

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	THEOLOGY OF THE HUMAN PERSON THEO 0646
Date and Time	SEPTEMBER 13 – DECEMBER 6, 2021 MONDAYS, 6:45– 9:35 PM
Instructor	PATRICK FRANKLIN, PhD Email: pfranklin@tyndale.ca
Class Information	The classes will start on Mondays 6:45 PM and end at 9:35 PM. Office Hours (by appointment via email): Mondays: 2:00 - 4:00 p.m.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only. Learn how to access and forward emails to your personal account.

I. COURSE DESCRIPTION

This course endeavours to acquaint students with the theology of the human person. It focuses on biblical and doctrinal issues that bear on such questions as “What does it mean to be a human being?”, “What is meant by the ‘image of God’?”, and “How is the Person of God related to the personhood of human beings?”

Prerequisite: THEO 0531 Systematic Theology

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Recognize the wonder, dignity, and mystery of every human person (Psalm 8)
2. Explain the relationship between Christology and Trinity to anthropology
3. Analyze presuppositions about human personhood in various theologies, philosophies, ideologies, and approaches to community/sociality
4. Identify and discuss contemporary issues in understanding the human person in the humanities, sciences, and social sciences and assess them theologically
5. Articulate the implications one's view of personhood for theology, spirituality, ethics, and ministry
6. Apply insights gained from the course to understand and frame their own lives, their own journey of being and becoming human, theologically
7. Apply implications of theological anthropology to one's discipline of study and vocation

III. COURSE REQUIREMENTS

A. REQUIRED READING

All students are required to read Cortez & Jensen's *Reader*, J. K. A. Smith's *On the Road with St. Augustine*, Jens Zimmermann's *Incarnational Humanism*, and one other text (see below).

Cortez, Marc and Michael P. Jensen, eds. *T&T Clark Reader in Theological Anthropology*. London: Bloomsbury T&T Clark, 2018.

Smith, James K. A. [*On the Road with Saint Augustine: A Real-World Spirituality for Restless Hearts*](#). Grand Rapids: Brazos, 2019.

Zimmermann, Jens. [*Incarnational Humanism: A Philosophy of Culture for the Church in the World*](#). Downers Grove: IVP Academic, 2012.

Plus, one of the following:

Smith, Christian. [*What is a Person? Rethinking Humanity, Social Life, and the Moral Good from the Person Up*](#). Chicago: University of Chicago Press, 2010.
[Recommended for counselling students]

Trueman, Carl R. [*The Rise and Triumph of the Modern Self: Cultural Amnesia, Expressive Individualism, and the Road to Sexual Revolution*](#). Wheaton: Crossway, 2020.
[Recommended for non-counselling students]

Other assigned readings will be available via the course page, as per the schedule below ([Section IV](#)).

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi

D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

E. ASSIGNMENTS AND GRADING

1. Personal Reflection Paper (Weight: 15%; Due Sept. 27 by 11:59 p.m.)

This assignment is related to Outcomes #5 and #6.

Write a personal reflection paper (4-5 pp.) interacting with James K. A. Smith’s book *On the Road with St. Augustine*. Share 2-3 insights about your own journey of *being* and *becoming human* in light of your reading of Smith. You may also draw on ideas and insights gained from class materials - lectures and readings - that are relevant and applicable to the 2-3 themes/insights you discuss.

2. Theological Review Paper (Weight: 20%; Due Oct. 18 by 11:59 p.m.)

This assignment is related to Outcomes #1, #2, #3, and #5

Write a short theological review paper (6 pp.) interacting with Zimmerman's book, *Incarnational Humanism*. In the first half of your paper, offer a concise summary of the book's thesis, major arguments, and key concepts. In the second half of your paper, offer a theological reflection on the significance of incarnational humanism for thinking theologically about human beings today in a holistic way. Mention one or two challenges or obstacles facing a Christian understanding of the human person today and how you might respond in light of what you have learned from Zimmermann.

3. Theological Anthropology and Your Discipline/Vocation (Weight: 25%; Due Nov. 15 by 11:59 p.m.)

This assignment is related to Outcomes #2, #3, and #4.

Choose ONE of the following two options. It is recommended (but not required) that counselling students should choose option 1, and that other students choose option 2. However, students are welcome to choose the other option if it interests them more (please notify the professor in advance via email).

Option 1: The Human Person in the Social Sciences: In close dialogue with Christian Smith's book, *What is a Person?*, write a thoughtful and informed paper (8 pages) on *why* the question "what does it mean to be a human person?" *matters*.

Reflect: (a) theoretically/conceptually: why the question matters at a basic philosophical or worldview level (engaging Smith's key concepts and arguments); (b) vocationally: why the questions matters for *my* discipline/vocation and encourages genuine yet critical engagement with the social and psychological sciences, and (c) personally: why this question is important for me in my life, my sense of call and/or purpose, my walk with God, my loving and serving my neighbour, etc.

Option 2: The Human Person and the Crisis of Personal Identity: In close dialogue with Carl Trueman's *The Rise and Triumph of the Modern Self*, write a thoughtful and informed paper (8 pages) on the challenges that our current culture/society poses for a Christian understanding of and approach to human personhood and identity.

Reflect: (a) conceptually/historically (3-4 pp.): what key ideas, developments, and trends are important to Trueman's argument? (and what is your own critical response?); (b)

pastorally/practically (2-3 pp.): what challenges and opportunities for the church (e.g., for missional engagement, discipleship, spiritual and ethical formation, etc.) are revealed or illuminated? (Or, alternately, for parachurch and other Christian organizations?); and (c) personally (1-2 pp.): conclude with a personal response to the book: how were you encouraged or discouraged, affirmed or challenged, inspired or surprised, edified or disturbed/disrupted by your reading? Be sure to focus on germane matters of content rather than simply how the book made you feel.

4. Short Research Paper (Weight: 40%; Due Friday Dec. 10 by 11:59 p.m.)

This assignment is related to Outcomes #2, #3, and #4.

Write a concise (12 pp.) research paper on one of the themes treated by theological anthropology.

- a) Select a topic that addresses a specific question that you want to sort out in your own theology of being human. Please choose one of the following topics (or, if you wish, you may propose an alternate topic to the professor):
- Human origins (argue for a perspective, e.g., YEC; ID; evolutionary creation, etc.)
 - The nature and effects of human sin
 - Theological anthropology in relation to racism
 - Theological anthropology in relation to human sexuality and/or gender
 - Theological anthropology and the ethics of ending life (e.g., abortion, MAID, war)
 - Theological anthropology and technology
 - The constitution of the human being (trichotomy, dualism, monism, nonreductive physicalism, emergent dualism, etc.)
 - The relationship between theological anthropology (TA) and another area of Christian doctrine (e.g., TA and eschatology; TA and soteriology; TA and Christology; TA and ecclesiology; TA and missiology; etc.)
- b) Narrow your focus to identify a key theological issue that needs to be resolved (this will probably be something that occurs at the basic theological convictions / worldview level, with ripple effects on one's overall theology, including implications for belief, teaching, and practice). Be sure that the focal issue of the paper is theological in nature.

For example, if you are arguing in favour of a Young Earth Creation view of human origins (or, alternately, an Evolutionary Creation view), do not focus exclusively on interpreting scientific data or on proof-texting the Bible. You will also need to go deeper to ask and reflect on key theological questions. For instance (the following are examples; you would not need to pursue all of them), why is your reading of

Genesis (your hermeneutics and interpretive method) preferable to the alternative(s)? Or, how does your view better illuminate relevant theological concepts (e.g., image of God, human sin and/or salvation, interpreting “Adam” and “Eve”, the ANE context of Gen 1-3, etc.)? Or, how does your view provide superior coherence and consistency within a larger epistemological framework (theory of knowledge and fitting methods to evaluate particular kinds of evidence)?

- c) Research the topic in depth – **at least 10** sources: 2-3 academic theological books, including one theological monograph (a book written by a major theologian on a specific topic), and 7-8 peer reviewed journal articles (the ATLA database accessed via our library is the best source for full text, peer reviewed theological journal articles).

Be sure that your research is fitting and appropriate to the question you are asking. For example, the question “Are there more than two genders?” cannot be settled convincingly by appealing either to Scripture or to science alone. Theological reflection needs to take account of scientific facts, as well as the philosophical and theological frameworks (and their assumptions and convictions) necessary to infer significance and implications informed by the facts. As another example, brain scan evidence (e.g., the impact of brain injury on human personality, memory, identity, etc.) alone cannot settle the question of whether human beings have souls. Such information might contribute to our understanding of embodied existence, but understanding the human constitution more holistically requires us to answer philosophical and theological questions (in light of biblical and theological evidence), such as: Is conscious existence after death in a disembodied state possible (even if temporary, i.e., while awaiting the Resurrection)? If so, how and in what form? Does the concept of the ‘human soul’ account for this? If so, how is the ‘human soul’ to be properly defined and understood?

Keep in mind that you don’t need to read every chapter of every book, or every paragraph of every article; but you do want to read thoroughly the sections that are most relevant, and be sure to understand their logic and argument. You should also grasp the book’s / article’s overall thesis and how it contributes to the theological discussion of the topic at hand).

- d) Write up a paper (12 pages max.) in support of your thesis, demonstrating how your research informed your answer to the question you posed.

Begin with one introductory paragraph, alerting the reader to the importance of your topic (why it matters) and identifying the specific question the paper seeks to answer. Briefly state your provisional answer to that question (your thesis) in 1-2 sentences.

Use the body of your paper to make your case theologically. Mention and address briefly 1-3 other serious options (other, alternative answers to the question) that you discovered while doing research. State briefly why you are convinced of the answer you give in your paper, rather than these alternatives.

- e) Conclude the paper with a paragraph restating your own tentative thesis on the topic. In a nutshell, where do you currently stand on the question you researched and why? What further questions remain for you (if any?) that need to be addressed in future research?

F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	Weight
Personal Reflection Paper (on Smith)	Sept. 27	15%
Theological Review Paper (on Zimmermann)	Oct. 18	20%
Discipline / Vocation Paper	Nov. 15	25%
Short Research Paper	Dec. 10	40%
Total Grade		100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Due dates & times (and late penalties):

Assignments are to be uploaded to the assignment submission section of the course page in pdf or Microsoft Word format by 11:59 PM (Eastern Time) on the assigned due date. Papers submitted after 11:59 PM on the due date will receive a 1/3 grade deduction (i.e., B+ to B) per day (or part thereof) following the due date (to a maximum of 1.5 GP deduction per week). This late policy will apply to all assignments for which no extension has been granted. Extensions will be granted only for serious personal, family, or health situations.

The last possible date to submit all assignments is December 17, after which students will need to request an official course extension from the Registrar's Office.

Formatting:

Assignments must be double-spaced, typed in 12 pt Times New Roman font (10-pt for footnotes), with 1" margins. The standard citation method for theological papers uses footnotes (not parenthetical citations or endnotes) with a complete bibliography in the Chicago style (not APA style). For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aa@tyndale.ca) before proceeding.

I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Please complete all readings prior to attending class, so that we can make the most use of class lecture and discussion time. NOTE: All readings not found in the *Reader* are posted in Moodle.

- 1. Sept. 13** **Introduction to the Course**
- Read:
 Jenson, "How the world lost its story"
 Wondra, "Participating Persons"
- 2. Sept. 20** **Sources and Methods for Theological Anthropology**
- Read:
 Reader, ch. 1
 Franklin, "The Human Person in Contemporary Science and Theology"
 UN Declaration on Human Rights (preamble)
- 3. Sept. 27** **Image of God #1**
- Read:
 Reader, ch. 2
 Franklin handout, 'Image' Passages in the Bible
- Due: Personal Reflection Paper (on Smith book)
- 4. Oct. 4** **Image of God #2**
- Read:
 Reader, ch. 6: read selections 1 (Zizioulas), 2 (Harris), and 4 (Jenson)
 Grenz, "The Social God and the Relational Self"
- OCT. 11** **NO CLASS (THANKSGIVING!)**

- 5. Oct. 18** **SIN & the Tragic #1**
- Read:
Reader, ch. 4, selections 1-3 (Nyssa, Augustine, Anselm)
 Augustine, *Confessions*
 George L. Murphy on Original Sin
- Due: Theological Review Paper (Zimmermann book)
- 6. Oct. 25** **SIN & the Tragic #2**
- Read:
Reader, ch. 4, selections 4-6 (Erasmus/Luther, Shedd, Clarke)
 Gutiérrez, excerpt from *A Theology of Liberation*
- 7. Nov. 1** **Human Ontology**
- Read:
Reader, ch. 3
 Croasmun, "Emergence"
- 8. Nov. 8** **Human Origins #1**
- Q&A session with Dr. Denis O. Lamoureux, DDS, PhD, PhD
- View before class: Denis O. Lamoureux: "Beyond the 'Evolution' vs. 'Creation' Debate." (Link provided in Moodle)
- Read:
 Lamoureux, excerpts from *The Bible and Ancient Science*
 McKnight on Adam and Eve in their ANE Context
 Middleton on Ancient Cosmology in the Bible
- 9. Nov. 15** **Human Origins #2: Reflecting Theologically on Evolution**
- Read:
 Brooks on Humans as evolved yet unique
 Franklin, "The Beginning in Light of the End"
 Smith, "What Stands on the Fall? A Philosophical Explanation"
- Due: Discipline / Vocation Paper (engaging Smith or Trueman)

10. Nov. 22

Gender and Sexuality #1

Read:

Reader, ch. 5

Franklin, “Redemptive Movement” (blog post)

Franklin, “How Paul Turns ‘Headship’ on its Head” (blog post)

The Oxford Handbook of Theology, Sexuality, and Gender (excerpt)

Sax: “Does the Existence of Intersex Conditions Mean that There are More Than Two Sexes? (Or that biological sex is a continuum rather than a dichotomy?)”

11. Nov. 29

Gender and Sexuality #2

Guest Lecture and Q&A with Dr. Tony Jelsma (Prof. of Biology, Dordt)

Read:

Reader, ch. 7

Radner on sexuality in the ‘anthropocene’ era

Smith on ‘cultural liturgies’

Sprinkle on sensitivity re. trans and emerging gender identities

12. Dec. 6

Human Dignity and the Sacredness of Life

Read:

Moltmann on Human Dignity

Weaver on approaches to Human Dignity

Gushee, “The Sacredness of Life”

Pennington on Human Flourishing in the Sermon on the Mount

Due: Research Paper (on Friday Dec. 10 by 11:59 p.m.)

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Anderson, Ray S. *On Being Human: Essays in Theological Anthropology*. Pasadena: Fuller Seminary Press, 1982.

- Augustine. *The Literal Meaning of Genesis*. Volume 13 of *The Works of St. Augustine: A Translation for the 21st Century*. Translated by Edmund Hill. Edited by John E. Rotelle. New York: New City, 2002.
- Barth, Karl. *The Doctrine of Creation: Church Dogmatics III/1*. London: T & T Clark, 2009.
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- Blocher, Henri. *Original Sin: Illuminating the Riddle*. Downers Grove: InterVarsity Press, 2006.
- Bonhoeffer, Dietrich. *Creation and Fall: A Theological Exposition of Genesis 1–3*. Volume 3 of *Dietrich Bonhoeffer Works*. Edited by John W. de Gruchy. Translated by Douglas Stephen Bax. Minneapolis: Fortress, 1997.
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- Franklin, Patrick S. *Being Human, Being Church: The Significance of Theological Anthropology for Ecclesiology*. Milton Keynes: Paternoster, 2016.
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- Gunton, Colin E. *The One, the Three, and the Many: God, Creation, and the Culture of Modernity*. New York: Cambridge University Press, 1993.

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- Jewett, Paul K. with Marguerite Shuster. *MAN as male and female: A Study in Sexual Relationships from a Theological Point of View*. Grand Rapids: Eerdmans, 1976.
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- Pennington, Jonathan T. *The Sermon on the Mount and Human Flourishing: A Theological Commentary*. Grand Rapids: Baker Academic, 2018.
- Radner, Ephraim. *A Time to Keep: Theology, Mortality, and the Shape of a Human Life*. Waco: Baylor University Press, 2018.
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OTHER ONLINE RESOURCES

Tyndale's MTS Modular program has an excellent online [Christian Theology Reading Room](#), which has extensive links to material available as full text eBooks, as well as partial-text books available on Google Books. Reading rooms have also been established on the [Doctrine of the Trinity](#), as well as theologians [Dietrich Bonhoeffer](#), [Eberhard Jüngel](#), [John Howard Yoder](#), [Jürgen Moltmann](#), and [Karl Barth](#).

To search topically for relevant journal articles, book reviews or collected essays, use the comprehensive *ATLA Religion Database*, or the *Proquest Religious Database, Religious and Theological Abstracts* and *JSTOR*. [Full-text versions of many theological journals](#) and book reviews can be downloaded from these databases.

For **detailed bibliographies** to support *Christian Theology: An Introduction*, a **glossary** of theological terms, and **details of theologians** from *The Christian Theology Reader*, cf. [Alister McGrath at Wiley](#).