Course Syllabus

Winter 2016
SYSTEMATIC THEOLOGY II
THEO 0532

JANUARY 11 – APRIL 11, 2016
MONDAYS, 11:15AM – 2:05PM

INSTRUCTOR: JAMES E. PEDLAR, PhD
416 226 6620 ext. 2215
Email: jpedlar@tyndale.ca

Office Hours (Rm. C408):
Mondays, 2:15-3:30
Wednesdays, 10:00-11:00
Or by appointment

To access your course material, please go to http://classes.tyndale.ca. Course emails will be sent to your @MyTyndale.ca e-mail account. For information how to access and forward emails to your personal account, see http://www.tyndale.ca/it/live-at-edu.

I. COURSE DESCRIPTION

Continuation of Systematic Theology I. Acquaints students with the elemental building blocks of the Christian faith. The following major doctrines will be considered: Creation and evil, human nature, sin and grace, salvation, church, sacraments, eschatology and approaches to world religions. Special attention will be given to the implications of a Trinitarian theology for Christian faith and witness.

Prerequisite: THEO 0531

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II. LEARNING OUTCOMES

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

1. Identify and critically discuss the foundational issues, questions, and themes in Christian theology, and articulate how these relate to particular historical, cultural and pastoral challenges faced by the church.
2. Critically read and evaluate primary texts written by major theologians.
3. Reflect theologically on concrete situations in the life of the church, and apply theological insights to Christian mission and ministry.
4. Articulate a coherent evangelical position on a variety of theological questions, whilst appreciating the diversity that exists within evangelical theology.
5. Effectively access and utilize electronic resources for the purposes of theological research.

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS


NB: Students are encouraged to purchase this book, but it is also available as an e-book from the Tyndale Library. It can be read and “highlighted” online, or downloaded for a two week period (you must first download Adobe Digital Editions).

B. ASSIGNMENTS AND GRADING

NOTE: marking rubrics for all assignments will posted on our course page.

1. Group Discussions (20% of final grade, weeks 3, 6, 9, and 11)

Students will be put into groups of four in week 2. These groups will meet four times throughout the semester for 40 minutes to discuss specific readings chosen by the instructor. Every student will take a turn leading one discussion. The discussion leader will craft a set of at five questions based on the reading, which will be submitted to the instructor by 11:59 pm on the night prior to the discussion in question. These questions will be graded by the instructor and count as 5% of the final grade. The group leader will also be responsible for assessing the participation of the other members of their group (to be counted as 5% of each student’s final grade). A clear evaluation rubric will be provided, and all marks will be submitted to the
instructor confidentially by email. All students will be expected to read the assigned text carefully and come prepared to contribute to the discussion. A missed discussion will receive a grade of zero unless the absence was previously granted by the instructor for significant health or personal reasons. Further guidance and instruction regarding discussion leadership and participation will be provided in class and on our course page.

2. Synthesis Paper: Sin and the Gospel (35% of final grade, 5-6 pages, due Feb. 8)

Students will write a paper on the importance of the doctrine of sin as an aspect of the gospel, drawing on material from course lectures and readings. The paper should outline the nature of human sinfulness, and discuss how a proper understanding of sin relates to the Christian hope of salvation through Christ.

3. Integrative Paper: What is the Church, Why Does it Matter? (45% of final grade, 8-10 pages, due April 11)

Students will write an integrative research paper on the topic: “What is the Church? Why does it matter?” This assignment is designed to allow you to demonstrate your capacity to reflect theologically, and for your instructor to assess how you have met the learning outcomes set by the Theology Department.

As the final assignment for Systematic Theology II, you will draw upon what you have learned over the duration of Systematic Theology I and II, including the readings, lectures, and discussions, in addition to consulting other scholarly sources beyond those engaged in these courses (academic journals, academic articles, dictionaries of theology, monographs, etc.). The assignment should be characterized by critical theological reflection and not just a matter of reporting what others have said.

An integrative essay should have a systematic, a historical, and a contemporary dimension, and also demonstrate coherence of thought and theological integration.

a. Systematic: Your integrative paper will draw upon material from Systematic Theology I & II in order to treat the particular problem (“What is the church?”), and the implications of the question for the life of the church (“Why does it matter?”) in a systematic manner. In other words, your critical reflection upon the church will intentionally consider the connections between ecclesiology and other areas of Christian doctrine. For example, what are the implications of Trinitarian theology for understanding the church and its mission?

b. Historical: Your integrative paper will compare and relate numerous images, concepts, facts, arguments, etc., from historical theological literature (e.g., from the Christian Theology Reader).

c. Contemporary: Your paper will also draw upon at least two contemporary voices that have expanded your own theological understanding. These might be contemporary

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theologians, or other denominational traditions you have encountered among your classmates. Attention should be given to perspectives or interpretations very different from your own personal or denominational convictions and practices.

d. **Coherence and Integration:** Your paper should present a coherent argument which produces an integrative framework for theological reflection. This means you will draw upon your own experience in order to explore the missional and practical implications of the theological argument you have been advancing. Your own voice is critical for an integrative assignment; your lingering questions are just as important as your new insights and conclusions.

e. **Sources used for research:** It is expected that, as an integrative research paper, the student will have engaged a minimum of at least 6 academic monographs and 6 scholarly articles.

**C. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK**

Assignments are to be uploaded to the assignment submission section of the course page in Microsoft Word or pdf format by 11:59 PM (Eastern Time) on the assigned due date. Students who do not have Microsoft Word may contact the instructor to make alternate arrangements. Papers submitted after 11:59 PM on the due date will receive a 1/3 grade deduction (i.e., B+ to B) for each day (or part thereof) following the due date. 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.

Assignments should be double-spaced, in 12pt Times New Roman font, with 1” or 1.25” margins. The standard citation method for theological papers is **footnotes with a complete bibliography** in the **Chicago style**, as explained in the popular guidebook written by Kate L. Turabian. For proper citation format, consult check the "Turabian Citation Quick Guide" (follow style for notes (“N”) and bibliography (“B”)), or see the complete **Chicago Manual of Style online** (Tyndale e-resource), especially ch. 14.

The bibliographic software **Zotero** is recommended as a helpful citation tool which will save time and help to ensure that proper formatting is followed (available free at [www.zotero.org](http://www.zotero.org)).

**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 College and Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.
Students should 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. The Academic Calendar is posted at http://tyndale.ca/registrar.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Group Discussions</td>
<td>20%</td>
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<tr>
<td>Synthesis Paper</td>
<td>35%</td>
</tr>
<tr>
<td>Integrative Paper</td>
<td>45%</td>
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<tr>
<td><strong>Total Grade</strong></td>
<td><strong>100%</strong></td>
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E. 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 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.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

A. CREATION AND FALL

**WEEK 1 (January 11)** - Creation and Evil  
CT, chapter 9, pp. 215-227 only  
CTR, 3.2, 3.4-3.6, 3.14, 3.25, 6.25

**WEEK 2 (January 18)** – Humanity and Sin  
CT, pp. 348-351; 371-374  
CTR 6.1-6.10, 6.13, 6.23, 6.47, 6.50, 6.53-6.57  

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B. SALVATION IN CHRIST

WEEK 3 (January 25) - Salvation in Christ: the Atonement
CT, chapter 13, pp. 315-337 only
CTR, 5.1-3, 5.7, 5.13, 5.14, 5.17, 5.19, 5.23, 5.27, 5.29, 5.33, 5.35, 5.38
***First Group Discussion Assignment***

WEEK 4 (February 1) - Salvation in Christ: The Appropriation of Salvation
CT, chapter 13, pp. 337-347 only
CTR, 6.32, 6.35, 6.37, 6.39, 6.45, 6.48

WEEK 5 (February 8) - Salvation in Christ: Grace, Predestination, and Assurance
CT, chapter 14, pp. 351-371 only
CTR, 6.11, 6.12, 6.14-6.18, 6.20, 6.21, 6.36, 6.43, 6.51
***Synthesis Paper Due***

C. CHURCH AND SACRAMENTS

FEBRUARY 15: FAMILY DAY – NO CLASS

WEEK 6 (February 22) - the Mission of God and the People of God
Thompson, chapter 4 & 6
***Second Group Discussion Assignment***

WEEK 7 (February 29) - The Doctrine of the Church: Historical Developments
CT, chapter 15, pp. 375-385 only
CTR 7.1-4, 7.6, 7.9, 7.14, 7.19, 7.20, 7.22

WEEK 8 (March 7) - The Church: Marks and Models
CT, chapter 15, pp. 385-399
CTR 7.12, 7.17, 7.24, 7.26, 7.29

**READING WEEK – MARCH 14-18**

WEEK 9 (March 21) - The Sacraments
CT, chapter 16, pp. 400-423
CTR 8.2-8, 8.16-21, 8.23-28, 8.30-31, 8.33
Thompson, chapter 5
***Third Group Discussion Assignment***

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D. CHRISTIANITY AND WORLD RELIGIONS

WEEK 10 (March 28) - Christianity and World Religions
(Tyndale is not closed on Easter Monday; classes continue as usual)
CT, chapter 17
CTR, sections 9.1-9.13

E. THE LAST THINGS

WEEK 11 (April 4) - Eschatology: Resurrection of the Body and the New Creation
CT, chapter 18, pp. 444-457 only
CTR, sections 10.1-10.14
***Fourth Group Discussion Assignment***

WEEK 12 (April 11) - Eschatology: The Last Things
CT, chapter 18, pp. 457-464 only
CTR, sections 10.15-10.26
**Integrative Paper Due April 11**

V. SELECTED BIBLIOGRAPHY

GENERAL INTRODUCTORY SOURCES


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Tennent, Timothy C. *Theology in the Context of World Christianity: How the Global Church Is Influencing the Way We Think About and Discuss Theology*. Grand Rapids, MI: Zondervan, 2007.

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SELECTED RESOURCES RELEVANT TO SPECIFIC TOPICS COVERED IN THIS COURSE


Madueme, Hans, and Michael Reeves, eds. Adam, the Fall, and Original Sin: Theological, Biblical, and Scientific Perspectives, 2014.


ONLINE RESOURCES

Tyndale Library has an excellent collection of eBooks (including many of the books listed above) and electronic journals that can be accessed remotely from your home computer (with login).

The 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. Other databases include the Proquest Religious Database, Religious and Theological Abstracts, and JSTOR. Full text versions of articles 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. www.wiley.com/mcgrath