

## **TCDH 501: SYSTEMATIC THEOLOGY 1** **Spring 2010**

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REGENT UNIVERSITY  
MASTER'S STUDIES PROGRAM  
SCHOOL OF DIVINITY  
**DISTANCE EDUCATION**

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The School of Divinity is committed to providing biblical and theological education and training from a renewal perspective for the spiritual equipping of men and women who will contribute to the renewal of the Church and the evangelization of the world.

### **YOUR PROFESSOR FOR THIS COURSE:**

**Wolfgang Vondey, Ph.D.**

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### **PERSONAL GREETING FROM THE PROFESSOR**

Systematic theology is a challenging exercise that encourages the integration of heart, mind and soul. In principle, this course is about Christian doctrine, the chief teachings of the Christian faith. In this first of two courses, we address the nature of God, the doctrine of the Trinity, the Holy Spirit, and the person and work of Jesus Christ. What could be more exciting?

### **DESCRIPTION AND PURPOSE OF COURSE**

This course, the first of two in systematic theology, endeavors to familiarize students with the doctrines of the Christian faith from a biblical perspective, while engaging the historical tradition of the Church. This first course will address the nature and importance of theology, theological method, the nature and attributes of God, including the Trinity, Christology, soteriology, and introduce the subject of pneumatology. The course introduces the classical theological themes through contemporary ecumenical perspectives.

## COURSE OUTLINE

	Study Period	Reading Assignments
1	<b>Theological Method</b> January 4 – January 31, 2010	<u>Introductory Reading:</u> Erickson, <i>Christian Doctrine</i> , 15-37 <u>Foundational Reading:</u> Stone and Duke, <i>How to Think Theologically</i> , 1-131 <u>Supplemental Reading:</u> Turabian, <i>A Manual for Writers</i> , 1-281 <u>Focus Texts:</u> Hans Frei, “Five Types of Theology,” 28-55
2	<b>Doctrine of God</b> February 1– February 28, 2010	<u>Introductory Reading:</u> Erickson, <i>Christian Doctrine</i> , 41-115 <u>Foundational Reading:</u> Kärkkäinen, <i>The Doctrine of God</i> , 8-305 <u>Supplemental Reading:</u> Gregory of Nyssa, <i>Great Catechism</i> , prologue, chpts. 1-3 <u>Focus Text:</u> Augustine, <i>On the Trinity</i> , Book 8 Richard of St. Victor, <i>Book Three of the Trinity</i>
3	<b>Doctrine of the Holy Spirit</b> March 1 – March 28, 2010	<u>Introductory Reading:</u> Erickson, <i>Introducing Christian Doctrine</i> , 269-285 <u>Foundational Reading:</u> Moltmann, <i>Spirit of Life</i> , Chapter XII, 269-285 Del Colle, “The Holy Spirit: Presence, Power, Person” <u>Supplemental Reading:</u> Vondey, <i>Heribert Mühlen</i> , chapter 2 <u>Focus Text:</u> Mühlen, “The Person of the Holy Spirit”
4	<b>Doctrine of Christ</b> March 29 – April 23, 2010	<u>Introductory Reading:</u> Erickson, <i>Christian Doctrine</i> , 215-65; 289-336 <u>Foundational Reading:</u> O’Donnell, “In Him and over Him” <u>Supplemental Reading:</u> Haight, “The Case for Spirit Christology” Dillistone, “A Biblical and Historical Appraisal...” <u>Focus Texts:</u> Rahner, “On the Theology of the Incarnation” Coffey, “The Theandric Nature of Christ”

## COURSE GOALS

**The instructor has set the following goals for the course:**

1. **To integrate** the study of God, Trinity, Holy Spirit, and Christ in the larger framework of the traditional doctrines of theology.
2. **To examine** the ecumenical, international and contextual perspectives of the doctrine of God as laid out by Veli-Matti Kärkkäinen.
3. **To highlight** fundamental themes of theological doctrines as presented by Millard Erickson.
4. **To address** the structure and method of a systematic approach to Christian doctrine as represented in the readings of the first study period.
5. **To integrate** the understanding of systematic theology in the Christian life as indicated by Duke and Stone, *How to Think Theologically*.
6. **To foster** a holistic and comprehensive understanding of systematic theology as an academic discipline and a personal, spiritual exercise.

## COURSE OBJECTIVES

After completion of this course, students should be able to accomplish the following measurable goals:

1. **Demonstrate** an understanding of how constructive, systematic theology makes use of biblical and historical research in a research paper.
2. **Apply** a viable and contemporary methodology for the study of theology in theological writing and research assignments as indicated in the Turabian Manual and Stone and Duke, *How to Think Theologically*.
3. **Explain and interpret** briefly classical and contemporary approaches to the fundamental doctrines of the Christian faith as covered during this part of the course in a final exam.
4. **Distinguish** the use of primary and secondary sources in the theological enterprise in a bibliography.
5. **Explain and evaluate** the challenges and opportunities inherent in the relationship of systematic theology and ministerial praxis as evident in the student's personal life.
6. **Show** a greater appreciation for the ecumenical nature of doing theology in community by incorporating global ecumenical sources in their own theological thinking in a research paper and writing assignment.
7. **Highlight** the major thinkers in field of Christian theology in a theological portrait and final exam.

## PROGRAM COMPETENCIES

This course contributes to the fulfillment of the following program competencies:

1. **Articulate** major doctrines, historical perspectives and theological issues, including those related to spiritual renewal as these bear on Christian life and mission.
2. **Interpret** and **articulate** doctrines, history and traditions of the Church and ethical issues in a compelling way, including those relative to the spiritual renewal as these bear on the Christian life and mission.
3. **Apply** spiritual formation practices to one's personal life, professional behavior and the broader context of the Church.
4. Sensitively **respond** to the implications of a biblical and Christian worldview in ways that are consistent with the Church through the ages.
5. **Articulate** contemporary intellectual issues and how the Church at home and abroad can penetrate societies with a Christian worldview.
6. **Demonstrate** a commitment to unity within the body of Christ by modeling respectful appreciation of cultural, ethnic, denominational and traditional distinctives.

## RESOURCES

**Students are expected to have all required materials by the first day of the semester.**

The Regent University Bookstore web site is <http://www.regentbookstore.net>. Additional materials (e.g., articles, etc.) may be found in the *Course Material* section of Blackboard or on the library database ATLA. Please note that there are four types of reading assignments for each period: an introductory text to the topic, a methodological text on the particular discipline of the period, texts covering the foundations of the topic, and one or two focus texts.

### Required Materials

#### Required Textbooks

Millard J. Erickson, *Introducing Christian Doctrine*, edited by L. Arnold Hustad. Second Edition. Grand Rapids: Baker Academic, 2004. (ISBN 0-8010-2250-9).

Howard Stone and James Duke, *How to Think Theologically*, 2nd ed. (Minneapolis: Fortress, 2006). (ISBN: 978-0800638184)

Veli-Matti Kärkkäinen, *The Doctrine of God: A Global Introduction. A Biblical, Historical, and Contemporary Survey*. Grand Rapids: Baker Academic, 2004. (ISBN 0-8010-2752-7).

Kate L. Turabian. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 7th ed. Chicago: University of Chicago Press, 2009. (ISBN: 0-226-82337-7).

#### Additional Required Materials

The following articles and essays are available on ATLA where indicated or in the course material section of the Blackboard course.

- Hans Frei, "Five Types of Theology," *Types of Christian Theology*, edited by George Hunsinger and W. C. Placher (New Haven: Yale University Press, 1992), 28-55.
- Gregory of Nyssa, "The Great Catechism," *Nicene and Post-Nicene Fathers*, vol. 5, *Gregory of Nyssa: Dogmatic Treatises, etc.*, edited by Philip Schaff and Henry Wace (Second Series; Peabody: Hendrickson, 1994), 473-477.
- Augustine, *The Trinity*, "Book VIII," Vol. I/5, translated by Edmund Hill (Brooklyn: New City Press, 1991), 241-257.
- Richard of St. Victor, *Book Three of the Trinity*, translated by Grover Zinn (New York: Paulist Press, 1979), 373-397.
- Jürgen Moltmann. *The Spirit of Life. A Universal Affirmation* (Minneapolis: Fortress Press, 1992), chapter XII, 269-285.
- Heribert Mühlen, "The Person of the Holy Spirit," in *The Holy Spirit and Power. The Catholic Charismatic Renewal*, edited by Kilian McDonnell (New York: Doubleday, 1975), 11-33.
- Wolfgang Vondey. "Mühlen's Trinitarian Theology of the Holy Spirit," in *Heribert Mühlen: His Theology and Praxis. A New Profile of the Church* (Lanham, MD: University Press of America, 2004), 49-98.
- Del Colle, Ralph. "The Holy Spirit: Presence, Power, Person." *Theological Studies* 62.2 (2001): 322-340. ATLA
- John O'Donnell. "In him and over him: The Holy Spirit in the Life of Jesus." *Gregorianum* 70.1 (1989): 25-45.
- Roger Haight. "The Case for Spirit Christology," *Theological Studies* 53 (1992): 257-287. ATLA
- Karl Rahner, "On the Theology of the Incarnation," *Theological Investigations*, vol. 4, *More Recent Writings*, translated by Kevin Smith (Baltimore: Helicon, 1966), 105-120.
- David Coffey. "The Theandric Nature of Christ," *Theological Studies* 60.4 (1999): 405-431. ATLA
- F. W. Dillistone. "A Biblical and Historical Appraisal of Theories of the Atonement." *Theology Today* 10 (July 1953): 185-195. ATLA

## RESOURCES FOR FURTHER STUDY

The following resources are helpful in the study of systematic theology and for further research. All of these resources are available the Regent University Library, some of them in electronic format. These books can be ordered through Interlibrary Loan.

- Christian Theology: An Introduction*, by Alister E. McGrath. Oxford: Blackwell, 2001.
- The Christian Theology Reader*, edited by Alister E. McGrath. Oxford: Blackwell, 2001.
- The Modern Theologians: An Introduction to Christian Theology since 1918*, edited by David F. Ford. Oxford: Blackwell, 2005.
- Renewal Theology: Systematic Theology from a Charismatic Perspective*, by J. Rodman Williams. Three Volumes in One. Grand Rapids: Zondervan, 1996.
- Models of the Church. Expanded Edition* by Avery Dulles. New York: Image Books, 2002.
- The Theology of the Church: A Bibliography*, edited by Avery Dulles and Patrick Granfield. New York: Paulist Press, 1999.
- Evangelical Dictionary of Theology*, edited by Walter A. Allwell. Second Edition. Grand Rapids: Baker, 2001.

*International Dictionary of Pentecostal and Charismatic Movements*, edited by Stanley Burgess. Revised and Expanded Edition. Grand Rapids: Zondervan, 2002.

*Systematic Theology*, by Wolfhard Pannenberg. Three volumes. Grand Rapids: Eerdmans, 1991-1998.

*Systematic Theology*, by Paul Tillich. Three volumes. Chicago: Chicago University Press, 1951-1963.

*Systematic Theology*, by Robert W. Jenson. 2 volumes. New York: Oxford University Press, 1997.

*Systematic Theology: Roman Catholic Perspectives*, edited by Francis Schüssler Fiorenza and John P. Galvin. Minneapolis: Fortress, 1991.

*Systematic Theology: An Introduction to Biblical Doctrine*, by Wayne Grudem. Grand Rapids: Zondervan, 1994; rev. ed. 2005.

*Doxology: The Praise of God in Worship, Doctrine, and Life. A Systematic Theology*, by Geoffrey Wainwright. New York: Oxford University Press, 1980

## COURSE PROCEDURES

There are several key elements you will need to fully understand prior to enrolling in this course.

1. All courses require **completion of assignments according to a weekly schedule**. Thus, keeping up with the schedule is essential to your success. Your personal schedule must allow you to keep up with the due dates for the readings and other assignments as found in the Course Schedule in the *Syllabus* section of Blackboard (Bb).
2. Be sure you can complete this course in the scheduled semester. Incompletes will only be granted for true emergency situations, not for poor planning.
3. You must have continuous access to a working and dependable Internet provider as well as reliable e-mail that can send and receive attachments. You must also have access to Microsoft Word or Word Perfect for writing assignments.

## STUDY SUGGESTIONS

1. Begin with prayer that the Holy Spirit will guide your study.
2. Refer to the Computer Standards (<http://www.regent.edu/acad/schdiv/students/compstandards.shtml>) and work through the Blackboard Tutorial (<http://www.regent.edu/acad/schdiv/students/tutorials.shtml>) on the Divinity web site (<http://www.regent.edu/divinity>) to ensure that you meet the Computer Standards and can use Blackboard proficiently.
3. Familiarize yourself with your textbooks (e.g., table of contents, footnotes, and index).
4. Read texts for meaning before you read for details. Learn to see the forest before you attempt to identify the trees.
5. See the various theologians, writers and thinkers in their respective context before you make any judgments on their work.
6. Keep up with the Course Schedule!

## METHOD OF EVALUATION

- All term papers and essays must follow the format outlined by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th edition (ISBN 0-226-82337-9) and the School of Divinity's *Writing Supplement Guidelines*, available online at: <http://www.regent.edu/acad/schdiv/students/forms.shtml>.

- The School of Divinity ordinarily limits the number of web-based, non-print resources that can be employed in research papers to 30% of the sources cited, excluding online, full-text journals (see the SOD's *Writing Supplement Guidelines*). This standard may vary from course to course – refer to specific course materials.

## **ASSIGNMENTS:**

Unless otherwise noted, **all assignments** (research proposal; research paper; book review) **should be submitted through the assignment section** of the Blackboard course. Quizzes and discussion boards are completed directly in the online format. The assignments to all four study periods are as follows:

### *Cross-Period Assignments*

There are a number of assignments that should be completed in **each study period**, such as quizzes and discussion forum postings.

- **Assignment Period 1**

#### *Bibliography*

Visit a local academic library (not a public library) and compile a short bibliography of 10 entries in a standard bibliographic format (author, title, place of publication, date etc.) as found in Turabian's *A Manual for Writers* or the *Chicago Manual of Style*. In addition, list the Library of Congress call number after the bibliographic entry.

Provide one entry for each of the following ten items:

1. A bibliography on a theological discipline.
2. A dictionary of theology or a theological discipline.
3. A critical edition of a work by a Greek or Latin patristic writer.
4. A book of theology written by a Post-Nicene patristic writer.
5. A book of theology written by a medieval/scholastic author.
6. A book of theology written by a theologian of the twentieth century.
7. A book of theology written by a Pentecostal/Charismatic author.
8. A book of theology written by a Roman Catholic theologian.
9. An article of theology in an English academic journal of theology.
10. An article of theology in an academic journal of theology in a language other than English.

Number each item corresponding to the list above.

#### **Example:**

1. Vondey, Wolfgang. *People of Bread: Rediscovering Ecclesiology*. New York: Paulist Press, 2008. BV600.3. V66 2008

The bibliography assignment is **due February 5**. It is worth 18% of the total grade.

- **Assignment Period 2**

#### *Dramatic Dialogue*

Write a short dramatic dialogue (3-4 pages) between a believer and an unbeliever about the nature of God. The unbeliever does not reject God's existence as such but only the Christian way of speaking of God as Father, Son, and Spirit. In the conversation, wrestle with the main points of discussion of study period 2 on the doctrine of God, the confessions of classical theism, and the doctrine of the Trinity. Each dialogue

participant will be a spokesperson for a whole range of ideas and arguments associated with their position, whatever serves to advance their doctrinal standpoint. As you write the dialogue, draw on the strongest ideas and arguments for each side that you have seen in the classroom, the readings, and discussion boards. The goal of this dialogue is not to have a clear victory of one side over the other; rather, the point is to engage the various theological issues in an active and critical manner. Write the dialogue as you would see it in a theater play, for example:

**Believer:** "I believe that God is ..."

**Unbeliever:** "That sounds like you believe in three gods...."

**Believer:** "But have you considered ..."

**Unbeliever:** "I don't get it. Either Jesus is God or ..."

Write your name and course number in the header of each page. No footnotes or bibliography.

Length: 3-4 pages

Style: Turabian Style Manual (e.g. double-spaced, 12 point font, one-inch margins)

Due date: **February 28**

Weight: 18% of the total course grade

- ***Assignments Period 3***

*Letter to the Author*

Write a letter (3-4 pages) to Millard Erickson, the author of our textbook, *Introducing Christian Doctrine*. Suggest that pneumatology, the study of the Holy Spirit, should appear in the book in a much more prominent position and **in a different location from "Part Nine"** where it is presently introduced. Argue where in the book it should actually be placed and explain why it should appear there. Show the implications for changing the position of pneumatology in the entire book. In your letter, engage Erickson's text directly (with references to page numbers and quotes, if necessary). Show why Erickson should change his book by engaging his own argument directly and revealing the weaknesses of the current position of pneumatology in the book as well as the positive aspects of moving the doctrine of the Holy Spirit to a different location.

Write your name and course number in the header of each page.

Length: 3-4 pages

Style: Turabian Style Manual (e.g. double-spaced, 12 point font, one-inch margins)

*Blog Comment*

Access the professor's blog at <http://celebratingtheology.blogspot.com/> and post one short comment. The blog is an interactive discussion of the professor's forthcoming textbook, *Celebrating Theology: Christian Doctrine from a Spirit-driven Perspective*, **while it is being written**. Comment on the table of contents posted in the initial post and follow the instruction given in the original post. The length of the comment depends on your observation. Positive and negative comments are encouraged as long as substantive reasons are given for your observation. You may not benefit from the textbook, but this is your chance to impact the production of a main text for future students. There is no minimum or maximum word count. Optional: Cast your vote in the poll on the blog site. You will receive 100% simply for posting (regardless of style, spelling, or content) as long as it is a coherent and responsible observation.

Due date: March 28, 2010

Weight: 18% of the total course grade

- ***Assignment Period 4***

*What if – Essay*

Suppose that the Holy Spirit is not mentioned in the Gospels of the New Testament and in the life and ministry of Jesus. Consider how your understanding of Jesus would differ from what it is today. How could Jesus still be considered the Son of God? How would you explain the incarnation, miracles, and resurrection of Jesus? Address these and other issues in a short essay (3-4 pages). Do not defend that the Spirit should be mentioned. Instead, write your essay “as if” someone had erased any mention of the Holy Spirit from the biblical texts. Show how you would have to construct a doctrine of Christ in that situation without any reference to the Holy Spirit. In your conclusion, summarize clearly the implications of your discovery for Christian teaching on the person and ministry of Christ. Use references to primary and secondary sources that support your argument in the footnotes.

Write your name and course number in the header of each page.

Length: 3-4 pages

Style: Turabian Style Manual (e.g. double-spaced, 12 point font, one-inch margins)

Due date: April 23, 2010

Weight: 18% of the total course grade

- ***Quizzes***

Each study period contains one quiz to be completed by (meaning: anytime prior to) the end of the period.

Quiz 1: January 31, 2010

Quiz 2: February 28, 2010

Quiz 3: March 28, 2010

Quiz 4: April 23, 2010

Each quiz covers all topics discussed during the study period. The quiz is available in the Blackboard course and can be submitted directly through Blackboard. Textbooks are not permitted during the exam. Each quiz contains ten questions in various formats (multiple choice, fill in the blank, multiple answer, matching terms, etc.). The quizzes are timed and can be taken only once. Each quiz is worth 2.5% of the course grade for a total of 10%.

- ***Discussion Boards***

Read the introduction to discussion board dialogues in the “Before You Begin” section of the online course. There are seven dialogues, two in each period with the exception of only one dialogue forum in period 3. The dialogues in each period are concurrent and should be engaged during the time frame assigned to each study period. Following are the dates assigned. Students are expected to post throughout the period and not at peak times (e.g. only at the beginning or end of a period). Posts outside these dates will not be considered for the course grade, but students are invited to continue the discussion if they wish. The discussion boards are worth 2% each for a total of 18% of the course grade.

**Period 1: January 4 – January 31, 2010**

**Period 2: February 1 – February 28, 2010**

**Period 3: March 1 – March 28, 2010**

**Period 4: March 29 – April 23, 2010**

- **Live Classrooms**

The course offers select live classroom sessions in Blackboard that are considered part of the discussion board environment. These sessions are held in the Horizon Wimba Live Classroom that can be accessed through the course. These sessions are held synchronous, that is, specific dates and times are assigned to each session. You will need a microphone and speakers for the sessions, and you should complete the Setup Wizard immediately after the semester has begun to make sure you are successful in connecting to the Live Classroom. Technical concerns cannot be handled during the sessions and should be directed to the Regent Helpdesk. Please note the exact dates and times in Blackboard. These sessions are voluntary, and participation is not graded. However, the opportunity to participate in synchronous engagement is highly recommended.

## GRADING PERCENTAGES

Assignments Period 1	18%
Assignments Period 2	18%
Assignments Period 3	18%
Assignments Period 4	18%
Discussion Board	18%
Quizzes	10%

## GRADING RUBRICS (weight indicated in parenthesis)

### Assignments

- on time submission as assigned in the syllabus (20%)
- assignment follows the task-description outlined in the syllabus (20%)
- length of assignment conforms to requirements in syllabus (20%)
- bibliographic/citation style and form correspond to *Turabian Manual for Writers of Term Papers* (20%)
- spelling, grammar and punctuation corresponds to *Turabian Manual for Writers of Term Papers* (10%)
- when appropriate, use of primary and secondary sources to substantiate the argument (10%)

### Discussion Boards

The professor will use a combination of objective and subjective measures to grade the dialogue. Since it represents in-class discussion, it is important to enter the dialogue early and engage with each other and the professors on an on-going basis. Fully support your statements. Remember that scholarship is interested in supported conclusions, not personal opinions. Also, it is important to build on what others post. Thus, part of the evaluation will be a measure of how well you tie your post to that of other students.

Measures include:

- **Frequency**- The number of posted messages meets or exceeds that stated in the syllabus.
- **Regularity**- The posts occur evenly distributed throughout the study period.
- **Brevity**- Posts are subject to the word limits (minimum and maximum) set in the instructions.

- **Comprehension-** Posts demonstrate command of the information contained in assigned material.
- **Research-** The posts engage supporting, scholarly material beyond the assigned readings.
- **Identification-** Posts identify root causes to theological issues of the particular study period.
- **Inquiry-** Posts question, challenge, and probe the contributions of others without being argumentative.
- **Application** – Posts shows the use of theological concepts to the subject of discussion and separates personal opinion from supported conclusions.
- **Extension** – Posts move deeper into concepts and applications based upon what others contribute to the discussion.

### Quizzes

- On-time submission as assigned in the syllabus (20%)
- All questions addressed and answered as outlined in the exam (20%)
- Answer reflects the content of the lectures (20%)
- Format, style and grammar conforms to *Turabian Manual for Writers of Term Papers* (20%)
- Answer reflects critical thinking of the issues as part of the larger discipline (20%)

## ADDITIONAL COURSE DOCUMENTS

Additional course documents, including Course Schedule and Bibliography, are available on Bb. Students are responsible for reading the information found in these documents.

*This syllabus is provided to students and participants for their general guidance only. It does not constitute a contract, either express or implied, and is subject to change without notice.*

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