THE610: DOCTRINE OF CHRIST
INTEGRATIVE THEOLOGY I
Fall Semester, 2013 (Block/Videoconference)

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
Home/Cell:
Office Hours: by appointment

Catalog Description
An introduction to the ‘science of God,’ its nature and method as an academic and spiritual discipline. Attention will be given in the first half of the course to preliminary questions of epistemology and method, that is, to our knowledge of the Lord God through his revelation and how that is articulated in Christian Theology. Topics will include the nature of God's revelation, the relationship between revelation and human reason, the status of scripture, and the relationship between faith and history. In the second half of the course, a careful study of Christology, the doctrine of the Person of Christ, will begin with the eschatological Christology of the New Testament. Christology and its Trinitarian implications will be further explored through the thought of the major theologians of the Church.

Degree Objectives
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.

Objectives
1. To study Christian Theology in an attitude of reverent and prayerful inquiry as fides quaerens intellectum.
2. To explore in a preliminary way the nature and method of Christian Theology as a distinct academic discipline, distinct from philosophy or religious studies, but which works to
integrate the several sub-disciplines, drawing on Biblical and Historical Theology to articulate doctrine for the sake of and in the light of Practical Theology.

3. To explore critically and to articulate the significance of Christology for Christian theology.
4. To examine critically and to articulate the Biblical basis and inner rationale of Christology, the Christian doctrine of the Person of Christ.
5. By these means to begin to articulate the role of Christian Theology as the framework for the interpretation and exposition of the Scriptures and thus the key to the preaching and pastoral ministry.

Note that Integrative Theology II (THE620) follows on directly from this course, followed in turn by Integrative Theology III. The three courses form a unity. This first course does not in itself provide a complete review of Systematic Theology, not even of Christology. The Work of Christ (the Atonement) will be included in THE620.

Course Outcomes
All course outcomes should indicate the means by which those outcomes will be demonstrated. You can do this by cross referencing each outcome with the assignment(s) and/or other requirements which could demonstrate student achievement of the outcome.

At the end of the course you should be able to understand more fully and articulate:

1. The relationship between Integrative or Systematic Theology and other theological disciplines such as Biblical Studies and Church History. [Assignments 1, 2, 6]
2. The similarities and differences between the knowledge we have in Theology and the knowledge we have in other sciences. [1, 2, 6]
3. The range of different schools of thought in contemporary Theology. [1, 2, 3, 6]
4. The Christian understanding of the relationship between divine revelation and human reason. [1, 2, 3, 6]
5. The role of Bible in Christian revelation. [1, 2, 3, 6]
6. The relationship of Christian faith to the historical-critical method. [1, 2, 3, 6]
7. The key role of Christology in Christian theology. [1-5]
8. The structure and shape of New Testament Christology. [1, 2, 4, 5, 6]
9. The relationship of doctrine of Christ to the doctrine of God as Holy Trinity. [1, 2, 6]
10. The shape and structure of classical Chalcedonian Christology. [1, 2, 4, 5, 6]
11. Modern Christology and to what extent it addresses different questions. [1, 2, 6]
12. The significance of the doctrine of the Virgin Birth. [1, 2, 6]

Course Outline
Class lectures will follow no ‘textbook’, but students should make themselves familiar with the following:


Read the following most directly relevant sections:
- **Volume One: The Living God:**
  - Prologue (pages 11-14), Chapter 1 (pages 17-34 only), Part IV, Chapters 8 & 9 (pages 317-404);
- **Volume Two: The Word of Life:**
  - Chapter 1 (pages 1-27), Part I, Chapters 2-6 (pages 31-194)

You should also compare the approaches of the following Nazarene theologians:
Wiley’s *Christian Theology* is an old-fashioned kind of compendium of Systematic Theology, but still the only ‘official’ Nazarene Systematic Theology. Dunning and Grider present different perspectives within the tradition. Oden’s three-volume Systematics is an ecumenical presentation by an evangelical Methodist. He deliberately eschews originality, but presents an excellent digest of classic Christian theologians, giving the kind of wide general knowledge of the field which every apprentice theologian needs.

**Course Outline**

Note that Integrative Theology I and II are deliberately lecture courses. Most other theology courses are seminar courses, but these courses are designed as an overview and review at graduate level of the immense scope of Christian Theology. It is necessary therefore to adopt a lecturing method to cover the ground comprehensively, but there will be opportunity too of course for questions and discussion. It is assumed that students have already been introduced to Systematic Theology in undergraduate work or in the Introduction to Theology course (THE510).

**Section A: Prolegomena, Theology – the Science of God**

1. Theology and its Sub-disciplines
2. An Overview of Contemporary Schools of Theology
3. The Nature and Method of Theology: ‘The articulation of our knowledge of the LORD God who has revealed Himself to us’
   (a) ‘The LORD God’: Theology distinguished by its unique ‘Object’
   (b) ‘Our knowledge’: The Subjective Pole; Intuitive and Abstractive Knowledge; Reciprocity;
      The Corporate Subject; Self-knowledge
   (c) ‘Who has revealed Himself to us’:
      (i) The claims of ‘Reason’ – ‘Natural Theology’ by ‘proof’
      (ii) The nature of Christian revelation – the question of a Natural theology from ‘General Revelation’
      (iii) Toward a ‘Biblical’ idea of ‘revelation’
      (iv) Revelation and Scripture: the authority of the Bible and the ‘Wesleyan Quadrilateral’
      (v) Revelation and History: Heilsgeschichte; Faith and Evidence
      (vi) Revelation in Christ
   (d) ‘Articulation’ (i) Theology and Scientific Method
      (ii) Theology and Language

**Section B: Christology The Doctrine of the Person of Christ**

1. The Centrality of Christology: Why Christian Theology begins with Christ
2. New Testament Christology
   An Overview of the two main approaches: the Christological Titles and the
   Christological Hymns: the ‘Two-in-One’ Shape
3. Christology and the Doctrine of God
   How do we reconcile the Deity of Christ with the Unity of God? The emergence
   of the Christian doctrine of God the Holy Trinity
4. The Shape of Christology
   How do we hold together the Deity and the Humanity of Christ? The Two-in-One
   shape of Christology in patristic and modern theology.
5. The Doctrine of the Virgin Birth
**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.

1. Attendance at all meetings of the class. [CO 1-12]


3. An essay of 2,500 words to be submitted on Friday, 4th October on ONE of the following topics:
   - GENERAL REVELATION
   - THE AUTHORITY OF THE BIBLE
   - FAITH AND HISTORY
   Note the section in the bibliography below which is relevant to each essay. [CO 3-7]

4. A précis in 1,500 words for Friday, 18th October of Athanasius, *De Incarnatione [On the Incarnation]*, paras. 1-32: see the bibliography for details [CO 7, 8, 10]

5. An essay of 2,500 words for Friday, 22nd November on this question (to be used as the title):
   - HOW FAR IS THE CHALCEDONIAN SYMBOL TRUE TO THE CHRISTOLOGY OF THE NEW TESTAMENT? [CO 7, 8, 10]

6. The final essay examination (2 hours) on the lecture course. This is a hand-written blue-book essay examination on the content of the lectures to be submitted by Thursday 5th December. [CO1-6, 8-12]

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.

**Book Purchases:** You should buy (as a minimum), Oden, Vols 1 & 2 listed above; Knight, *A Future for Truth* (which you have to review), and Athanasius, *On the Incarnation*. Those entering the Nazarene ministry should also buy copies of Wiley, Dunning and Grider to read and have for future reference.

**Distribution of Student Learning Hours**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td>38</td>
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<tr>
<td>Online Participation in forums, groups, etc.</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>45</td>
</tr>
<tr>
<td>Writing</td>
<td>43</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities</td>
<td>10</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>144</td>
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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.

Inclusive Language
NTS is committed to inclusive language in reference to women and men.

Policy Regarding Late Work & 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 books to my UK address at standard post office prices.

Course Grading
This information should include relative grade weight and evaluation criteria. No item may be a part of the course grade that is not explicitly explained in the Course Assignments & Requirements section.

Each assignment (including each written essay answer in the final examination) will receive equal weighting.

The qualities which will be assessed and the level of quality appropriate to each letter grade are given in the following grading scheme.

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 which have been beneficial for the student in the past.
GRADING SCHEME

<table>
<thead>
<tr>
<th>GRADE</th>
<th>LANGUAGE SKILLS</th>
<th>STRUCTURE</th>
<th>INFORMATIONAL CONTENT</th>
<th>ARGUMENT</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>Impeccable grammar, spelling and punctuation; wide vocabulary; fluent, creative, expressive, even imaginative comprehensive coverage of major relevant points.</td>
<td>Highly organized in paragraphs and 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;</td>
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<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>
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<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 question/topic or its significance</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</td>
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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.

Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>9/13/13</td>
<td>1</td>
<td>1. Book Review (Knight)</td>
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<td></td>
<td></td>
<td>2. Class Attendance</td>
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<tr>
<td>10/4/13</td>
<td>3</td>
<td>3. Essay of 2,500 words (one of three topics)</td>
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<tr>
<td>10/18/13</td>
<td>4</td>
<td>4. Précis: Athanasius, De Incarnatione [On the Incarnation], paras. 1-3</td>
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<tr>
<td>11/22/13</td>
<td>5</td>
<td>5. An essay of 2,500 words (Chalcedon and NT Christology)</td>
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<td>12/5/13</td>
<td>6</td>
<td>6. Final Examination</td>
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Class Attendance

Attendance at classes is essential for realizing the maximum benefit of your education. Since the professor in each course is best acquainted with the importance of consistent attendance, he or she will determine the rules for attendance.

If you must be absent because of extenuating circumstances, contact the professor as soon as
possible to discuss the situation. If a student is absent four or more weeks of the semester, the professor may automatically fail the student.

Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

**Audio and Video Recordings**

In order to foster a safe learning environment in which various viewpoints are respected, audio or video recordings or transcripts thereof by students is prohibited without the permission of the faculty member in charge of the course. If permission is granted, redistribution of these recordings or transcripts thereof outside the scope of the course is prohibited.

Students enrolling in videoconferencing courses or participating in certain synchronous Moodle activities should be aware that their images and voices will be transmitted digitally through the videoconferencing equipment and may be recorded. Continued enrollment in these courses constitutes willingness to participate in the class with these conditions. If you have privacy concerns, please discuss your enrollment with the Registrar.

**Bibliography**

The more you read, the higher the grade! Although them final essay exam 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 more you read before the concentrated class times, the better! Since you already have a basic grounding in Theology, this is the opportunity to read more widely and deeply. Take the opportunity to read theologians and aspects of theology which you have not examined before. Note too the sections of the Bibliography relating to the essays. You should read in depth particularly in the section of the Bibliography that relates to the essay you choose to do. I rarely indicate specific pages to read since, at graduate level, you need to develop the skill of using the table of contents and index in a book to choose the pages which are relevant to your needs. The asterisked books will be on reserve.

**General Reference**


**Knowledge of God**

*Thomas Oden, *The Living God* (*Systematic Theology: Volume One*), Chapters 1 & 4

C. Stephen Evans, *Philosophy of Religion* (Downers Grove, IVP, 1982), Chaps 2 & 3

**Revelation** ['General Revelation’ essay]

T.C. Oden, *The Living God*, Chapters, 8 & 9

*Karl Barth & Emil Brunner, Natural Theology* (London: Bles, 1946)

*Bruce Demarest, General Revelation: Historical Views and Contemporary Issues* (Grand Rapids: Zondervan, 1982)


*I. Stanley Hauerwas, With the Grain of the Universe* (Grand Rapids: Brazos, 2001), esp. 141-241


Donald Bloesch, *Holy Scripture* (Downers Grove: IVP, 1994)


Scott J. Jones, *John Wesley’s Conception and Use of Scripture* (Nashville: Kingswood, 1995)


Faith & History ['Faith and History' essay]

*Colin Brown, History, Criticism and Faith* (Downers Grove: IVP, 1976)

*S.W. Sykes & J. Clayton (eds), Christ, Faith and History* (London: CUP, 1972)


Daniel Fuller, *Easter Faith and History* (Grand Rapids: Eerdmans, 1965)


*Clark Pinnock, Biblical Revelation* (Chicago: Moody, 1971)

Wolfhart Pannenberg, *Revelation as History* (New York, 1968)


N.T. Wright, *Jesus and the Victory of God* (Minneapolis: Fortress, 1996), Parts I and IV


Theological Method


Richard A. Muller, *The Study of Theology* (Grand Rapids: Zondervan, 1991)  

**New Testament Christology** [‘Chalcedon and the NT’ essay]

*George Eldon Ladd, A Theology of the New Testament* (Grand Rapids: Eerdmans, 1974), 10-12, 18, 30  
H.H. Rowdon, *Christ the Lord* (Downers Grove: IVP, 1982)  
Larry Hurtado, *One God, One Lord* (London: SCM, 1988)


**Christology and the Doctrine of God**

T.F. Torrance (ed), *The Incarnation*, Edinburgh: Handsel, 1981 (See the chapters by Methodios, Dragas & Heron, pp. 1-87)  
T.C. Oden, *The Word of Life*, Chapters 2 & 3  

**The Shape of Christology** [‘Chalcedon and the NT’ essay]

Karl Barth, *Church Dogmatics*, I, 2, 15, ‘The Mystery of Revelation’, parts 1 & 2, 122-171  
*Gerald L. Bray, Creeds, Councils and Christ*, Leicester: IVP, 1984 (see Chapter 6, ‘God Was in Christ’ for the background to the Council of Chalcedon)  
*T.A. Noble, ‘Gregory Nazianzen’s Biblical Christology,’ Interpreting the Bible (ed. A.N.S. Lane), Leicester: Apollos, 1997, 1-28  
*T.C. Oden, The Word of Life*, Chapters 3, 4 & 6  
The Doctrine of the Virgin Birth

