



On-Campus Course Syllabus

THS 514 L1

Anthropology, Hamartiology, & Soteriology

Fall 2023

Class Information

Day and Time: Thursday 4:45-7:15pm

Room Number: E205

Contact Information

Instructor Name: Dr. Ray Wilkins

Instructor Email: rwilkins@criswell.edu

Instructor Phone: 972-740-6548 (cell)

Instructor Office Hours: [By 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 end of the course all students should have the ability 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 as a whole.
3. Identify and discuss significant historical and/or contemporary controversies associated with these systemic 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

- Demarest, Bruce. *The Cross and Salvation*. Wheaton: Crossway Books, 1997. ISBN-13: 978-1581348125. Listed as (D) in schedule.
- Madueme, Hans & Michael Reeves eds. *Adam, The Fall, and Original Sin*. Grand Rapids: Baker. 2014. ISBN 978-0801039928. Listed as (M) in schedule.

- Strachan, Owen. *Reenchanting Humanity: A Theology of Mankind*. Ross-Shire: Mentor. 2019. ISBN: 978-1527105027. Listed as (S) in schedule.
- The Bible.

Recommended Reading

- Erickson, Millard. *Christian Theology*. 3rd Ed. Grand Rapids: Baker Academic, 2013. ISBN-13: 978-0801036439.
- Grenz, Stanley. *Theology for the Community of God*. Grand Rapids: Eerdmans Publishing, 2000. ISBN-13: 978-0802847553.

Course Requirements and Assignments

1. Reading Assignments (10%)

The required texts for the class are the basis for class instruction and discussion. It is therefore necessary for the assigned reading to be completed on a regular basis. Students should be familiar with the language and concepts and be able to articulate information about the author and subject if called upon.

Students will write a 2-3 page weekly summary of the assigned reading. The summary should be single-spaced with a 12-point font. Name, date, and assignment number in the upper right corner will suffice for the title information. The student should summarize the reading and provide some critical reflection/evaluation.

2. Discussion Questions (20%)

Throughout the semester discussion questions will be assigned. Each student will be required to respond to the initial question from the professor **and** respond a minimum of two times to a fellow student.

3. Written Assignments (30%)

Each student will write three essay papers. Each essay will be 5-7 pages, double-spaced, with endnotes. Students will write one essay on anthropology, one essay on soteriology, and one on justification. Each essay will focus on a specific topic within the relevant subject. For example, in anthropology one may write an essay on the *imago dei* or the constitution of man (body, soul, spirit). Each essay should follow a biblical, historical, and theological model. Give the relevant biblical texts, briefly discuss the history of the topic with regards to church history and give a theological exposition (what you as the author believe and why). Your essay should include a Title Page and a Works Cited page. Your sources should include a minimum of 3 books and 1 journal article as sources.

4. Exams (40%)

There will be three comprehensive exams throughout the semester corresponding to the three sections of the course. The exams will cover the major subject matter within each section. The questions will be drawn from both the reading and the class lectures.

Course/Classroom Policies and Information

Recording devices, recording, use of technology, and social media: Students may not take pictures, video recordings, or audio recordings of anyone or anything course, class, or class-room related without prior, written approval from the professor. Students may not post or share anything course, class, or classroom related on any sort of social or other media without permission from the professor and any student(s) who might be affected.

Student use of computer, smartphone, and /or other device technology should be specifically limited to material being covered in class during the time it is being covered. During class students should silence electronic devices and make every effort to avoid being distracted or distracting others, whether with what is normally referred to as “technology,” or with any sort of potential distraction. The professor may ask a student to leave for any reason, *if the professor believes* the student poses a safety threat, is being disrespectful, or is being a distraction to the professor or other students.

All written assignments:

- Typed, not handwritten
- 1” margins
- If notes are used, use footnotes (not endnotes or parenthetical references)
- 12 pt. Times New Roman font
- Double spacing
- Stapled in upper left corner. No special bindings, please.
- Parenthetical references for Scripture
- Printed on one side of paper only
- Proof-read, or have someone proof-read, your work (no careless error: i.e., grammar, spelling, form, style, etc.)
- Students are encouraged to read Strunk and White’s *The Elements of Style*, Margaret Shertzer’s *The Elements of Grammar*, and Joseph Williams’s *Style: The Basics of Clarity and Grace*
- No substantive part of the paper should have appeared in any paper which has been submitted (or will be submitted this semester) for credit in a course other than this one
- Number of pages required applies only to the body of the essay
- It is always best to write in Third person. First person is acceptable if not overused.
- Final (research/position) paper should include cover sheet, table of contents or outline page, and works cited page

Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students’ ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

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

			Grade Definitions (optional)
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.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

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.

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. 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. Login credentials are emailed to students near the beginning of the semester.

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 schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Week	Date	Topic	Assigned Reading
1	8/21-8/25	*Intro to the Course. Historical images of mankind.	Ge. 1-2; Ps. 8:4-6 (S) Intro. & Ch. 1
2	8/28-9/1	Anthropology: Image of God & purpose.	(M) Ch. 1-2 (S) Ch. 4-5.
3	9/4-9/8	What does man do? Dependent on God.	(S) Ch. 3, 7-8
4	9/11-9/15	Constitution & life of Man. Gender & Society.	(S) Ch. 4, 6. Exam 1
5	9/18-9/22	What is Sin?	(S) Ch. 2 (M) Ch. 4

6	9/25-9/29	Origin & Spread of Sin.	Romans 5 (M) Ch. 4-5, 13.
7	10/2-10/6	Sin & human experience.	(M) Ch. 8-12.
8	10/9-10/13	Sin & Creation.	(M) Ch. 14-15. Exam 2
9	10/16-10/20	Student Development Week	
10	10/23-10/27	Soteriology	(D) Pgs. <i>xix</i> -69.
11	10/30-11/3	Grace & Election.	(D) Pgs. 70-143
12	11/6-11/10	Atonement	(D) Pgs. 147-234.
13	11/13-11/17	Conversion & Regeneration.	(D) Pgs. 235-309.
14	11/20-11/24	Thanksgiving Break	(D) Pgs. 313-382.
15	11/27-12/1	Sanctification & Perseverance.	(D) Pgs. 385-463.
16	12/4-12-8	Glorification	(D) Pgs. 467-481.
17	12/11-12/14	Finals Week	Exam 3

Selected Bibliography

Beck, James R. and Bruce Demarest. *The Human Person in Theology and Psychology*. Grand Rapids: Kregel, 2005.

Berkouwer, G. C. *Sin in Studies in Dogmatics*. Grand Rapids: Eerdmans, 1971.

Blocher, Henri. *Original Sin: Illuminating the Riddle*. Grand Rapids: Intervarsity Press, 1997.

Bray, Gerald. *The Doctrine of Humanity*. Grand Rapids: Intersity Press, 1996.

Demarest, Bruce. *The Cross and Salvation*. Wheaton: Crossway Books, 1997.

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

Garrett, James Leo. *Systematic Theology*. 2 vol. 2nd ed. North Richland Hills, Bibal Books, 2000.

Grenz, Stanley. *Created for Community*. 3rd ed. Grand Rapids: Baker Academic, 2015.

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Grudem, Wayne. *Systematic Theology*. Grand Rapids: Zondervan, 1994.

Hill, Charles E. and Frank A. James, eds. *The Glory of the Atonement*. Grand Rapids: Intersity Press, 2004.

Hoekema, Anthony. *Created in God's Image*. Grand Rapids: Eerdmans, 1994.

Horton, Michael. *Justification*. 2 vols. Grand Rapids: Zondervan, 2018.

Husbands, Mark, and Daniel J. Trier. *Justification: What's at Stake in the Current Debate*. Grand Rapids: Intersity Press, 2004.

Lloyd-Jones, Martyn. *The Cross*. Westchester: Crossway Books, 1986.

Madueme, Hans & Michael Reeves, eds. *Adam, the Fall, and original Sin: Theological, Biblical, and Scientific Perspectives*. Grand Rapids: Baker Academic, 2014.

McCall, Thomas. *Against God and Nature: The Doctrine of Sin*. Wheaton: Crossway, 2019.

McGrath, Alister E. *Christian Theology: An introduction*. 2nd ed. Oxford: Blackwell Publishers, 1997

Moreland, J. P. *The Soul: How We Know It's Real and Why It Matters*. Chicago: Moody Publishers, 2014.

Morris, Leon. *The Atonement: Its Meaning and Significance*. Grand Rapids: Intersity Press, 1983.

Murray, John. *The Imputation of Adam's Sin*. Grand Rapids: Intersity Press, 1997.

Packer, J. I. and Thomas Howard. *Christianity: The True Humanism*. Waco: Word Books, 1985.

Pannenberg, Wolfhart. *Anthropology in Theological Perspective*. Edinburg: T&T Clark, 1999.

------. *Systematic Theology*, 3 vols. Trans. By Geoffrey Bromiley. Grand Rapids: Eerdmans, 1988.

Plantinga, Cornelius. *Not the Way It's Supposed to Be*. Grand Rapids: Eerdmans, 1996.

Stott, John R. W. *The Cross of Christ*. Grand Rapids: Intersity, 2006.

Strachan, Owen. Reenchanting Humanity: A Theology of Mankind. Ross-Shire: Christian Focus Publications, 2019.