

## TS606 Introduction to Christian Doctrine

### Spring, 2021

#### **Course Instructors:**

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*Welcome to the TS 606 Introduction to Christian Doctrine course!*

*This course seeks to bring about a holistic doctrinal formation for those whose faith tradition and spiritual practices fall within the classical Pentecostal tradition. As an introduction course in doctrinal formation, the course does not necessarily expect that students will bring into classroom learning any prior, 'formal' theological education although such preparation prior to the course is not certainly discouraged. As a graduate level course, however, the course instructors expect that the theological conversation in this class is expected be both critical and constructive. We will take a critical look at our faith practices, as well as their correlation with doctrinal belief that undergirds them. Learning to think critically will, however, have in view a creative exploration in theological (re)construction. For this reason, the pedagogical guideline for theological learning in this course shall adhere to the premise that theology is both a "faithful witness" to one's particular Christian tradition and a "critical/creative" response to contemporary issues and questions. The upshot of this is a holistic doctrinal formation for the students wherein they learn to "think theologically" about issues and questions emerging from variegated contemporary ministry contexts and intend to "embody truth" in personal and corporate dimensions of Christian life. Following the trajectory of the "know-be-do" paradigm, then, knowing God "truly" (i.e. theological knowledge) is understood as being essentially correlated with transformational experiences in the Spirit as its foundation and Spirit-filled life as a community of faith as its tangible expression.*

#### **Catalogue Course Description**

This course is designed to offer a holistic doctrinal formation in the Pentecostal tradition that traces its theological root in, and aligns its theological explorations with, the distinctive trajectories associated with the Wesleyan and Holiness movements. The course intends to provide a comprehensive, graduate-level, introduction to Christian doctrine while taking seriously the doxological nature of the work of theology; hence, the doctrinal formation envisioned in this course would be constructive in nature, mapping out, and developing, a Wesleyan-Holiness-Pentecostal theology that is holistically knitted with the faith grammars and practices distinctive of Pentecostal spirituality. Such a theology responds to classical formulations of the Christian faith, as well as contemporary articulations of Christian doctrine, while seeking to be pastorally faithful and socially relevant in a changing world.

#### **Learning Outcomes**

At the completion of this course, students should be able to:

- Deduce the nature of correlation between spirituality and theology;
- Demonstrate a working knowledge on classical doctrinal debates;
- Demonstrate a working knowledge of basic theological terms;
- Deduce the Wesleyan-Holiness connection with the Pentecostal tradition;
- Articulate theological distinctives of the Pentecostal tradition.
- Construct a viable response to contemporary ministry issues and questions;
- Articulate theological significance of sacramental ordinances;
- Demonstrate a graduate level of competency to access theological resources;
- Demonstrate a graduate level of critical thinking skills in theology.

### **Required Textbooks:**

- Henry H. Knight, III, *A Future for Truth*
- Randy L. Maddox, *Responsible Grace: John Wesley's Practical Theology*
- Alister McGrath, *Born to Wonder: Exploring Our Deepest Questions—Why Are We Here and Why Does It Matter*
- Daniel L. Migliore, *Faith Seeking Understanding: An Introduction to Christian Theology*
- Various articles, excerpts, documents will be made available on the course site as they are also assigned for required reading in this class.

### **Further Reading List:**

Karl Barth, *Evangelical Theology*

Donald Bloesch, *Essentials of Evangelical Theology*

Martin Buber, *I and Thou*

R.W. Burtner, R.W. and R. E. Chiles, *John Wesley's Theology*

Russ L. Bush, *A Handbook of Christian Philosophy*

Carl Braaten & Robert Jenson, *Christian Dogmatics*

Robert Farrar Capon, *The Romance of the Word*

Charles Carter, ed., *A Contemporary Wesleyan Theology* (2 vols.)

Simon Chan, *Pentecostal Ecclesiology*

Rebecca Chopp & Mark Taylor, *Constructing Christian Theology*

Kenneth Collins, *The Theology of John Wesley*

\_\_\_\_\_, *The Scripture Way of Salvation*

Terry Cross, *Serving the People of God's Presence*

\_\_\_\_\_, *The People of God's Presence*

Wendy Farley, *Tragic Vision & Divine Compassion*

\_\_\_\_\_, *The Wounding and the Healing of Desires*

Hans Frei, *Theology & Narrative*

Timothy George, *God the Holy Trinity*

Kevin Giles, *The Trinity and Subordinationism*

Chris Green, *Sanctifying Interpretation*

\_\_\_\_\_, *Pentecostal Theology of the Lord's Supper*

- \_\_\_\_\_, *The Promise of Trinitarian Theology*  
Colin E. Gunton, *The Christian Faith: An Introduction to Christian Doctrine*  
Shirley Guthrie, *Christian Doctrine*  
Peter C. Hodgson, & Robert H. King, *Reading Christian Theology*  
\_\_\_\_\_, *Christian Theology*  
Robert Jenson, *Systematic Theology* (2 vols.)  
Elizabeth Johnson, *The Mystery of God*  
\_\_\_\_\_. *She Who Is*  
Luke Timothy Johnson, *The Revelatory Body: Theology as Inductive Art*  
David Kelsey, *Eccentric Existence*  
\_\_\_\_\_, *Imagining Redemption*  
\_\_\_\_\_, *Proving Doctrine*  
Frank D. Macchia, *Baptized in the Spirit*  
\_\_\_\_\_, *Justified in the Spirit*  
Catherine Mowry Lacugna, *God for Us*  
Steven J. Land, *Pentecostal Spirituality*  
George Lindbeck, *The Nature of Doctrine*  
Micheal Lodahl, *God of Nature and of Grace*  
Walter Lowe, *Evil and the Unconscious*  
\_\_\_\_\_. *Theology and Difference*  
Reinhold Niebuhr, *The Nature and Destiny of Man*, (2 vols.)  
Alister McGrath, *Christian Theology: An Introduction*  
Andrew J. McKenna, *Violence and Difference*  
Jurgen Moltmann, *The Crucified God*  
\_\_\_\_\_. *The Trinity and the Kingdom*  
Thomas C. Oden, *John Wesley's Scriptural Christianity*  
Wolfhart Pannenberg, *Systematic Theology*  
Andrew S. Park, *The Wounded Heart of God*  
Clark Pinnock, *Flame of Love*  
Karl Rahner, *Foundations of Christian Faith*  
Tony Richie, *Essentials of Pentecostal Theology: An Eternal and Unchanging Lord Powerfully Present and Active by the Holy Spirit*  
Theodore Runyon, *The New Creation*  
Don E. Saliers, *The Soul in Paraphrase*  
Stephen Seamands, *Ministry in the Image of God*  
Richard B. Steele, ed., 'Heart Religion' in the Methodist Tradition and Related Movement  
Donald Thorsen, *The Wesleyan Quadrilateral*  
Paul Tillich, *Systematic Theology*  
Jason Vickers, *Minding the Good Ground*  
Geoffrey Wainwright, *Doxology*  
Michael Welker, *God the Spirit*

## Evaluation

- |                                   |     |
|-----------------------------------|-----|
| • Class Attendance                | 10% |
| • Weekly Discussion Participation | 10% |
| • Book Reviews (2 Required Texts) | 20% |
| ○ <i>Responsible Grace</i>        |     |
| ○ <i>Born to Wonder</i>           |     |
| • Final Exam                      | 25% |
| • Research Proposal               | 5%  |
| • Term Paper                      | 30% |

## Benchmark Assignment for the Learning Outcomes:

- Final Exam
- Term (Research) Paper

### Pre-Course Survey Information for the AAAS DoSER Program

PTS has been awarded a grant to participate in the Science for the Seminaries program, offered by the AAAS (American Association for the Advancement of Science) Dialogue on Science, Ethics, and Religion. This particular course is chosen to be a part of the PTS project for the Science for the Seminaries program. Participating in the PTS project, students enrolled in this course is asked to complete the [pre-course survey](#) at the beginning of the course and the [post-course survey](#) at the end. Please note that these surveys are now available in Spanish.

- Pre-course survey link (see below)  
<https://www.surveymonkey.com/r/Science4SeminariesPreCourse>
- Post-course survey link (see below)  
<https://www.surveymonkey.com/r/Sci4SemPostCourseSurvey>

## Research Proposal

- Deadline Date: Students shall submit their paper proposals on or before March 12.
- The proposal shall include the followings:
  - **Working Title** of the research paper
  - **Thesis Paragraph**—articulating the paper's central idea, statement or question;
  - **Table of Content**—outlining the projected progression of argument
  - **Abstract**—summarizing the overall content of the paper.

## Research Paper

- Deadline Date: Students shall submit their paper proposals on or before April 23.
- The length of the paper should be 15 pages (3,500-4,000 in word count), double-spaced.
- The paper shall include the title page, footnotes, and bibliography. The title page and the paper's bibliography shall not be counted toward the required length of the paper.

- The paper should follow the Turabian Manual (Kate L. Turabian, *A Manual for Writers*; see [http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)) for documentation.
- The paper should follow the guidelines below:
  - References cited should demonstrate an extensive and rigorous research;
  - Use of quality sources and the manner of their usage are important. Students are expected to use a variety of sources, e.g. books and journal articles;
  - Students are expected to use 15 or more scholarly sources, with the preference given to recent publications. Students may use either the required and/or recommended textbooks;
  - The paper must demonstrate that theological argument(s) articulated in it has been thoroughly responsive to the Scriptures. Moreover, whenever scriptures are referenced, the expectation is that all citation is clearly grounded in the student's exegetical knowledge of the scriptures cited.
  - Extensive quotations of sources should be used sparingly. The paper is to represent your words and work, not a collage of quotations.

### **Important Deadline Dates:**

- Paper Proposal: March 12
- Research Paper: April 23
- Book Reviews: April 30
- Final Exam: The Week of May 10

Note: All writing assignments should be submitted on the online course site.

### **Grade Scale**

- A 100-96
- A- 95-91
- B+ 90-88
- B 87-84
- B- 83-80
- C+ 79-77
- C 76-74
- C- 73-70
- D+ 69-65
- D 64-60
- F 59 or below

## **Course Schedule:**

Please note that course schedule and weekly reading assignments are subject to change.

### **Week 1 (DH)**

#### **Introduction of the Course**

#### **The Tasks of Christian Theology**

- Readings: Migliore, Chapter 1  
Land, "Pentecostal Spirituality" (on Populi)  
McGrath, Part 1, Chapter 1

### **Week 2 (TR)**

#### **Pentecostal Hermeneutics**

#### **Revelation & Scriptures**

- Readings: Maddox, Chapter 1  
Migliore, Chapters 2, 3  
Knight, Chapters 5, 6, 7

### **Week 3 (DH)**

#### **Trinity/God**

- Readings: Migliore, Ch. 4  
Maddox, Chapter 2  
Galileo-Letter (Populi)

Students will watch the following science video from AAAS/DoSER that relates to the dialogue between science and religion:

<https://sciencereligiondialogue.org/resources/science-and-religion-the-draper-white-conflict-thesis/>

### **Week 4 (TR)**

#### **Creation & Providence**

- Readings: McGrath, Part 2, Chapter 8, 9  
Migliore, Chapter 5, 6

Students will watch the following science video from AAAS/DoSER that relates to the question of human existence and the universe:

<https://sciencereligiondialogue.org/resources/humans-in-a-vast-universe-astronomy-and-cosmic-significance/>

### **Week 5 (DH)**

#### **Human Being**

- Readings: Maddox, Chapter 3  
McGrath, Part 1, Chapters 2, 3  
Migliore, Chapter 7

Students will watch the following science video from AAAS/DoSER that relates to the question of being truly human

as it relates to human genetics (issues of origins and identity) and the question of race relations:

<https://sciencereligiondialogue.org/resources/to-be-human-genetics-origins-and-identity/>

<https://sciencereligiondialogue.org/resources/humans-and-race/>

Recommended: McGrath, Chapters 4, 5,

<b>Week 6 (TR)</b>	<b>Sin, Evil, and Theodicy</b>
	Readings: McGrath, Part 3, Chapters 10, 11 Recommended: McGrath, Chapters, 6, 7

**No Class during the Spring Break, March 15-19**

<b>Week 7 (TR)</b>	<b>Jesus Christ</b>
	Readings: Maddox, Chapter 4, 5 Lowe, "Christ and Salvation" (on Populi) McGrath, Part 3, Chapters 12, 13 Migliore, Chapter 8

<b>Week 8 (DH)</b>	<b>Salvation</b>
	Readings: Maddox, Chapters 6, 7 Knight, Chapters 8, 9, 10 Migliore, Chapter 10

<b>Week 9 (DH)</b>	<b>The Church</b>
	Readings: Maddox, Chapter 8 Migliore, Chs. 11, 12

<b>Week 10 (TR)</b>	<b>Eschatological Issues</b>
	Readings: Migliore, Ch. 14 Knight, "Heaven Below" (On Populi)

<b>Week 11 (TR)</b>	<b>Ecumenical Issues</b>
	<b>Toward a Christian Theology of the Religions</b>
	Readings: Migliore, Ch. 13 Han, "Changing Paradigms in Global Ecumenism" Richie, "Corelating Intra-Christian Relations and Interreligious Realities", "A Look to the Future"

<b>Week 12 (DH)</b>	<b>Contextual (and Public) Nature of Theology</b>
	<b>Theological Roundtable</b> Students will engage in discussion about the role and place of science in theological imagination as it relates to the contextual issues of life, e.g., race relations, social justice, etc.

Readings: Migliore, Ch. 9  
TBA (On Populi)

**Week 13**                   **Reading Week (May 3-7)**

**Week 14**                   **Final Exam Week (May 10-14)**

**Student Responsibilities:**

1. Prepare for each week's class with the completion of assigned readings. Failure to complete all assigned readings may impede student's success in the course.
2. Be prepared to engage in class discussion.
3. Be advised that student is expected to conduct her/himself in a cordial and Christian manner. This includes, but is not limited to, personal affronts, vulgarity, undue sarcasm, flippancy, etc. Chronic offenders or those resisting guidance may be dismissed from the course.
4. All work submitted must be your original work; otherwise, students are expected to document the source from which they have drawn the insights in order to avoid the charge of plagiarism.
5. When submitting writing assignments, **be sure to have them proofread** to ensure proper grammar, spelling, format, content, etc. A poor display of grammar and/or frequency of spelling errors will negatively affect the grading.
6. **Always save a copy of submitted work** for your own records. In cases where copies are lost or have not been transmitted properly, student shall resubmit her/his work(s) when requested upon by the course instructor.

## INTELLECTUAL PROPERTY RIGHTS

Be advised of the PTS policy on the "**intellectual property rights**" as stated below:

"Intellectual honesty is an obligation of the Christian commitment; therefore, the Seminary requires complete integrity in its students in such matters as the use of materials of research, in the submission of academic assignments, and in the taking of examinations. To this end, the following Student Intellectual Property policy was developed.

Student intellectual property rights relate to faculty-produced course material and student-generated intellectual work. The Seminary recognizes the right of students duly enrolled in a course to take notes for personal study. Students do not have the right to take notes or disseminate them for commercial purposes without the written approval of the course instructor. Students shall not distribute or otherwise make notes taken in courses accessible on the Internet in any case unless approved by the instructor.

Students may not record electronically (audio or visual) faculty lectures except for personal study and then only with prior approval of the instructor. At the beginning of each course, faculty members shall notify students what lecture/s, if any, students may record. Student recordings of lectures shall not be distributed to others without prior written permission of the instructor.

In the event of a perceived violation, and after conferencing with the offending student, faculty may file a grievance with the Vice President for Academics. The matter shall be handled according to the grievance policies as stated in the Faculty Handbook and Student Handbook.

Student intellectual property is also protected. Student produced ideational content in projects and papers may not be used by faculty, staff, or others in publications, presentations, or for commercial purposes without written approval of the student in question. In the event of a perceived violation, and after conferencing with the offending faculty or staff person, students may file a grievance with the Vice President for Academics where faculty are concerned or the Director of Administrative Services where staff are concerned. When a grievance cannot be resolved in consultation with the Vice President for Academics or Director of Administrative Services, the matter shall be handled according to the grievance policies as stated in the Faculty Handbook and Student Handbook."