



## On-Campus Course Syllabus

THS 514 L1

Anthropology, Hamartiology, & Soteriology

Fall 2022

### Class Information

**Day and Time:** THU 4:45 PM to 7:15 PM

**Room Number:** E206

### Contact Information

**Instructor Name:** Dr. Jim Larsen

**Instructor Email:** jlarsen@criswell.edu

**Instructor Phone:** 214.818.1352

**Instructor Office Hours:** Contact professor for appointment

### Course Description and Prerequisites

Provides advanced discussions to Anthropology, Hamartiology, and Soteriology defining the scriptural views and showing the arguments for them, refuting other views, and emphasizing the relevance of theology to the Christian life and witness. (Prerequisite: BIB 505)

### Course Objectives

At the conclusion of this course, the student should be able to . . .

1. Discuss major concepts and significant terms associated with these systematic subjects, including key biblical passages that relate to them.
2. Demonstrate the ability to articulate ways in which these doctrines interrelate with each other as well as with Christian faith and life.
3. Identify and discuss significant historical and/or contemporary controversies associated with these systematic subjects.
4. Engage in sympathetic but critical dialogue with diverse Christian articulations of concepts and scriptural interpretations associated with these systematic subjects.
5. Formulate a personal statement of faith and ministry associated with each of these systematic subjects.

### Required Textbooks

(1) *The Bible*: The professor will normally use the *English Standard Version* (ESV), though will draw on other translations as needed. However, students may use their preferred translation in class and for assignments.

(2) Erickson, Millard J. *Christian Theology*, 3<sup>rd</sup> ed. ISBN 978-0-8010-3643-9 (paperback edition is also acceptable)

## Recommended Reading

- Turabian, Kate L., *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9<sup>th</sup> ed.  
ISBN 978-0-226-43057-7

## Course Requirements and Assignments

**Required Text Reading (15%):** The course text forms the foundation upon which lectures are built, thus it is imperative that students complete the assigned reading prior to the beginning of each class session. The percentage of assigned reading completed will be reported at the beginning of the class session for which it is due. If a student is going to be absent, he/she must e-mail the percentage of reading completed to the professor **prior to the beginning of class** in order to receive credit. There is no credit for reading that is not **completed and reported** by the beginning of the class in which it is due.

**Journal Article Reviews (15%):** The student will read and review a total of three (3) journal articles, one each dealing with anthropology, hamartiology, and soteriology. Articles must be from journal volumes dated January 2018 or later. A seven (7) to ten (10) page (double spaced) review will be written for each journal article to include: (a) bibliographic information in accordance with a template to be provided; (b) identification of the author's thesis; (c) summary of warrant given to support thesis; (d) critical engagement with/evaluation of the article's argument; and (e) significance of this article to the doctrine under which it is read.

**Book Interaction (20%):** Students will write a 16-20 page interaction with a book dealing with one (1) of the major doctrinal areas addressed in this course. The book to be reviewed *must be approved* by the professor and must be one the student has not read. The first half of the paper (approximately) must include background on the author, including his context. Additionally, the first half of the paper must address the importance/significance of this particular volume and provide a brief overview/summary of the book. The first half of the book interaction is to be submitted for review as indicated on the **Course Outline/Calendar**. The second half of the paper must provide a critical engagement with ideas, approaches, etc. presented in the book, compared and contrasted with material discussed in class, the course text, and additional sources as appropriate. The final paper must be submitted as indicated on the **Course Outline/Calendar**.

**Required Reading Summaries (5%):** As assigned by the professor, student's will be responsible for providing a summary of the required reading for a designated class period. The professor will make assignments as appropriate based on the number of students in the class. These summaries are intended to form a foundation from which class discussions may be drawn.

**Position Papers (40%):** Each student will write four positions papers as follows:

**(5%)** The student will write a preliminary position paper *briefly* stating what he/she currently believes regarding the following topics: humanity (anthropology), sin (hamartiology), and salvation/redemption (soteriology). There is no specified length to this introductory paper. Each topic should be dealt with in one to two paragraphs, without *extrabiblical* references. The purpose of this paper is twofold: (1) to provide the student and professor with a starting point for evaluating progress in understanding the course topics; and (2) to provide the professor with an example of the student's ability to express himself/herself in written form. There are no formatting requirements for this paper beyond providing the student's name and course number. However, grammar, spelling, punctuation, etc. will be evaluated.

**(30%)** Additionally, the student will write a position paper at the conclusion of each major topic (anthropology; hamartiology; and soteriology). The requirements for each position paper are as follows:

1. Update/elaborate on the student's belief regarding each topic (as expressed in the introductory paper), including biblical support for that belief. While it is expected that the student will also draw on

sources other than Scripture, this should be a personal articulation and not a quotation or paraphrase of external sources. Additionally, critical/exegetical engagement with biblical support is expected, not simply “proof texting.”

2. Where appropriate, each paper should address how other topics discussed in this course relate to/affect how one understands the topics being addressed in the paper.
3. Discuss how the student’s current belief regarding each topic affects/will affect his/her approach to ministry.
4. Each paper is to be between fourteen (14) and sixteen (16) double spaced pages.
5. Each paper must include a coversheet, formatted in accordance with guidelines provided by the professor.
6. The student must use proper syntax, grammar, spelling, etc. For general formatting as well as source citation requirements consult Turabian, Kate L., *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9<sup>th</sup> ed.
7. A bibliography is not required for this paper. However, any sources cited must be properly identified by way of footnote citations in accordance with Turabian, Kate L., *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9<sup>th</sup> ed.

**(5%)** Finally, students will be required to present one of these papers to the class during the last class session. The professor will determine which of the three papers each student will present based on the number of students in the class. If possible, the professor will take the student’s preference into account.

**Quizzes/Exams:** There are no quizzes or exams *scheduled* for this course. However, the professor reserves the right to administer quizzes or exams should it be deemed necessary to meet stated course objectives.

**Class Participation (5%):** Students must arrive on time and must be adequately prepared to contribute to the conduct of each class session. This may be demonstrated by asking questions, interacting with the professor and/or other students during class discussions, and/or by responding to questions posed by the professor. As one needs to be present to participate in class discussions, absences will affect the class participation grade.

**Additional Assignments:** While there are currently no additional requirements anticipated for this course, the professor reserves the right to incorporate additional requirements as necessary to assist students in accomplishing the stated objectives of this course.

**Assignment Due Dates:** Due dates for all course requirements are identified on the **Course Outline/Calendar**. It is expected that all requirements be completed/submitted on time. Students are *strongly* encouraged not to wait until the last minute to work on and/or post assignments as unforeseen circumstances may prevent meeting deadlines (power outages, computer problems, internet access problems, etc.). The professor *stresses* the importance of meeting assignment due dates. Unless there is an *extreme* circumstance involved (death in the family, hospitalization, etc.), **no late assignments will be accepted**.

## **Course/Classroom Policies and Information**

**Textbooks and Supplemental Bibliography:** The selection of textbooks and items on the Supplemental Bibliography should not be interpreted as implying the professor’s endorsement of any of the views of the authors. Textbooks and supplemental sources are selected for their perceived value in helping to meet stated course objectives.

**Recording:** As a general policy, students may not record class sessions of this course. If a student has a particular need that necessitates recording class sessions, please contact the Director of Student Services. If permission is granted to record class sessions, under no conditions may recordings be duplicated, given, lent, or shared with anyone else. Further, permission is ***expressly denied*** to upload these recordings to the internet ***in any form*** or to use them for purposes other than the student's own personal study to meet the requirements of this course. For additional information, see the "**Disabilities**" section below.

**Course Outline/Calendar:** The schedule provided below is intended to give the student a general idea of the flow of course topics/discussions. While the professor intends to keep as closely as possible to the indicated topic dates, he reserves the right to modify class topics as necessary to meet course objectives as well as deal with potential issues raised by students deemed appropriate to meet those objectives. Unless otherwise specified, deviations from indicated topics *will not* affect due dates for listed assignments.

## **Class Attendance**

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

## **Campus Closure**

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

## Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

## Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **Intellectual Property Rights**

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## **Resources and Supports**

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu). Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

## Course Outline/Calendar

TUE	Topic	Reading	Exams/Assignments
8/18	*Introduction to the Course		
8/25	*Anthropology	Chs 20-21	Preliminary Position Paper Due
9/1	*Anthropology	Ch 22	Book for Interaction Approved
<b>5 September – Labor Day Holiday</b>			
9/8	*Anthropology	Ch 23	
9/15	*Anthropology	Ch 24	Anthropology Article Review Due
9/22	*Hamartiology	Chs 25-26	Anthropology Position Paper Due
9/29	*Hamartiology	Ch 27	
10/6	*Hamartiology	Ch 28	First half of Book Interaction Due
10/13	*Hamartiology	Ch 29	Hamartiology Article Review Due
10/20	*Soteriology	Ch 42	Hamartiology Position Paper Due
10/27	*Soteriology	Ch 43	
11/3	*Soteriology	Chs 44-45	
11/10	*Soteriology	Ch 46	Soteriology Article Review Due
11/17	*Soteriology	CH 47	Soteriology Position Paper Due
<b>21–25 November – Fall Break/Thanksgiving Holiday</b>			
12/1	*Class Presentations	Ch 48	Book Interaction Due
12/6-9	<b>Finals Week</b>		

**NOTE:** Additional important dates include:

- August 19: Last day to add courses
- August 36: Last day to drop courses
- October 21: Last day to withdraw
- December 1: Federal and institutional aid application deadline for Spring 2020 – new and re-entry students
- November 7: Early Registration begins for SP–23
- December 9: SP–23 graduation application deadline



## Supplemental Bibliography

### General Reference

- Elwell, Walter A., ed. *Baker Theological Dictionary of the Bible*. Grand Rapids: Baker Academic, 2001.
- Grenz, Stanley J., David Guretzki, and Cherith Fee Nordling. *Pocket Dictionary of Theological Terms*. Downers Grove: IVP, 1999.
- Holcomb, Justin S. *Know the Creeds and Councils*. Know Series. Grand Rapids: Zondervan, 2014.
- Holloman, Henry W. *Kregel Dictionary of the Bible and Theology*. Grand Rapids: Kregel, 2005.
- Jenson, Robert W. *Canon and Creed*. Interpretation: Resources for the Use of Scripture in the Church, edited by Patrick D. Miller, Ellen F. Davis, Richard B. Hays, and James L. Mays. Louisville: Westminster John Knox, 2010.
- Leith, John. H., ed. *Creeds of the Churches: A Reader in Christian Doctrine from the Bible to the Present*. 3rd ed. Louisville: John Knox, 1982.
- McDermott, Gerald. *The Oxford Handbook of Evangelical Theology*. Translated by Book. Oxford: Oxford University Press, 2010.
- McKim, Donald K. *Westminster Dictionary of Theological Terms*. Louisville: Westminster John Knox, 1996.
- McKim, Donald K., ed. *Dictionary of Major Biblical Interpreters*. Rev. ed. Downers Grove: IVP Academic, 2007.
- Noll, Mark A., ed. *Confessions and Catechisms of the Reformation*. Vancouver, BC: Regent College Publishing, 2004.
- Pelikan, Jaroslav. *Credo: Historical and Theological Guide to Creeds and Confessions of Faith in the Christian Tradition*. New Haven: Yale University Press, 2003.
- Stevenson, J., ed. Rev. by W. H. Frend. *Creeds, Councils and Controversies: Documents Illustrating the History of the Church, AD 337–461*. 3rd ed. Grand Rapids: Baker Academic, 2012.
- Tanner, Norman P. *The Councils of the Church: A Short History*. New York: Crossroad, 2001.
- Tanner, Norman P., ed. *Decrees of the Ecumenical Councils*. 2 vols. Washington, DC: Georgetown University Press, 1990.
- Treier, Daniel J., and Walter A. Elwell, eds. *Evangelical Dictionary of Theology*. 3rd ed. Grand Rapids: Baker Academic, 2017.

### Systematic Theologies and Other Sources

#### Arminian/Wesleyan/Methodist

- Carter, Charles W., R. Duane Thompson, and Charles R. Wilson, eds. *A Contemporary Wesleyan Theology: Biblical, Systematic, and Practical*. 2 vols. Grand Rapids: Francis Asbury, 1983.
- Dunning, H. Ray. *Grace, Faith, and Holiness: A Wesleyan Systematic Theology*. Kansas City, MO: Beacon Hill, 1988.
- Maddox, Randy L. *Responsible Grace: John Wesley's Practical Theology*. Nashville: Kingswood, 1994.
- Miley, John. *Systematic Theology*. 2 vols. Library of Biblical and Theological Literature. New York: Eaton and Mains, 1892–94. Reprint, Peabody: Hendrickson, 1989.
- Oden, Thomas C. *John Wesley's Teachings*. 4 vols. Grand Rapids: Zondervan, 2012–14.

Oden, Thomas C. *Systematic Theology*. 3 vols. Paperback ed. San Francisco: HarperSanFrancisco, 1992.

Olson, Roger E. *Arminian Theology: Myths and Realities*. Downers Grove: IVP Academic, 2006.

Pinnock, Clark H., ed. *The Grace of God, the Will of Man: A Case for Arminianism*. Grand Rapids: Academie, 1989.

Walls, Jerry L., and Joseph R. Dongell. *Why I Am not a Calvinist*. Downers Grove: IVP, 2004.

Willimon, William H. *United Methodist Beliefs: A Brief Introduction*. Louisville: Westminster John Knox, 2007.

Wilson, Kenneth. *Methodist Theology*. Doing Theology. New York: T. & T. Clark, 2011.

### **Baptist**

Akin, Daniel L., ed. *A Theology for the Church*. 2nd ed. Nashville: Broadman and Holman, 2014.

Blount, Douglas K., and Joseph D. Wooddell, eds. *Baptist Faith and Message 2000: Critical Issues in America's Largest Protestant Denomination*. Lanham, MD: Rowman & Littlefield, 2007.

Erickson, Millard J. *Christian Theology*. 3rd ed. Grand Rapids: Baker Academic, 2013.

Erickson, Millard J. *Introducing Christian Doctrine*. Edited by L. Arnold Hustad. 3rd. ed. Grand Rapids: Baker Academic, 2015.

Garrett, James Leo. *Baptist Theology: A Four-Century Study*. Macon, GA: Mercer University Press, 2009.

Garrett, James Leo Jr. *Systematic Theology: Biblical, Historical, and Evangelical*. 2 vols. Eugene, OR: Wipf & Stock, 2014.

Lumpkin, William L., and Bill J. Leonard, eds. *Baptist Confessions of Faith*. 2nd ed. Valley Forge, PA: Judson, 2011.

Norman, R. Stanton. *The Baptist Way*. Nashville: Broadman and Holman, 2005.

Strong, Augustus H. *Systematic Theology*. Reprint, Old Tappan, NJ: Fleming Revell, 1979.

### **Calvinist/Reformed**

Barth, Karl. *Systematic Theology*. 31 vols. Edited by G. W. Bromiley and T. F. Torrance. Translated by G. W. Bromiley, G. T. Thomson, and Harold Knight. Study ed. New York: T. & T. Clark, 2009.

Bavinck, Herman. *Reformed Dogmatics*. 4 vols. Grand Rapids: Baker Academic, 2003–2008.

Berkhof, Louis. *Systematic Theology*. New combined ed. Grand Rapids: Eerdmans, 1996.

Calvin, John. *Institutes of the Christian Religion*. 2 vols. The Library of Christian Classics. Edited by John Baillie, John T. McNeill, and Henry P. Van Dusen. Translated by Ford Lewis Battles. Louisville: Westminster John Knox, 1960.

Hodge, Charles. *Systematic Theology*. 3 vols. New York: Scribner, Armstrong, & Co., 1872. Reprint, Grand Rapids: Eerdmans, 1997.

Kuyper, Abraham. *Principles of Sacred Theology*. Translated by J. H. DeVries. Reprint, Grand Rapids: Eerdmans, 1968.

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Shedd, William G. T. *Dogmatic Theology*. Edited by Alan W. Gomes. 3rd ed. Philipsburg, NJ: Presbyterian and Reformed, 2003.

Sproul, R.C. *What Is Reformed Theology? Understanding the Basics*. Grand Rapids: Baker, 1997.

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The Orthodox Presbyterian Church. *The Westminster Confession of Faith and Catechisms: As Adopted by the Presbyterian Church in America*. Lawrenceville, GA: Christian Education & Publications, 2007.

### **Covenantal Theology**

Gentry, Peter J., and Stephen J. Wellum. *God's Kingdom through God's Covenants: A Concise Biblical Theology*. Wheaton: Crossway, 2015.

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Waters, Guy Prentiss. *The Federal Vision and Covenant Theology*. Phillipsburg: Presbyterian & Reformed, 2006.

Wellum, Stephen J., and Brent E. Parker, eds. *Progressive Covenantalism: Charting a Course between Dispensational and Covenant Theologies*. Nashville: B&H, 2016.

### **Dispensationalism**

Bateman, Herbert W. IV, ed. *Three Central Issues in Contemporary Dispensationalism: A Comparison of Traditional and Progressive Views*. Grand Rapids: Kregel, 1999.

Blaising, Craig A., and Darrell L. Bock. *Progressive Dispensationalism: An Up-To-Date Handbook of Contemporary Dispensational Thought*. Wheaton: BridgePoint, 1993.

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### **Evangelical**

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Witherington, Ben III. *The Problem with Evangelical Theology: Testing the Exegetical Foundations of Calvinism, Dispensationalism, Wesleyanism, and Pentecostalism*. Rev. and exp. ed. Waco: Baylor University Press, 2016.

### **Lutheran**

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## **Orthodox**

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