THE620: SALVATION AND THE SPIRIT:  
INTEGRATIVE THEOLOGY II  
Spring Semester, 2014

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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Office: 816.268.5487  
Home/Cell:
Office Hours: by appointment

Catalog Description
A Continuation of Integrative Theology I. Our knowledge of God will be further explored by a study of Soteriology, the doctrine of salvation through Christ’s Atonement, that is, his reconciling us to God through his humiliation and exaltation. In the second half of the semester, in the light of the salvation achieved by and in the God-man, and under the heading of Pneumatology, the Doctrine of the Spirit, consideration will be given to ‘Flesh and Spirit’ (the condition of fallen humanity), ‘The Church and the Spirit’, ‘The Believer and the Spirit’ (the doctrine of the Christian life, including Christian holiness), and ‘The Trinity and the Spirit.’

This course will consist primarily of lectures and discussion.

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. Appropriate 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.

Objectives

1. To explore critically Soteriology, the doctrine of salvation, and to understand the major views on the doctrine of the Atonement.
2. To learn to articulate an understanding of the Reconciliation (At-one-ment) which is ours in Christ in the light of Christology, the doctrine of the Person of Christ.
3. To explore critically Pneumatology, the Christian knowledge of God the Holy Spirit, and to articulate an understanding of the role of the Holy Spirit in our salvation.
4. To explore critically the Christian understanding of humanity and its sinful condition in the light of the salvation which is ours in Christ.
5. To explore critically the Christian understanding of the Church as the Body of
Christ and of its ministry and sacraments so beginning to articulate an ecclesiology.

6. By this study and reflection, to continue to lay a foundation for a deep understanding of Christian Dogmatics, the essential framework for the interpretation and exposition of the Scriptures, which is the heart of the preaching and pastoral ministry.

Note that this course, THE620 Integrative Theology II, follows on directly from THE610 Integrative Theology I, and that THE610 is a prerequisite. THE620 is followed by Integrative Theology III and that all three courses together provide an overview of Systematic Theology.

**Course Outcomes**

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

1. That since Christian faith is centred on ‘Christ crucified’, Christian theology must be a *theologia crucis*, centred on Christology/soteriology. (Assignments 1,4,7)
2. That the Christian gospel we are to proclaim must first be about what God has done in Christ before we can understand what we must do. (Assignments 2,4,7)
3. The major aspects of soteriology as presented in the historic (so-called) ‘theories of the Atonement’. (Assignments 1,4,7)
4. How the doctrine of the Atonement (soteriology) must be understood not in terms of so-called ‘theories’ but in an integrated way. (Assignments 2,4,5,7)
5. How Soteriology (Atonement) and Christology (Incarnation) must be understood in their profound unity. (Assignments 1,2,4,5,7)
6. How God the Holy Spirit is mystery beyond our ability to conceptualize or tie down in doctrinal formulations or manipulate by our human plans. (Assignments 3,4,7)
7. That in the light of Christ, we see both what it is to be human (theological anthropology) and how deeply flawed and sinful we are (hamartiology). (Assignments 4,6,7)
8. That the Church into which we are baptized is holy mystery, the Body of Christ, not merely a human organization and shares in the Lord’s Supper in the communion of the Holy Trinity (ecclesiology). (Assignments 3,4,6,7)
9. That the life and personal walk of each Christian, our justification and sanctification, is to be understood in this Christ-centred, Trinitarian, ecclesiological context. (Assignments 3,4,6,7)

**Basic Reading**

Class lectures will follow no ‘textbook’, but students should read the sections indicated in the following


Read the following sections: *Volume Two: The Word of Life*
Part III, Chapter 11 (pages 344-425)

Volume Three: Life in the Spirit
Introduction (pages 1-12)
Part I, Chapter 1 (pages 15-31)
Part III, Chapter 7 (pages 261-297)
Part II, Chapter 3-6 (79-257)

The same material is available in the slightly abbreviated one-volume edition:
Thomas C. Oden, Classical Christianity (HarperCollins, 1992):
  Book II, Part II, Chapters 10-14
  Book III, Parts I and II

You may also compare the approaches of the following:
H. Ray Dunning, Grace, Faith and Holiness, Kansas City: Beacon Hill, 1988
  (Parts IV and V and Chapter 7)
J. Kenneth Grider, A Wesleyan-Holiness Theology, Kansas City: Beacon Hill, 1994
  (Chapters 8-20)

Course Outline

Section A: Soteriology - The Doctrine of Salvation

1. Introductory: *theologia crucis*. The cross reveals: (a) the reality of evil
   (b) the mystery of Christ
2. NT Soteriology and OT Models
3. Historical Review: the so-called ‘theories’:
   (a) the Latin tradition: Anselm, Aquinas, Luther, Calvin, Wesley, Denney
   (b) The ‘Moral Influence’ view: Rashdall’s use of Abelard
   (c) The ‘Classic’ view: Aulén on the Greek Fathers and Luther
4. An Integrated Approach to Incarnation and Atonement
   (a) Remarks on method
   (b) The Three Offices of Christ
   (c) At-one-ment in Christ

Section B: Pneumatology - The Doctrine of the Spirit

1. Introductory: peculiar difficulties of Pneumatology
2. The Spirit in OT and NT: a brief review
3. The Word and the Spirit: revelation and mission
4. The Flesh and the Spirit
   (a) Anthropology: humanity in the light of Christ
   (b) Hamartiology: the Fall, death and sin in the light of Christ
5. The Church and the Spirit
   (a) The Body of Christ
   (b) Pentecost
   (c) The Sacraments
6. The Christian and the Spirit
   (a) Born of the Spirit
7. The Holy Trinity and the Spirit

**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.

1. Attendance at all meetings of the class. Reading set pages (at least) of Oden’s *Systematic Theology*
2. A book review of Colin Gunton, *The Actuality of the Atonement* (1,000 words) for Friday, 14\(^{th}\) February (Outcomes 1-5)
3. A book review of Thomas F. Torrance, *The Mediation of Christ* (1,000 words) for Friday, 28\(^{th}\) February (Outcomes 1-5)
4. An essay of 3,000 words for Friday, 14\(^{th}\) March on: THE RELATIONSHIP BETWEEN THE INCARNATION AND THE ATONEMENT (Outcomes 1-5)
5. A book review of Thomas Smail, *The Giving Gift* (1,000 words) for Friday, 28\(^{th}\) March (Outcomes 1-5)
7. Final examination: 24\(^{th}\) April (Outcomes 1-9)

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, Vol. 3 listed above. (You already have Volume 1 or perhaps the combined one-volume edition, *Classic Christianity*, and the three books for review: R.S. Wallace, T.F. Torrance, and T. Smail.

**Distribution of Student Learning Hours**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td>38</td>
</tr>
<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>0</td>
</tr>
<tr>
<td>Reading</td>
<td>57</td>
</tr>
<tr>
<td>Writing</td>
<td>60</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities</td>
<td>0</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>161</strong></td>
</tr>
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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.

**Form and Style Expectations**

All submitted work should adhere to the style laid down in Turabian.
**Inclusive Language**

NTS is committed to the equality of 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.

**Policy Regarding Late Work & Missed Exams**

The grade for late work will be reduced. All assignments must be completed to pass the course.

**Additional Costs**

Module students must mail their blue books to my UK address at standard post office prices.

**Course Grading**

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

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.

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

**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</td>
<td>Organized in paragraphs ( &amp; sections)</td>
<td>Extensive reading in the suggested bibliography</td>
<td>A clear case for the conclusion; clear sequence of thought; coherent;</td>
</tr>
</tbody>
</table>
(few mistakes) with introduction and conclusion (plus some wider knowledge) some awareness of the wider significance of the question

clear expression

C Acceptable grammar, spelling and punctuation (a number of mistakes); limited vocabulary; meaning perhaps not always clear Has tried to organize into paragraphs (& sections) with introduction and conclusion, but could be more clear and coherent Sufficient knowledge but little beyond lectures and textbook. Possibly other superficial references not really assimilated; may omit some significant points. 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

D Unacceptable: too many mistakes in spelling, grammar and punctuation; poor vocabulary; deficient prose Lack of organization or poor organization; lack of introduction or concluding paragraph Poor knowledge of relevant information, repeating points from lectures or text book without much understanding; too much redundant information 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

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.

**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.

**Course Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Assignment</th>
</tr>
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<tbody>
<tr>
<td>2/14/14</td>
<td></td>
<td>Book Review of Colin Gunton, <em>The Actuality of the Atonement</em></td>
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<tr>
<td>3/14/14</td>
<td></td>
<td>First Essay: The Relationship of the Incarnation and the Atonement</td>
</tr>
<tr>
<td>4/18/14</td>
<td></td>
<td>Second Essay: The Relationship between the Work of Christ in the Atonement for us and the Work of the Spirit in us</td>
</tr>
<tr>
<td>4/24/14</td>
<td></td>
<td>Final Examination</td>
</tr>
</tbody>
</table>

**Select Bibliography**

**General Reference**
* Orton Wiley, *Christian Theology*, Kansas City: Beacon Hill, 1940, Part I, Chapter 17-19; Part IV and Part V

**New Testament Soteriology**
Soteriology: Comprehensive Textbooks

Soteriology: Classical Texts

Soteriology: Recent Monographs

Soteriology: Some Significant Articles
George D. Dragas, ‘St Athanasius on Christ’s Sacrifice,’ *Sacrifice and Redemption*, ed.S. Sykes, CUP, 1991, 73-100
Trevor Hart, ‘Irenaeus, Recapitulation and Physical Redemption,’ *Christ in Our Place*

**The Holy Spirit**

**Fallen Humanity and the Mystery of Evil**
*N.P. Williams, The Ideas of the Fall and Original Sin*, London: Longmans, 1927
Cornelius Plantinga, *Not the Way It’s Supposed to Be. A Breviary of Sin*, Leicester: Apollos [IVP], 1995

**The Church and the Sacraments**
*Rob L. Staples, Outward Sign and Inward Grace*, Kansas City: Beacon Hill, 1985

**The Christian Life**
Abingdon, 1962
Thomas C. Oden, The Justification Reader, Grand Rapids: Eerdmans, 2002
*Diane Leclerc, Discovering Christian Holiness, Kansas City: Beacon Hill Press, 2010
Bruce L. McCormack (ed), Justification in Perspective: Historical Developments and Contemporary Challenges, Grand Rapids: Baker, 2006
Thomas C. Oden, The Justification Reader, Grand Rapids: Eerdmans, 2002
Mildred Bangs Wynkoop, A Theology of Love, Kansas City: Beacon Hill, 1972

The Holy Trinity