

Unit Outline



TRT32/52

Foundations for Systematic Theology

QUEENSLAND THEOLOGICAL COLLEGE

About this Unit Outline

This unit outline contains information you will need to find your way around the unit, **Foundations for Systematic Theology**. It attempts to provide a structure for your learning, giving details of the topics, and how they will be assessed.

UNIT OUTLINE **SEMESTER 2 2015**

Important notice

While every care has been taken to ensure accuracy in the information given below, **it is the personal responsibility of each student to check the current ACT Undergraduate or Postgraduate Handbook**, copies of which may be found in the Library or online at www.acttheology.edu.au

It is very important that students plan their time carefully to ensure that reading and especially assignments receive adequate attention and so as to prevent a bottleneck of work at the end of the semester.

It is very important that all quoted material in assignments be properly footnoted and acknowledged. The attention of students is drawn to the section in the current ACT Undergraduate or Postgraduate Handbook, headed "**Academic Misconduct**". Failure to comply with the standards required will incur penalties as outlined in the ACT Undergraduate or Postgraduate Handbook.

The attention of students is also drawn to the section in the current ACT Undergraduate or Postgraduate Handbook, headed "**Guidelines for Essays.**" (see also the QTC Student Handbook) All essays should comply with these standards.

Information about this Unit

Unit Description

This preparatory half unit examines the importance of systematic theology, takes a bird's eye view of Christian doctrine and gives the learner skills on 'how to do theology'.

Learning Objectives and Outcomes:

1. To introduce students to the aims and methods of systematic theology.
2. To provide students with clear overview of the whole scope of Christian doctrine.
3. To do this with a view to:
 - Preparation for Systematics in the following years
 - The integration of doctrine, church history, biblical study, and Christian life and practice

Upon completion of this unit students will be able to:

1. Understand what the discipline of systematic theology is
2. Understand why systematic theology exists as a discipline
3. Be aware of the major topics generally covered in systematic theology
4. Understand why the major topics are what they are
5. Grasp how the major topics relate to each other
6. Understand basic issues of method in doing systematic theology
7. Be able to present their own theological reflections on a topic

How this Unit Contributes to the Course

Theology can be intimidating for beginners. Many students have been overwhelmed by the diversity of opinions and sheer volume of information to comprehend. Studying this unit in your first year of theological studies helps you establish a foundation of concepts and terminology on which to build a theological framework and should help to equip you for 400/600 level theology units usually completed later in your course.

Pre-requisites and co-requisites

This subject is a Type B Elective. It caters for students studying for the following accredited courses of the Australian College of Theology: BTh/BMin/AssocDegTh/DipTh/DipMin and MDiv/GradDipDiv

This unit is being taught at QTC at foundation level (300/500 level), therefore there are no prerequisite requirements.

How this Unit is Organized & what we expect from you

This unit will be taught over ten weeks. This unit will involve 2 hours per week of contact time involving lectures and class discussion time.

This is a half credit point unit, worth 2 credit points (cp) towards your degree or diploma, whereas most subjects are worth 4 credit points.

A 2cp unit is considered to require an average total time commitment of approximately 32 hours outside of class time.

Students are required to attend all lectures and complete the assessment task by the due date.

Teaching staff

Lecturer

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Please feel free to contact me if you have any problems or concerns about the course.

Unit Timetable: topics & teaching & learning activities

Introduction to the Major Doctrines

- a. Creation
- b. God
- c. Sin
- d. Knowledge of God
- e. New Creation
 - i. Accomplished
 - 1. The Gospel: The Person of Christ
 - 2. The Gospel: The Work of Christ
 - ii. Applied
 - 1. Individually (Salvation)
 - 2. Corporately (Church)
 - 3. Cosmically (Last Things)

Assessment TRT32

Assessments are submitted online via Moodle.

In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.

Unless an extension has been applied for and granted in accordance with the Late Penalty Policy found in the QTC Handbook, where a student submits an assessment past its due date, the assessment marks will be reduced at the rate of 3% of the total possible marks for the assessment item per calendar day, up to 14 days late.

Your essays must also be within 10% of the required word limit and your ability to meet this requirement will also be taken into account in determining your mark. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENT TASKS	DESCRIPTION
Portfolio 2050 words total 100%	Select one of the following two options: (1) A Portfolio of connected tasks on Justification <ul style="list-style-type: none"> (a) Annotated list of biblical passages relevant to how we are saved (750 words) (b) Review of Luther's <i>Freedom of a Christian</i> (1000 words) (c) Outline of a talk on what salvation is (300 words) <p style="text-align: center;">OR</p> (2) A Portfolio of connected tasks on Revelation <ul style="list-style-type: none"> (a) Annotated list of biblical passages relevant to the topic of how we know God (750 words) (b) Review of Michael Horton's <i>Pilgrim Theology</i> introductory chapter entitled "Why Study Theology?" and chapter one entitled "Knowing God" (1000 words) (c) Outline of a talk on what it means to 'know God' (300 words)

Assessment TRT52

Assessments are submitted online via Moodle.

In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.

Unless an extension has been applied for and granted in accordance with the Late Penalty Policy found in the QTC Handbook, where a student submits an assessment past its due date, the assessment marks will be reduced at the rate of 3% of the total possible marks for the assessment item per calendar day, up to 14 days late.

Your essays must also be within 10% of the required word limit and your ability to meet this requirement will also be taken into account in determining your mark. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENT TASKS	DESCRIPTION
Portfolio 3000 words total 100%	Select one of the following two options: (1) A Portfolio of connected tasks on the atonement <ul style="list-style-type: none"> (a) Annotated list of biblical passages relevant to how God has saved us in Christ (750 words) (c) Review of Calvin's <i>Institutes</i> Book 2 Chapter 16 (750 words) (d) Review of <i>Pierced for our Transgressions</i> chapters 3 and 4 (750 words) (d) Outline of a talk on how Christ has saved us, followed by around 400-500 words of comment explaining your thinking and how Parts a-c of the Portfolio have contributed to your thinking (750 words) <p style="text-align: center;">OR</p> (2) A Portfolio of connected tasks on Revelation <ul style="list-style-type: none"> (a) Annotated list of biblical passages relevant to the topic of how we know God (750 words) (b) Review of Calvin's <i>Institutes</i> Book 1 Chapters 1-2 (750 words) (c) Review of Jensen's <i>The Revelation of God</i> chapters 1-4 (750 words) (d) Outline of a talk on what it means to 'know God', followed by around 400-500 words of reflective comment explaining your thinking and how Parts a-c of the Portfolio have contributed to your thinking (750 words)

Guide to Assessments

Annotated list of Biblical passages

The challenge of this part of the task involves two dimensions—the selection of the biblical texts and the comments you make upon them.

In the selection of the texts we are looking for the widest possible grouping of texts that are *significant* in establishing the Bible's teaching on this topic. This means we are looking for texts to be included that have something genuinely important to say on the topic, something not already covered by other texts that are included.

In the comments made upon the texts we are looking for the comments to *clearly explain how* the texts contribute to the Bible's teaching on that topic: i.e. what each text actually adds to our picture of the Bible's teaching on the matter. We don't want *any* comments of a 'general' nature on the texts—about authorship, context, the main idea of the passage or the like—only what it contributes to our understanding of the topic you have chosen.

The challenge of this task is that the need for breadth in texts chosen is in tension with the need for depth in explanations. This means that we are looking for judicious selectivity—only the most significant texts, and only the most significant comments to be made on texts.

Reviews

This task is looking for two main skills to be demonstrated: your skill in reading a document, and your ability to critically reflect on what you have read.

In showing your reading ability we need to be able to see a *clear description of the content of what you have read*. This involves selectivity—you need to pick out what you thought were the most important points said, for you cannot simply repeat everything. It also involves looking at how the writer has structured their material and/or how their argument builds and develops and helping your reader have insights into the way the content of the document is organized and how it functions in his argument.

Demonstrating some grasp of the writer's purpose is also important. In showing your critical reflection we need to be able to see *an independent mind that judiciously weighs the strengths and weaknesses of the document*. This does not require you to be positive or negative about the document—a critical reflection can be a deeply appreciative reflection. It does require you to be able to say *why* (i.e. give reasons for) you think the work you read is valuable—and where its value lies— and to indicate where you think it said something wrong, offered a weak argument, adopted an approach of arguing or structuring that had limitations with it, or was unclear, and to identify any aspects of the topic that were not included in the document and that you believe needed to be for it to accomplish its purpose.

For historical documents

Some of the documents included are 'historical', being written in an earlier period than the last one hundred years or so. Reviewing these involves demonstrating an additional skill—of reading them as a historical document rather than a modern one. As this is a doctrine subject, and not a church history subject, this is less important than it would be for church history—we are more interested in what the documents contribute to our understanding of the teaching of Scripture than our understanding of the Church's past. Nonetheless, reading them well and critically reflecting on them will involve appreciating how they would have functioned for their original audience, and not reading them as though they are written to a modern audience.

Talk Outline

This task is looking for your ability to harness your work in producing the bibliographies and reviews to formulate a piece of Christian teaching on the topic. There are three possible areas to try and address –seek to be comprehensive in explaining the topic, seek to ensure that the audience understands the essential core of the topic by discussing it at some depth, seek to show why the topic matters and/or what its implications are. Usually trying to do all three equally will result in doing none of them well, so again, selectivity is the key. Ideally the talk outline will reflect which biblical texts you have identified in your bibliography, and your critical reflections on the strengths and weakness of the approaches to the topic undertaken by the documents you reviewed.

Reflection on talk outline (TRT52 only)

Here we are looking for your ability to self-reflect and explain yourself. In particular, we are looking for you to explain the issues raised in the previous paragraph—how your selection of the biblical texts helped determine how you went about constructing your talk (e.g. which texts you decided to use and why) and how your reviews helped inform your approach (e.g. where did you say something like 'that worked well, and I can use that in my talk', and where did you say, 'that needed something more so I'll make sure I don't have that weakness in my talk').

Learning Resources

Set Texts

Jensen, P.F. *At the Heart of the Universe*, Homebush West, NSW.: Lancer, 1991.

Milne, B. *Know The Truth*, 3rd edition, Downer's Grove, Ill.: IVP, 2010.

Required Texts for Book Reviews:

Calvin, John. *Institutes of the Christian Religion*. 2 vols. Edited by John T. McNeill. Translated by Ford Lewis Battles. Louisville, KY.: Westminster John Knox, 1960.

Horton, M. *The Pilgrim Theology: Core Doctrines for Christian Disciples*. Grand Rapids, MI.: Zondervan, 2011.

Jeffrey, Steve, Michael Ovey, and Andrew Sach. *Pierced for our Transgressions*. Nottingham, Eng.: IVP, 2007

Jensen, Peter. *The Revelation of God*. Leicester, Eng.: IVP, 2002

Luther, M. *The Freedom of A Christian*. Translated by Mark D. Tranvik. Minneapolis, MN.: Fortress, 2008.

Recommended

The Nature and Purpose of Systematic Theology

Clark, D. K. *To Know and Love God: Method for Theology*. Wheaton, IL.: Crossway, 2003.

Franke, J. R. *The Character of Theology: An Introduction to its Nature, Task, and Purpose*. Grand Rapids, MI.: Baker Academic, 2005.

Healy, N. M. "What is Systematic Theology?" *International Journal of Systematic Theology* 11 (2009): 24-39.

Vanhoozer, K.J. "Christ and Concept: Doing Theology and the "Ministry" of Philosophy." Pages 99-145 in *Doing Theology in Today's World*. Edited by J.D. Woodbridge and T.E. McComiskey. Grand Rapids, MI.: Zondervan, 1991.

Webster, J. "Introduction: Systematic Theology", pp 1-15 in *The Oxford handbook of Systematic Theology*. Edited by J. Webster, K. Tanner, I. Torrance. Oxford : Oxford University Press. 2007.

The Central Topics of Systematic Theology

Ford, D. *Theology: A Very Short Introduction*. Oxford: Oxford University Press, 1999.

Gunton, C. E. *The Christian Faith: An Introduction to Christian Doctrine*. Oxford: Blackwell Publishing, 2002.

Hammond, T.C. *In Understanding be Men*, 6th ed. Edited by D. F. Wright, Leicester, Eng.: IVP, 1968.

Jensen, P.F. *At the Heart of the Universe*, Homebush West, NSW.: Lancer, 1991.

Knox, D.B. *The Everlasting God*, Welwyn: Evangelical Press, 1982.

Larsen, T. and Treier, D. J. *The Cambridge Companion to Evangelical Theology* Cambridge: Cambridge University Press, 2006.

McGrath, A. E. *Christian Theology: An Introduction*. Oxford: Blackwell, 2001.

McGrath, A. E. *Theology: The Basics*. 2nd edition. Oxford: Blackwell, 2008.

Milne, B. *Know The Truth*, 3rd edition, Downer's Grove, IL.: IVP, 2010.

Packer, J.I. *Concise Theology*, Wheaton, IL.: Tyndale House Publishers Inc., 1993.

The Method of Systematic Theology

Bowman, R.M. *Orthodoxy and Heresy: A Biblical Guide to Doctrinal Discernment*, Grand Rapids, MI.: Baker, 1992.

Clark, D. K. *To Know and Love God: Method for Theology*. Wheaton, IL.: Crossway Books, 2003.

Clendenin, D.B. *Eastern Orthodox Theology: A Western Perspective*, Grand Rapids, MI.: Baker, 1994.

Edwards, D.L., and J.R.W. Stott. *Essentials: A Liberal-Evangelical Dialogue*. London: Hodder & Stoughton, 1988.

Kim, S. C. H., ed. *Christian Theology in Asia*. Cambridge: Cambridge University Press, 2008.

Kreeft, P. *Fundamentals of the Faith*. San Francisco: Ignatius Press, 1988.

Larsen, T. and Treier, D. J. *The Cambridge Companion to Evangelical Theology* Cambridge: Cambridge University Press, 2006.

Letham, R. *Through Western Eyes. Eastern Orthodoxy: A Reformed Perspective*. Fearn, Rosshire: Mentor, 2007.

Lossky, V. *Orthodox Theology: An Introduction*. Crestwood, NY.: St. Vladimir's Press, 1978

Mackintosh, H.R. *Types of Modern Theology*. London: Collins, 1937.

Migliore, D. *Faith Seeking Understanding: An Introduction to Christian Theology*. 2nd ed. Grand Rapids, MI.: Eerdmans, 2004.

Muller, R.A. *The Study of Theology*, Grand Rapids, MI.: Zondervan, 1991.

Muller, R.A. "The Role of Church History in the Study of Systematic Theology." Pages 77-97 in *Doing Theology in Today's World*, editors J.D. Woodbridge and T.E. McComiskey. Grand Rapids, MI.: Zondervan, 1991.

Nichols, A. *The Shape of Catholic Theology*. Collegeville, MN.: Liturgical Press, 1991.

O'Collins, G. *Fundamental Theology*. London: DLT, 1981.

Ott, L. *The Fundamentals of Catholic Dogma*. Rockford: Tan Books and Publishers, 1960.

Ratzinger, J. *Catechism of the Catholic Church*, Homebush, NSW: St Pauls, 1994.

Schleiermacher, F. *The Christian Faith*. Edited by H.R. Mackintosh and J.S. Stewart. Edinburgh: T.&T. Clark, 1960.

Schwarz, H. *Theology in a Global Context: the Last Two Hundred Years*. Grand Rapids, MI.: Eerdmans, 2005.

Stott, J.R.W. *Evangelical Truth*, Leicester, Eng.: IVP, 1999.

Sykes, S. *An Introduction to Christian Theology Today*, Atlanta, GA.: John Knox, 1971.

Sykes, S.W. "The Fundamentals of Christianity." Pages 64-80 in *Unashamed Anglicanism*, London: Darton, Longman, & Todd, 1995.

Vanhoozer, K. J. *The Drama of Doctrine: A Canonical Linguistic Approach to Christian Theology*. Louisville, KY.: Westminster John Knox, 2005.

Ware, T. *The Orthodox Church*, 2nd ed. London: Penguin Books, 1993.

Warrington, K. *Pentecostal Theology: A Theology of Encounter*. London: T&T Clark, 2008.

Williams, R. *Tokens of Trust*. Louisville, KY.: Westminster John Knox, 2007.

Zizoulas, J. D. *Lectures in Christian Dogmatics*. New York: T & T Clark, 2008.

Classics:

Aquinas, Thomas. *Summa Theologiae*. 2nd rev. ed. Translated by Fathers of the English Dominican Province. 22 vols. London: Burns, Oates & Washbourne, 1912-1936.

Augustine. *On Christian Doctrine*. In Vol. 2 of *Nicene and Post-Nicene Fathers*, Series 1. Edited by Philip Schaff. 1886-1889. 14 vols. Repr. Grand Rapids, MI.: Eerdmans, 1989.

Barth, Karl. *Evangelical Theology: An Introduction*. Translated by G. Foley. London: Weidenfeld and Nicolson, 1968.

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

Calvin, John. *Institutes of the Christian Religion*. 2 vols. Edited by John T. McNeill. Translated by Ford Lewis Battles. Louisville, KY.: Westminster John Knox, 1960.

John of Damascus. *The Orthodox Faith*. In Vol. 9 of *Nicene and Post-Nicene Fathers, Series 2*. Edited by P. Schaff and H. Wace. 1886-1889. 14 vols. Repr. Grand Rapids, MI.: Eerdmans, 1989.

Peter Lombard. *The Sentences*. Translated by G. Silano.. 4 vols. Toronto: Pontifical Institute of Mediaeval Studies, 2007-2010.

Origen. *On First Principles*, In Vol. 4 of *Ante-Nicene Fathers*. Edited by Alexander Roberts and James Donaldson. 1885-1887. 10 vols. Repr. Grand Rapids, MI.: Eerdmans, 1989.

Pannenberg, Wolfhart. *An Introduction to Systematic Theology*, Grand Rapids. MI.: Eerdmans, 1991.

Schleiermacher, F. *The Christian Faith*. Edited by H.R. Mackintosh and J.S. Stewart, Edinburgh : T.&T. Clark, 1960.

Turretin, Francis. *Institutes of Elenctic Theology*. Edited by J. T. Dennison. Translated by G. M. Giger. 3 vols. Phillipsburg, NT.: Presbyterian and Reformed, 1997.

ACT Standards

Grades

Grades in assessment instruments are awarded in the following categories-

Grade	Score	GPA
Fail (F)	0-49%	0
Pass (P)	50-57%	1
Pass+(P+)	58-64%	1.5
Credit (C)	65-74%	2
Distinction (D)	75-84%	3
High Distinction (HD)	85+%	4