THE790 Christian Perfection in Biblical & Historical Perspectives
Fall, 2012 (Module)

Essential Information
Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at http://support.nts.edu.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- Handbook for Inclusive Language

Instructor Information
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Email: Tanoble@nts.edu
Office: 816.268.5487 (rarely available here)
Home/Cell: Office Hours: - Best to communicate by e-mail

Catalog Description
The historical development of major figures of the Christian Church on Christian holiness, and particularly the doctrine of Christian ‘perfection,’ is examined. Particular attention is paid to the influence of patristic, medieval and Reformation theologians on the thought of John Wesley and the holiness movement. With an overview of a biblical theology of Christian holiness, the attempt is made to evaluate the historical development of doctrine. Finally the class addresses the question of the contemporary articulation of the doctrine within the context of Systematic Theology as a whole.

Degree Objectives
For the M.Div. degree, Objective 3:

Development of wisdom and discernment through engagement with the literature of the Christian faith through critical, scholarly study of the history and theology of Christianity and the application of that heritage to personal and corporate Christian life, exhibited in the following outcomes; the student will:

a. Identify the basic creedal affirmations of the Christian faith
b. Use scholarly methods for understanding the history and theology of Christianity
c. Identify how key figures and movements from the history of Christianity shape theological discourse
d. Identify and relate theological literature of a historical period to its particular setting and to theology today
e. Appropriately the formative power of theology (whether systematic or historical) in shaping corporate and personal Christian life
f. Apply theological convictions to personal and corporate life both in and beyond the church

For the MA(TS), General Academic Track, Objective 1:
Students will develop a comprehensive knowledge of the major theological disciplines and their interrelationships.

For the MA(TS), Research Track, Objectives 1, & 2:

1. Students will gain specialized knowledge in designated theological disciplines as a basis for further graduate studies.
2. Students will develop skill in academic research and writing as a basis for further graduate studies.

For the MA(CFD): Objective 1:

Appropriate and enhance the student's ecclesial understanding of the Word of God, the heritage of the faith, the doctrines of the church, and the fellowship of believers, sufficient to enable him or her to deepen a personal commitment to God and His Church and to inform a passionate, vital, and redemptive ministry.

For the MA(ICS), Objective 4:

Graduates will articulate, communicate, and contextualize the essential affirmations of the Christian faith in a cross-cultural setting.

Course Objectives
1. To investigate the historical development of the doctrine of Christian sanctification (particularly ‘perfection’) and to examine various contemporary views with special reference to the Wesleyan tradition.
2. To explore the Biblical models for sanctification and examine the explicit teaching of the New Testament writers.
3. To construct a contemporary statement in the Wesleyan tradition with particular reference to Wesley’s doctrine of Christian Perfection

Course Outcomes
1. To be able to articulate a basic understanding of the major thinkers, the main line of the historical development of the doctrine of Christian sanctification from the Fathers to the present day, and the main options today. [Assignments 1 – 6]
2. To be able to articulate an understanding of the coherence of John Wesley’s doctrine of Christian ‘perfection’. [Assignment 1, 3]
3. To be able to articulate in outline a biblical theology of Christian holiness. [3, 5, 6]
4. To begin to articulate a contemporary doctrine of Christian holiness to serve as a guide for preaching and pastoral counseling. [3, 5, 6]
5. To reflect on and write about one’s own personal journey of sanctification in the light of these historical, biblical and theological resources. [3, 5, 6]

Church of the Nazarene COSAC Competency

CN23 Ability to identify and explain the Doctrine of Holiness from a Wesleyan perspective

Basic Reading

Since this is graduate education, the lectures follow no textbook, but the following collateral reading is essential:

Other works to be particularly noted

John Oswalt, *Called to Be Holy*, (Nappanee: Evangel, 1999)
Mildred Bangs Wynkoop, *A Theology of Love* (Kansas City: Beacon Hill, 1972)

Students should purchase Bassett & Greathouse, Greathouse’s *Wholeness in Christ* and Gundry as a minimum. It will also be convenient to own your own copy of the other two books to be reviewed (Wesley’s *Plain Account* and Wynkoop), but students preparing for the pastoral ministry and strongly advised to purchase all of these plus a selection from the Select Bibliography as a basis for a pastor’s personal library. Your should also purchase the following new work which is likely to become the standard textbook for BA classes in Christian holiness:


Outline of Lectures

A. Historical and Contemporary

1. The Fathers, particularly:
   i. (a) The Apostolic Fathers, (b) Hippolytus, (c) Tertullian
   ii (a) Clement of Alexandria (b) Pseudo-Macarius (c) Gregory of Nyssa
   iii. Augustine (a) Original sin (b) Church and Sacraments (c) Perfection (d) *Caritas* and *Concupiscencia*
2. The Medieval Theologians:
   (a) ‘Perfect Love’ in Bernard of Clairvaux
   (b) ‘Perfect Love’ in Thomas Aquinas
   (c) ‘Purity of Intention’ in Thomas à Kempis
3. The Reformers:
   a) ‘Justification’ and ‘Sanctification’ in Martin Luther
   b) ‘Sanctification’ and ‘Perfection’ in John Calvin
4. John Wesley
   a) The Development of Wesley’s Doctrine
   b) Wesley’s Doctrine of Sanctification
5. More Recent Positions:
   a) The Holiness Movement: Phoebe Palmer, Charles Finney, Asa Mahan
   a) The ‘Keswick’ Teaching: The Pearsall Smiths, Hopkins, Handley Moule
   b) The Calvinist School: Ryle, Packer, Ferguson

B. Biblical

1. Methodology:
   (a) Biblical Theology
   (b) Hermeneutics
   (c) The Development of Doctrine
2. Old Testament:
   (a) Pentateuch
   (b) Prophets
   (c) Psalms and Wisdom
3. New Testament:
   (a) Synoptics and Acts
   (b) Paul
   (c) John
   (d) Hebrews
C. Constructive and Dogmatic

1. Theological Method
2. Common Ground: The Holy God, the Holy Church, Discipleship
3. ‘Christian Perfection’
4. ‘Original Sin’
5. Contemporary Expression

Methods of Study

(1) Lectures. To ensure a comprehensive study, class time will mainly be devoted to lectures. This is the only way we can cover such an enormous amount of content on this controversial doctrine in the time available in appropriate depth. An outline will be given by power point, and this will available ahead of time on Moodle. You may either bring a lap-top to class or come with the printed outline with additional space for additional notes of questions and discussion. There will also be Course Documents on Moodle which you will need to refer to in class or to print and bring.

(2) Discussion is also important and there will be three opportunities. First, a certain amount of time will be available to raise questions in class about the lecture material. By asking intelligent and well-informed questions, you will help others to process the material. Secondly, there is an opportunity to raise questions on the Moodle Discussion Board. Thirdly, if there is demand, you may organize discussion groups.

(3) The requirements below include the reading of key books, tests to help you engage with the lecture material and integrate your wider reading with that, and the opportunity to investigate in some depth a topic of your own choosing for a major paper.

Course Assignments & Requirements

All work except the exams must be submitted on Moodle by the set date, or the grade will be reduced. All work must be completed to pass the course and extra work will be required in place of any absences from class

Premodule

1. A summary and review of 1,000 words on John Wesley, A Plain Account of Christian Perfection, to be submitted by Friday, 20 July [Course Outcomes 1, 2]
2. A comparative evaluation (1,000 words) of the hermeneutic (the biblical interpretation employed or implied) in Chapter 1 and ONE other chapter in Gundry, Five Views of Sanctification, to be submitted by Friday 27 July. [Please note that this is NOT a comparison of the doctrines, but of the way the authors use scripture.] [Course Outcome 1]

Module

3. Attendance at every meeting of the class

Postmodule

4. Class Test on Thursday 23rd August on Section A of the lecture course. Those who cannot be present for that may arrange their own proctor. [Course Outcome 1-5]
5. A summary and report of 1,500 words on Mildred Bangs Wynkoop, A Theology of Love. The Dynamic of Wesleyanism, Kansas City, 1972; to be submitted on Tuesday, 9th September. [Course Outcome 1]
6. An essay of 2,500 words on a topic or question to be approved by the professor to be submitted on Tuesday, 18th September [Course Outcomes 1, 3-5]
7. Final examination: Tuesday, 2nd October. Once again, those who cannot be present will arrange their own proctor. [Course Outcomes 1, 3-5]

All six pieces of work must completed to pass the course. All papers will be submitted on Moodle, but exams will be handwritten.
Please make sure that in all academic work you use an ‘essentially literal’ translation of the Bible such as the NRSV, the NASB or the ESV, and not a ‘dynamic equivalence’ translation such as the NIV.

In order to fulfill the fifth student objective, keep a journal of reflections on how the material in lectures and books is throwing light on your own journey of sanctification. These are for private reflection and will not be submitted for grading or comment, but you will use your journal to evaluate how well you have fulfilled that objective.

**Pre-reading:** It is advisable to read the following before the relevant lectures:

(A) HISTORICAL AND CONTEMPORARY: It is advisable to complete this reading before 13th August.

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Topic</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Apostolic Fathers, Hippolytus, Tertullian</td>
<td>Bassett &amp; Greathouse, 23-44</td>
</tr>
<tr>
<td>2</td>
<td>Clement, Macarius, Gregory of Nyssa</td>
<td>B &amp; G, 44-87</td>
</tr>
<tr>
<td>3</td>
<td>Augustine</td>
<td>B &amp; G, 87-108</td>
</tr>
<tr>
<td>4</td>
<td>Bernard, Thomas Aquinas, Thomas a Kempis*</td>
<td>B &amp; G, Chap. 3</td>
</tr>
<tr>
<td>5</td>
<td>Luther</td>
<td>B &amp; G, 149-164</td>
</tr>
<tr>
<td>6</td>
<td>Calvin</td>
<td>B &amp; G, 164-177</td>
</tr>
<tr>
<td>7</td>
<td>Wesley</td>
<td>B &amp; G, 203-235</td>
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<tr>
<td>8</td>
<td>The Holiness Movement - including the Keswick Movement</td>
<td>B &amp; G, Chap. 8, Gundry, 151-183</td>
</tr>
</tbody>
</table>

(B) BIBLICAL

- John Oswalt *Called to Be Holy*
- William M. Greathouse *Wholeness in Christ* (Chapters 6-10)

(C) THEOLOGICAL

- T.A. Noble *The Foundation of Christian Holiness* (available on Moodle)

See also the papers from the 2005 USA/Canada Nazarene Theology Conference

### Distribution of Student Learning Hours

<table>
<thead>
<tr>
<th>Activity</th>
<th>pre-module hours</th>
<th>module hours</th>
<th>post-module hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td></td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Reading</td>
<td>52</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>Writing</td>
<td>8</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>60</td>
<td>36</td>
<td>36</td>
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</table>

**Method for Submitting Assignments**

All assignments are to be submitted via Moodle except for the final examination scripts. In-service students must mail those to my UK address by regular mail.

**Form and Style Expectations**

All submitted work should adhere to the style laid down in Turabian

**Inclusive Language**

NTS is committed to inclusive language in reference to women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS
urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

Late Work and Missed Exams
The grade for late work will be reduced and all assignments must be completed to pass the course.

Additional Costs
In-service students must mail their blue examination books to my UK address at standard post office prices.

Grading

<table>
<thead>
<tr>
<th>GRADE</th>
<th>LANGUAGE SKILLS</th>
<th>STRUCTURE</th>
<th>INFORMATIONAL CONTENT</th>
<th>ARGUMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Impeccable grammar, spelling and punctuation; wide vocabulary; fluent, creative, expressive, even imaginative</td>
<td>Highly organized in paragraphs (and sections) with introduction &amp; conclusion; form elegantly reflects content; a symphony!</td>
<td>Wide and deep knowledge from careful reading of all the suggested bibliography plus other reading or knowledge</td>
<td>A clear and coherent line of argument from introduction to conclusion, paragraphs following a clear and logical sequence of thought; awareness of the wider significance of the question; comprehensive coverage of major relevant points.</td>
</tr>
<tr>
<td>B</td>
<td>Good grammar, spelling, punctuation (few mistakes) good vocabulary, clear expression</td>
<td>Organized in paragraphs (&amp; sections) with introduction and conclusion</td>
<td>Extensive reading in the suggested bibliography (plus some wider knowledge)</td>
<td>A clear case for the conclusion; clear sequence of thought; coherent; some awareness of the wider significance of the question</td>
</tr>
<tr>
<td>C</td>
<td>Acceptable grammar, spelling and punctuation (a number of mistakes); limited vocabulary; meaning perhaps not always clear</td>
<td>Has tried to organize into paragraphs (&amp; sections) with introduction and conclusion, but could be more clear and coherent</td>
<td>Sufficient knowledge but little beyond lectures and text book. Possibly other superficial references not really assimilated; may omit some significant points.</td>
<td>Has tried to present an argument; does not wander too much into irrelevancy; comes to conclusion on the set topic or question, which may not quite follow</td>
</tr>
<tr>
<td>D</td>
<td>Unacceptable: too many mistakes in spelling, grammar and punctuation; poor vocabulary; deficient prose</td>
<td>Lack of organization or poor organization; lack of introduction or concluding paragraph</td>
<td>Poor knowledge of relevant information, repeating points from lectures or text book without much understanding; too much redundant information</td>
<td>Confused or inadequate line of argument; lack of clear conclusion; or no conclusion at all; non sequiturs; irrelevant arguments. Little understanding of the question/topic or its significance</td>
</tr>
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Each assignment (including each written essay in the exams) receives equal weighting.

A plus or minus sign may be added to a grade to indicate a high or low A, B, or C, but these do not affect the grade point.
In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly, NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

**Course Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/2</td>
<td>1</td>
<td>Pre-Module Begins</td>
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<tr>
<td>7/9</td>
<td>2</td>
<td></td>
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<tr>
<td>7/16</td>
<td>3</td>
<td>7/20 - 1. Book Review - Wesley</td>
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<tr>
<td>7/23</td>
<td>4</td>
<td>7/27 - 2. Evaluation of Biblical Interpretation (Gundry)</td>
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<td>7/30</td>
<td>5</td>
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<tr>
<td>8/6</td>
<td>6</td>
<td></td>
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<tr>
<td>8/13-17</td>
<td>7</td>
<td>Module Face to Face Begins 3. Class Attendance</td>
</tr>
<tr>
<td>8/20</td>
<td>8</td>
<td>8/23 - 4. Class Exam</td>
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<tr>
<td>8/27</td>
<td>9</td>
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<td>9/3</td>
<td>10</td>
<td>9/4 - 5. Book review (Wynkoop)</td>
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<td>9/10</td>
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<td>9/24</td>
<td>13</td>
<td></td>
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<tr>
<td>10/1</td>
<td>14</td>
<td>10/2 - 7. Final Exam</td>
</tr>
</tbody>
</table>

**Select Bibliography**

The more you read, the higher the grade! Although them exams will focus on the lectures, clear evidence that you have read more widely (particularly books in the ‘Select Bibliography’) is the best way to score more highly than C. The asterisked books will be on reserve.

**1. HISTORICAL**

*Some Primary Sources:*

Aquinas, *Summa Theologicae*, 2a-2ae, clxxxiv. 2, c & ad 3
Calvin, *Institutes*, III, 3 & 7
J.C. Ryle, *Holiness*, numerous reprints
*----------------*, *Milestone Papers, Doctrinal, Ethical and Experimental on Christian Progress*, Minneapolis, n.d.
*John Wesley, A Plain Account of Christian Perfection*, Kansas City, 1966
J.A. Wood, *Purity and Maturity*, Boston, 1899
*Note the anthologies in the Great Holiness Classics Series (Beacon Hill, Kansas City) including:  
T. Crichton Mitchell, *The Wesley Century* (Vol. 2) (includes Thomas à Kempis)*
Richard S. Taylor, *Leading Wesleyan Thinkers* (Vol. 3)
Melvin Dieter, *The 19th-Century Holiness Movement* (Vol. 4)
W.E. McCumber, *Holiness Preachers and Preaching* (Vol. 5)

**Monographs:**

*J.W. Peters, Christian Perfection and American Methodism*, New York, 1953
*Harald Lindström, Wesley and Sanctification*, London, 1956

**Symposia:**


The collection has chapters by theologians (David Ford, Daniel Hardy), biblical scholars (James Dunn, Walter Mercer) and historians (Andrew Louth, David Bebbington)

**Chapters, Articles:**

Donald W. Dayton, ‘Asa Mahan and the Development of the American Holiness Theology,’ *WTJ*, 9 (Spring, 1974), 60-7
M.E. Dieter, ‘The Development of Holiness Theology in Nineteenth Century America,’ *WTJ*, 20 (Spring, 1985), 61-77
F. Platt, ‘Perfection (Christian),’ *ERE* IX, 728-737

2. **BIBLICAL**

**Monographs:**

*Kent Brower, Holiness in the Gospels* (Kansas City: Beacon Hill, 2006)
*………. Living as God’s Holy People* (Milton Keynes: Paternoster, 2010)
*Richard Howard, Newness of Life*, Kansas City: Beacon Hill, 1971
*………. The Master’s Indwelling*, Minneapolis: Bethany Fellowship, 1977
*………. Holy in Christ*, New York: Revell, 1887
*John Oswalt, Called to Be Holy*, Nappanee: Evangel, 1999
C. Ryder Smith, *The Bible Doctrine of Man*, London: Epworth, 1951
*………. The Bible Doctrine of Sin*, London: Epworth, 1953
*………. Half-Hours with St John*, Salem, Ohio: Schmul, n.d.

**Chapters and Articles:**

J. Vernon Bartlet, ‘Sanctification,’ *HDB*, IV, 291-395
Frank G. Carver, ‘Biblical foundations for the “Secondness” of Entire Sanctification,’ *WTJ*, 22 (Fall, 1987), 7-23
G. Delling, ‘teleios,’ *TDNT*, VIII, 67-87
George Lyons, ‘The Spirit in the Gospels,’ in Shelton and Deasley, *op. cit.*, 33-87
O. Proksch-K.G. Kuhn, ‘hagios,’ *TDNT* I, 88-115
E. Schweizer, ‘sarx,’ *TDNT*, VII, 99-151
*………. pneuma,’ *TDNT*, VI, 389-451
Joseph S. Wang, ‘Soteriology in the Synoptic Gospels,’ in Hartley and Shelton, *op.cit.*, 55-84

**Symposia**


3. **THEOLOGICAL**

**Monographs:**


*Stanley Hauerwas, *Character and the Christian Life* (San Antonio: Trinity University Press, 1975)


**Symposia:**


**Articles:**


Frank G. Carver, ‘Growth in Sanctification: John Wesley and John of the Cross,’ *The Tower*, 3 (1999), 33-70


‘Why the Church of the Nazarene?’ *The Tower*, 6 (2002), 71-83

‘Holy Persons,’ *Didache* 5:1, (June, 2005)


You are also advised to browse through the issues of the *Wesleyan Theological Journal*, 1966-