

Systematic Theology I Online ST 601Z

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Required. *Three credit hours.*

Course Description

The course begins a systematic presentation of the Christian faith. Using Biblical constructs, historical developments, and confessional statements, students explore Introduction to Systematic Theology (including concepts, methodology, and systems) and the Doctrines of Revelation and Scripture. Required. *Three hours.*

Course Objectives

The mission of Erskine Theological Seminary is to educate persons for service in the Christian Church. As a part of that mission, one goal is that graduates **write and speak using theological language that is clear, well-considered, disciplined, and meaningful for those to whom they minister**. Another goal is that graduates **be prepared to communicate the Bible's message through preaching and evangelism, so as to make clear that its meaning is relevant for today**. Furthermore, **we seek to create an educational climate that brings about growth in Christian character and fosters the spiritual formation of students, faculty, and staff**. Specific objectives for this course are that, by the end of the course, students will:

1. **Know** key terms and concepts necessary for understanding standard theological literature.
2. **Know** the work of key individuals and the significance of major theological movements.
3. Be able to locate the major developments in the history of doctrine and to **relate** them to current discussions in the Church.

4. Be able to **develop** and to **formulate** Biblical and theological constructs that reflect an awareness of Biblical, historical, and theological concerns.
5. Be able to **critique** various formulations and to **determine** their degree of conformity to Biblical, theological, and historical criteria.
6. Develop a workable Doctrine of the Word, including statements on revelation and inspiration.
7. Grow in their intellectual understanding of the Christian faith and deepen their spiritual awareness of the Reformed faith and their own faith tradition.

Required Texts

Students continue to be responsible for securing their own required textbooks. As a convenience, there is a bookstore on the seminary's home page. To access this site and its information, locate textbooks, and compare prices, go to <http://www.erskineseminary.org/bookstore.html>

The online bookstore will be a portal with links to Amazon, CBD, Barnes & Noble, the Erskine Campus Bookstore, and perhaps others. A limited number of copies of each textbook may be available from the Erskine Campus Bookstore, and copies may be ordered through that Bookstore.

Calvin, John. *The Institutes of the Christian Religion*, 2 vols. Philadelphia: Beale, Greg. *The Erosion of Inerrancy in the Evangelical Church*. Crossway, 2008.

Calvin, John. *The Institutes of the Christian Religion*, 2 vols. Philadelphia: Westminster Press, 1960. **Book 1 (all), Book 4:1-13**

Lightfoot, Neil R. *How We Got the Bible*, 3rd edition. Baker, 2003.

Lucas, Sean Michael. *On Being Presbyterian*. Presbyterian and Reformed, 2006.

Wolters, Albert M. *Creation Regained*, 2nd ed. Grand Rapids: Eerdmans, 2005.

Gore, R.J., Outline of Systematic Theology via internet

Recommended Texts

Beeke, Joel and Sinclair Ferguson. *Reformed Confessions Harmonized*. Grand Rapids: Baker Books, 1999.

Elwell, Walter, ed. *Evangelical Dictionary of Theology*. Second Edition. Grand Rapids: Baker, 2001.

House, Wayne. *Charts of Christian Theology and Doctrine*. Grand Rapids: Zondervan, 1992.

Leith, John. *Creeds of the Churches*, 3rd edition. Atlanta: John Knox, 1982.

Mouw, Richard. *Calvinism in the Las Vegas Airport*. Grand Rapids: Zondervan, 2004.

Sproul, R.C. *Scripture Alone*. Phillipsburg: Presbyterian and Reformed, 2005.

Warfield, Benjamin B. *The Inspiration and Authority of the Bible*. reprint; Whitefish, MT: Kessinger, 2008.

Course Resources

POWERPOINT PRESENTATIONS:

http://acad.erskine.edu/facultyweb/gore/powerpoint_presentations.htm

SAMPLE PAPER

<http://acad.erskine.edu/facultyweb/gore/SAMPLE%20PAPER.pdf>

SAMPLE FOOTNOTES

<http://acad.erskine.edu/facultyweb/gore/Sample%20footnotes.pdf>

INTERNET RESOURCES

http://acad.erskine.edu/facultyweb/gore/Internet_Resources.pdf

Grading Criteria

The following grading scale, from the Seminary catalog is used to assign a numeric value to each completed assignment. All scores are weighted equally. Your final grade is the average of each grade received. A letter grade will be computed on the basis of your average raw score using the following grade scale recently adopted by the Seminary faculty:

- A Level Work = Exemplary ability to differentiate constituent parts; assess and critique theories, thoughts, ideas, concepts, proposals, and relevant literature; and the ability to reason in a logical and compelling manner.
- B Level Work = Reflects above average grasp of the subject matter; displays a superior ability to use new knowledge in a creative manner; and can demonstrate an above average ability to discriminate among alternative viewpoints.
- C Level Work = Adequate but not exceptional ability to think cogently and clearly; sufficient ability to understand and comprehend subject matter; and a satisfactory ability to integrate and organize course concepts in a logical and coherent manner.
- D Level Work = Inadequate mastery of basic facts and information presented in the course; insufficient or inappropriate use of common terms and language indicating an inadequate grasp of the material; and an inferior ability to analyze and judge proposals, ideas or concepts.

Erskine Seminary Grading Scale:

100-95	A	85-84	C+	71-70	D-
94-93	A-	83-80	C		
92-91	B+	79-78	C-	69-0	F
90-88	B	77-76	D+		
87-86	B-	75-72	D		

Course Components**FAQ's**

1. All assignments must be submitted via e-mail attachments unless otherwise notified.
2. Please use Microsoft Word when submitting assignments electronically.
3. All assignments should be clearly marked on the e-mail subject line with the student's last name and assignment number. Failure to include this information will result in a returned assignment.

COURSE PLATFORM

Erskine Seminary is accredited by the Association of Theological Schools (ATS). According to the ATS Standard 10.3.4.3, "Institutions shall ensure that distance education programs provide appropriate opportunity for collaboration, personal development, interaction among peers within a community of learning, and supervised field or internship opportunities when appropriate to the degree program." It is with this stipulation that EDEN has implemented a web-based learning platform which will serve to provide a number of collaborative learning experiences. The learning platform is Moodle and according to their website, "Moodle is a course management system designed to help educators who want to create quality online courses . . . and create effective online learning communities." You will be provided with additional information concerning Moodle tutorials, site information, and the peer mentoring program. In order to meet the online discussion component of this course, you will need:

- A computer (or access to a computer)
- High speed access to the Internet

Course Assignments

ASSIGNMENT ONE (a): Course Content
10 points

Each student will read *Creation Regained* and will write a 1-2 page (single-spaced) critical response to Wolter's presentation. In response, the student will select two or three issues that were "new knowledge" for you. The point of this exercise is to help the student begin to consider issues of worldview that will shape the course of your

theological studies and ministry. **Send assignment to inaliam@gmail.com as word attachment. FOOTNOTES NOT REQUIRED. Due Date: End of Week Two.**

ASSIGNMENT ONE (b): Reading **75 points**

For each of the 120 theological terms in the list at the end of this syllabus, the student will read the article on the term in the *Evangelical Dictionary of Theology* (or other similar source) and prepare for a series of Exams over the theological terms. Each exam will consist of 25 questions worth one point (Multiple Choice, Fill-in-the-blank, True/False). **The point of this exercise is to ground the student in the conventional language that is necessary to master the field of theological studies. Exams will occur at the beginning of Week Five (and will cover Terms 1-40), Week Nine (terms 41-80), and Week Thirteen (terms 81-120).**

ASSIGNMENT ONE (c): Reading **10 points**

Each student will read *On Being Presbyterian* and will write a 2 page (single-spaced) critical response to the presentation. As part of the response, the student will select two-to three (2-3) **issues** within the Reformed faith, and discuss how the author handles these matters. A good question for response might be: How is Calvinism relevant today? Or, what can we learn from the Fundamentalist-Modernist controversy and the struggles of J. Gresham Machen? **The point of this exercise is to help the student relate the historic faith to the issues of the day. Send assignment to inaliam@gmail.com as word attachment. FOOTNOTES NOT REQUIRED. Due Date: End of Week Four.**

ASSIGNMENT ONE (d): Reading **10 points**

Each student will read *The Erosion of Inerrancy* and will write a 2-3 page (single-spaced) critical response to some issue raised by this edited work. As part of the response, the student will explain how he/she approaches the issue of the Bible's authority. **The point of this exercise is to develop a coherent understanding of Scripture and its role in the life of the church. Send assignment to inaliam@gmail.com as word attachment. FOOTNOTES NOT REQUIRED. Due Date: End of Week Seven.**

ASSIGNMENT ONE (e): Reading **10 points**

Each student will read *How We Got the Bible* and will write a 2 page (single-spaced) critical response to Lightfoot's presentation. In response, the student will discuss: "Five Things I Learned About How We Got the Bible." **The point of this exercise is to provide the student with an understanding of the history of the Bible. Send assignment to inaliam@gmail.com as word attachment. FOOTNOTES NOT REQUIRED. Due Date: End of Week Eleven.**

ASSIGNMENT ONE (f): Reading 5 points

Each student will read John Calvin, *Institutes of the Christian Religion*, Book 1 (1-18), or pages 3-237, and Book Four (1-13), or pages 1011-1276. **The point of this exercise is to introduce the student, first-hand, to the historic work of Calvin.** Students will keep a handwritten log of insights and questions raised during the reading and turn this in on the due date. **Due date: Monday of the last week in the term.**

ASSIGNMENT TWO: Research 40 points

Each student will research and prepare a Statement of Faith that will constitute a personal doctrinal confession on **The Doctrine of the Word**. This Reflection Paper should be adequate for presentation to an examining board or church judicatory as a summary of the student's theology. This paper will be a minimum of six (6) full pages in length and a maximum of eight (8) pages in length. The paper will be double-spaced and proper footnote form will be followed (using 7th ed. Turabian, *Manual for Writers*). **Do NOT use Parenthetical Reference form, FOOTNOTE FORM ONLY.** Scripture references may be numerous, but Scripture quotations, if used at all, will be infrequent and brief. **Due date: Monday of the last week in the term. Send assignment to inaliam@gmail.com as word attachment.**

CONTENTS: These are the Key Issues you should address in your paper: General Revelation, Special Revelation, Biblical Theological process of Revelation, Jesus and the Word of God, Inspiration, Inerrancy, Perfections of Scripture, Illumination. THIS PAPER IS NOT A SUMMARY OF ALL DOCTRINES- JUST THE DOCTRINE OF THE WORD (SEE THE SAMPLE).

Note: This paper can meet a Professional Assessment Portfolio and Graduation Requirement for all students who began seminary in the Fall of 2002 or afterwards. It is the student's responsibility to turn in a clean, corrected copy of their paper to the seminary office for inclusion in your portfolio. Failure to do so will delay your graduation. Portfolio requirements are listed on the back of the academic worksheet of all degree programs. This satisfies the portfolio requirement for a Statement of Faith from a theology class. **Moreover, this requirement helps the student develop the skills needed to relate doctrine at the theoretical level to personal spiritual awareness and growth in the student's own faith tradition.**

All Students: Statement of Faith Paper will include, as a minimum-

- *Scripture references
- *Conventional theological language
- *Reference to the **student's own denominational confession** or statement of faith
- *Reference to **at least four Reformation/Post-Reformation confessions**
- *Reference to **early church creeds**, where appropriate
- *Reference to key issues noted below- where appropriate to YOUR system of belief

PAPERS THAT DO NOT MEET THESE MINIMUM STANDARDS WILL BE GRADED DOWN ACCORDINGLY. See Sample Statement of Faith linked on page 2.

Extra Credit (up to 5 points added to final total of points) Read the articles on the following websites: BOCO Section 21.4 at <http://www.pcanet.org/bco/BCO20-23.htm> ; <http://www.pcahistory.org/documents/subscription/smiller.html> ; <http://www.theologymatters.com/TMIssues/SepOct05.pdf> Write a 2-3 page (double-spaced) critical response explaining how you understand the issue of subscribing to ordination vows. ARP students should note the ordination question in *Form of Government*, X.D.2.g.(3) and formulate their response accordingly.

STANDARDS FOR ALL PAPERS:

- A.....No more than 5 misspellings or grammatical errors in total
 Identified the most significant articles, books in bibliography
 Used research materials expertly, leaving no unanswered questions
 Use of required Creeds and Confessions (6 or more)
- B.....No more than 2 misspellings or grammatical errors per page
 Identified a number of important articles, books in bibliography
 Used research material fairly, addressed most problem areas
 Use of some Creeds and Confessions
- C.....No more than 3 misspellings or grammatical errors per page
 Used the minimum required number of bibliographical entries
 Used research material adequately
 Use of less than two Creeds and Confessions
- D.....More than 3 misspellings or grammatical errors per page
 Failed to use minimum number of bibliographical entries
 Research poorly done
 No Creeds and Confessions apparent

Lecture Schedule

The following is designed to provide you an overview of lecture schedule

MODULE 1

Week	Lectures to View
1	E-lectures 1-2
2	E-lectures 3-4
3	E-lectures 5-6

4	E-lectures 7-8

MODULE 2

Week	Lectures to View
5	E-lectures 9-10
6	E-lectures 11-12
7	E-lectures 13-14
8	E-lectures 15-16

MODULE #3

Week	Lectures to View
9	E-lectures 17-18
10	E-lectures 19-20
11	E-lectures 21-22
12	E-lectures 23-24
13	E-lectures 25-26

Theological Terms

Accommodation
 Adiaphora
 Anabaptism
 Analogy of Faith
 Anselm of Canterbury
 Anthropomorphism
 Antinomianism
 Apocalyptic
 Apollinarianism
 Apologetics
 Aquinas, Thomas
 Arguments for Existence of
 God
 Arianism
 Arminianism
 Athanasius
 Atonement

Augustine of Hippo
Barth, Karl
Bible, Canon of
Black Theology
Calvin, John
Calvinism
Catechisms
Catholic
Chalcedon, Council of
Christology
Christus Victor (See Atonement, theories)
Communicatio Idiomatum
Confessions of Faith
Consubstantiation (See Lord's Supper)
Covenant
Creation *ex nihilo*
Creed
Deism
Demythologization
Depravity, Total
Dispensationalism
Docetism
Donatism
Ecclesiology (See Church)
EXAM 1
Enlightenment, Age of
Eschatology
Evangelicalism
Existentialism
Faith
Fideism
Filioque
Fundamentalism
Gnosticism
Grace
Heresy
Hermeneutics (Interpretation of Bible)
Higher Criticism
History of Religion School
Homousios
Humanism, Christian
Hypostatic Union
Imago Dei (Image of God)
Impassibility of God
Imputation
Incarnation
Infralapsarian
Inspiration of the Bible
Intermediate State
Justification

Kant, Immanuel
Kenosis
Kerygma
Kingdom of Christ, God,
Heaven
Liberalism, Theological
Liberation Theology
Logos
Luther, Martin
Means of Grace
Melanchthon, Phillip
Monarchianism
Monophysitism
Moral Influence
EXAM 2
Narrative Theology
Natural Law
Neo-orthodoxy
Nestorianism
Ninety-five Theses
Nominalism
Offices of Christ
Ordo Salutis (Order of Salvation)
Paedobaptism
Parousia (See Second Coming)
Pelagianism
Perichoresis
Pietism
Postmodernism
Predestination
Process Theology
Puritanism
Quest for the Historical Jesus
Radical Reformation
Rahner, Karl
Rationalism
Realism
Reformed Tradition
Regula Fidei (Rule of Faith)
Revelation, General
Revelation, Special
Righteousness
Romanticism
Sacrament
Sanctification
Satisfaction
Schleiermacher, Friedrich
Scholasticism
Sin- Actual and Original
Supralapsarian

Theodicy
Tillich, Paul
Tradition
Transubstantiation (See Lord's Supper)
Trinity

EXAM 3

Relevant Institutional and Class Policies

Conduct in Theological Discussions: Erskine Seminary is committed to the one, holy, catholic, and apostolic Church, and it expects its students to show respect for all who identify with that one Church. In all written work, oral presentations, and discussions both inside and outside the classroom, the Seminary expects students to conduct discussions of controversial issues in a context of respect for those with whom one disagrees. Please see the Community Life Statement in the Catalog for more information.

Language about God and Humanity: Although God transcends the distinction between male and female, the Bible and the Church's historic creeds and confessions use masculine language in reference to God. Thus, the Seminary encourages all students to retain this masculine usage when speaking and writing about God. Furthermore, the Seminary recognizes that all human beings, male and female, are created equally in the image of God (Gen. 1:26-27), and believers of both sexes are fellow heirs of the grace of life (1 Pet. 3:7). Accordingly, whenever students are speaking and writing about males and females, they should use language that clearly includes both men and women (for example, by saying/writing "humanity" rather than "man" or "people" rather than "men").

Late or Incomplete Work: The grade of "I" or incomplete is given at the discretion of the professor. A grade of "I" is normally given when a student has substantially completed the requirements for a course but has been prevented by extraordinary circumstances from completing the remainder of the course requirements. A student who wishes to request an incomplete should normally complete an incomplete form prior to the end of the semester and ask the professor to grant the request. (Under unusual circumstances, the student may communicate with the professor by phone or email rather than in person, and the professor may then agree to fill out the form at the student's request. Under exceptional circumstances, the professor may initiate the process by filling out the form on the student's behalf.) If the professor grants the request, he/she will sign the incomplete form and turn it in with his/her final grade report. An "I" in any course must be removed by March 1 for the Fall Term, April 1 for the January

Term, August 1 for the Spring Term, and November 1 for the Summer Term. Only the Dean may grant extensions of incompletes beyond the established completion date. Otherwise, these grades automatically become "F."

Drop/Add/Withdrawal: Once a student has completed, signed, and submitted his/her registration to the Registrar for this class, it is a binding contract, and billing will be based on this registration. If the student decides not to take this class, he/she must complete a "drop/add" form and secure the appropriate signatures prior to the drop/add deadline during the second week of the semester or term. If one wishes to withdraw from the course after the drop/add deadline, one must complete a withdrawal form, and tuition will be refunded on a pro rated basis. Failure to withdraw from the class properly will result in the student's receiving a grade of "F" for the course, and full tuition charges will apply. No exceptions will be made to this policy.

Plagiarism

Plagiarism is the use in writing of wording or ideas produced by others without crediting the author and/or source from which the material was taken. As the following statement indicates, plagiarism is a serious offense that undermines both the witness and integrity of the Christian community:

Occurrences of plagiarism shall be considered 'documented' when the instructor is able to produce documentary evidence that plagiarism has occurred, and when the instructor has reason to believe that the plagiarism was motivated by a deliberate attempt to receive credit for ideas or work not the student's own. Where such plagiarism involves the theft of the academic work of another student, whether at Erskine or any other institution, it shall be designated 'documented theft of another student's work.'

The instructor involved, in consultation with the Dean, may recommend measures deemed appropriate. In cases of documented plagiarism or documented theft of another student's work, the offending student will automatically receive the following penalties:

- Failure of the course(s) in which plagiarized or stolen work is submitted
- Dismissal from the Seminary for a minimum of one semester
- Forfeiture of the right to tuition refunds during the semester(s) affected

Before such penalties are imposed, a committee of at least three faculty members must agree that they are appropriate to the case. Appeals in such cases may only be addressed, in writing, to the President of Erskine College and Theological Seminary.