Topic: The Holy Spirit

Assignment Due: None

##### **Class #2 (April 9)**

Topic: The Holy Spirit

Assignment Due:

\*Scripture: Joel 2:28-32, Acts 2 and John 14-16

\**Little Guide*, pp. 9-19, chap. 1

\*Erickson, chaps. 41 (person of the Holy Spirit) & 42 (work of the Holy Spirit)

\*Scorgie, "The Holy Spirit in the Life of Our Church"

\*Wallace, "The Uneasy Conscience of a Non-Charismatic Evangelical"

##### **Class #3 (April 16)**

Topic: New Life

Assignment Due:

\*Scripture: Luke 19:1-10, Romans 3:21-5:2, Hebrews 11

\**Little Guide*, chap. 2

\*Erickson, chs 45 (beginnings of salvation: subjective) & 46 (beginnings of salvation: objective)

\*McGrath: 6.26 (Aquinas), 6.29 (Luther), 6.32 (Melanchthon), 6.35 (Calvin) & 6.40 (Zinzendorf)

##### **Class #4 (April 23)**

Topic: New Life

Assignment Due:

\*Scripture: John 3:1-10, Romans 8, Gal. 5

\**Little Guide*, chap. 3

\*Erickson, chs 47 (continuation of salvation) & 48 (completion of salvation)

\*McGrath 5.28 (Lossky)

\*Rakestraw, "Becoming Like God: An Evangelical Doctrine of Theosis," *Journal of the Evangelical Theological Society* 40, no. 2 (June 1997): 256-269

##### **Class #5 (April 30)**

Topic: The Church

Assignment Due:

\*Scripture: John 10:1-21, I Cor. 12, I Peter 2

\**Little Guide*, chap. 4

\*Erickson, chs 50 (nature of church) & 51 (role of church)

\*McGrath, 7.12 & 7.13 (Luther) and 7.27 (Boff)

##### **Reading Week (May 5-9)**

##### **May 7 Class Cancelled**

##### **Class #6 (May 14)**

Topic: The Church

Assignment Due:

\*Scripture: Ephesians 4-6, Acts 6, I Timothy 3

\**Little Guide*, chap. 5

\*Erickson, chs. 52 (church government) and 53 (baptism)

\*McGrath, 8.16 (Aquinas), 8.18 (Luther), 8.21 (Melanchthon), 8.23 (Zwingli) and 8.30 (Wesley)

**Class #7** (May 21)

Topic: The Church

Assignment Due:

- \*Scripture: Exodus 12, I Cor. 11:17-34, John 17
- \**Little Guide*, chap. 6
- \*Erickson, chs 54 (Lord's Supper) & 55 (unity)
- \**Evangelicals and Catholics Together* (1994)
- \*"The Gift of Salvation: Evangelicals and Catholics Together" (1997)

**Class #8** (May 28)

Topic: Last Things

Assignment Due:

- \*Scripture: Matthew 24-25, I Thess. 4:13 - 5:11
- \**Little Guide*, chap. 7
- \*Erickson, chs. 57 (individual eschatology) & 58 (Second Coming)
- \*McGrath 10.1 (Irenaeus), 10.2 (Theophilus), 10.5 (Origen), 10.6 (Methodius), 10.7 (Cyril of Jerusalem) and 10.8 (Gregory of Nyssa)

**Class #9** (June 4)

Topic: Last Things

Assignment Due:

- \***Research Papers**
- \*Scripture: Revelation 20-22
- \**Little Guide*, chap. 8
- \*Erickson, chs 59 (millennium & tribulation) & 60 (final states), and pp. 1025-32
- \*McGrath 9.8 (Hick), 10.9 (Chrysostom), 10.16 (Edwards), 10.18 (Bultmann), 10.22 (Fackre) and 10.23 (Hughes)

**Class #10** (June 11)

Topic: **Final Examination**

Assignment Due:

- \**Little Guide*, chap. 9 & epilogue
- \*Study for Final

**GUIDELINES FOR RESEARCH PAPERS:**

Select a contextually relevant topic, not a mere theological curiosity. You must be able to express the thesis or "main argument" of your paper in a single sentence. The paper is a defense of your thesis; it is not just a survey of a subject area. The paper must conclude by answering the question: So what?

With such a relevant issue in mind, turn in the first place to your Bible (and concordance), standard theological reference works (e.g., *Evangelical Dictionary of Theology*), and some systematic theology textbooks (including our main course text by Erickson). For lists of volumes in these categories, see the appropriate course bibliographies. Next, supplement these with books from the appropriate section of the course bibliography, periodical articles, and other library resources you discover. You may also find it helpful to consult the list of theological websites available among the bibliographies on library reserve or on the course website.

The assignment is to weigh judiciously what Scripture, these other authors and your own thoughtful and prayerful reasoning suggest about your chosen topic. Your line of argument should be clear to the reader from the very beginning of your paper. Clearly indicate the importance and practical significance of your conclusions—in other words, answer the "so what?" question.

Each paper should include a cover page, sub-headings within the text of the paper, and a table of contents reflecting these sub-headings. The paper should be stapled. Covers are not required. As a general guideline each paper should

cite at least 10 different sources, including some periodical sources (not counting references to Scripture and citations from the course textbooks).

Scripture references may be made in convenient parentheses within the body of the text. Students have the option of using endnotes or footnotes. Bibliographies are essential in either case. Students should employ gender-inclusive language wherever possible and appropriate (see *Bethel Catalogue*, p. 89).

Kate L. Turabian, *A Manual for Writers*, 6th ed. (1996), which is available from the bookstore as well as on reserve in the Library, is the standard for paper format. APA format is also acceptable, as long as specific pages are cited for all references. Other formats must be approved in advance by the professor. On the more important rules of writing, students are also encouraged to consult William Strunk, Jr. and E. B. White's little classic, *The Elements of Style*, 4th ed. (2000).

Some sample student research papers are on reserve. Where these deviate in format from Turabian, follow Turabian.

Students are encouraged to consult "A Guide to Writing Quality Research Papers," a brief handout prepared by Bethel San Diego on the basics of research and writing. Among other things, the Guide includes directions for formatting endnotes and bibliographies in Turabian style. Copies are available in a number of places: on the course website, at the front desk and in the library.

The criteria that will be used in grading the papers will be:

- \*Quality (breadth and depth) of research
- \*Strength of arguments
- \*Clarity of thought
- \*Balance between awareness of others' opinions and personal synthesis
- \*Insightfulness of discussion
- \*Clear outline and logical organization
- \*Care and accuracy in documentation of sources
- \*Grammar, spelling and style
- \*Format and neatness

An improperly-formatted paper will always be graded "C" or lower. Plagiarized papers are given an automatic zero, and, in flagrant or repeated cases, will automatically fail the course.

### **SOME SAMPLE RESEARCH PAPER TOPICS:**

#### 1. The Doctrine of the Holy Spirit

##### *The Fullness of the Holy Spirit*

What does it mean to be filled with the Spirit? Are all Christians automatically filled at conversion? What are the main effects of being filled with the Spirit? How does one become filled, and stay filled?

##### *Responding to the Charismatic Impulse*

The charismatic impulse has been both a uniting and divisive force in the contemporary church. How ought the church to respond to this movement, and how can its best and most renewing features be incorporated into church life?

##### *The Role of the Holy Spirit*

Explore the roles of the Holy Spirit before and after conversion, and the implications of these insights for individual Christians and churches today.

##### *Miracles Today*

Explore the strengths and weaknesses of the cessationist position and the chief alternatives to it.

### *A Second Blessing?*

Explore the strengths and weaknesses of the (Holiness) claim to a normative “second blessing” experience of sanctification, and the similar (Pentecostal) claim to a normative second-blessing initially evidenced by tongues-speaking.

### *Spiritual Gifts*

Seek to clarify such things as the nature or definitions of spiritual gifts, whether the biblical lists are exhaustive, whether the gifts are natural or supernatural, which ones are meant to be operational today, whether they should be sought, and how they ought to be incorporated into the life of the church.

## 2. The Doctrine of Salvation

### *The Lordship Controversy*

How would you urge a young Christian that surrendering to the Lordship of Christ (a decisive act continually ratified thereafter) is not only advisable but essential? You would need to do so, of course, in a way that did not violate the doctrine of justification by faith alone.

### *A Wideness in God’s Mercy*

Explore the writings of the evangelical adherents of an inclusivist approach to salvation through Christ, evaluate their position in light of Scripture, and weigh its long-term effects on the church’s mission and message.

### *Divine Election and Human Choice in Salvation*

This classic discussion is prompted by the fact that Scripture appears to teach both that God’s initiative is always necessary for the salvation of an individual, and that humans are eternally responsible for the free choices they make. Evaluate both what is true here and what is at stake in terms of practical consequences.

### *Whatever Happened to Repentance?*

Where does repentance fit if salvation is by faith alone? Discuss the reasons for the gradual down-playing in popular evangelism of this element of biblical conversion, and suggest ways that a proper balance can be restored.

### *You Must be Born Again*

Explore the meaning and necessity of regeneration, and what one should expect behaviorally of a regenerated individual. Is regeneration gradual over time, or instantaneous? What residual sin problems can be expected? Are evangelicals right to treat it as the dominant motif for salvation?

## 3. The Doctrine of the Church

### *Gathering Together as the Church*

Why should Christians “not give up meeting together” (Heb. 10:25)? What does God intend to be happening at such gatherings that would make them so essential in His estimation? Do not neglect OT models of the Church in your answer. Discuss some implications of your conclusions for church programming today.

### *Ordination of Women*

Should women be permitted ordination? To deal with this issue, you need to clarify the significance of ordination (are there even NT precedents?). What does the biblical vision for women’s salvation encompass? What abiding parameters, if any, are there for their ministry role options?

### *Evangelical and Catholic Cooperation*

Provide a theological evaluation of the doctrinal consensus and ecumenical understanding expressed in the 1994 statement *Evangelicals and Catholics Together*.

### *The Boundaries of the True Church*

Are evangelicals one kind of Christian, or are they the only true Christians? Can non-evangelicals be real Christians? If so, which non-evangelicals qualify? You will need first to define “evangelical,” and second, to specify the distinguishing convictions and characteristics of a genuine Christian.

*A Peculiar People: The Church in Postmodern Times*

Explain how the Church may be viewed as God's answer to the cry of the postmodern heart. Consider also the evangelistic credibility of the church functioning as a prototype of the Kingdom.

*Baptism: The Waters that Unite and Divide*

Aside from the obvious fact that it is prescribed by God, why should Christians be baptized? Explore the significance of the act, and the potential dynamics involved. Also note how its intended significance bears on questions of mode and timing.

*The "Presence" of Christ at Communion*

What practical difference does it make whether you view the Lord's Supper as an ordinance or a sacrament? What are the potential spiritual dynamics of observing the Lord's Supper that warrant its important place in Church life? In what sense, if any, is Christ especially "present" at communion?

4. The Doctrine of Last Things

*Towards the Future: Eschatology for a New Millennium*

Present what revealed truth regarding the future has to offer society moving into a new millennium.

*The "Embarrassing Delay" of the Second Coming*

Some skeptics argue that the two thousand year delay of the Lord's Return, an event which the New Testament community apparently thought imminent, effectively discredits the promise of such a return. How would you respond to such skepticism?

*Left Behind!*

Summarize and evaluate the eschatology of Le Haye and Jenkins' best-selling *Left Behind* series, and assess the impact and value of this series for the cause of Christ today.

*The Rapture: An Early Exit for Christians?*

Does Scripture teach that there will be a rapture, distinct from and prior to the second coming? What possible difference does the issue make for the way we live our lives as Christians today?

*Hell: The Destiny of the Lost*

How is it possible, or is it ultimately possible at all, to reconcile biblical teaching on the love of God with biblical statements concerning the destiny of unbelievers? Is hell forever?

*Heaven: The Destiny of the Saved*

Christians naturally are interested in knowing what heaven, their promised destination, will be like. But in view of the tragedy of the Heaven's Gate cult in Rancho Santa Fe a number of years ago, how can an interest in the afterlife be healthy? Moreover, biblical descriptions of heaven are often symbolic in form. Taking into account, then, the difference between metaphor and literal reality, what can we learn from Scripture about heaven?