

ST 103: ANGELOLOGY, ANTHROPOLOGY, AND HAMARTIOLOGY SYLLABUS

I. COURSE DESCRIPTION

A study of angelology, the doctrines of the unfallen angels, the fallen angels, and Satan; anthropology, a study of the creation of humanity, the material and immaterial aspects of humanity, and the fall of humanity; and original and personal sin. Prerequisite: ST 101 Introduction to Theology.

II. COURSE OBJECTIVES AND RATIONALE

A. Cognitive Objectives: Articulate a Working Knowledge of the Doctrine of Creation, Particularly as it Relates to the Creation of Angelic and Human Creatures, from a Framework that Integrates both Biblical and Theological Concerns.

- Demonstrate a familiarization and an ability to synthesize biblical texts/themes, concepts and specific terms, and theological convictions in order to address concerns pertaining to the doctrine of creation.
- Understand historical developments and issues in regards to particular the doctrine of creation, particularly as it relates issues of evolution, human nature and embodiment, human particularity, fallen and unfallen angels, and the ends for which they were created.
- Elaborate one's own doctrinal convictions regarding the doctrine of creation.
- Establish a framework for articulating the uniqueness and dignity of the human creature as well as an appreciation for human embodiment.
- Articulate how the life, ministry, death, resurrection, ascension, and return of Christ all inform aspects of our understanding of the doctrine of creation.

B. Behavioral Objectives: Formulate Biblically Informed Responses to Issues Related to Anthropology, Angelology, and Hamartiology

- Adjudicate between differing theological positions (e.g., original sin, total depravity, the cultivation of virtue and vice, approaches to the imago Dei, the nature and purpose of angels etc.) or varying readings of certain key texts based on familiarity with overarching movements and themes within Scripture.
- Coherently integrate theological anthropology, hamartiology, and angelology within a larger theological framework, including but not limited to Christology, Trinitarian theology, ecclesiology, and eschatology.
- Articulate an understanding of the basis for human dignity, the nature of the Fall and its effect on creation, the varying perspectives of the nature of human embodiment, theological perspectives of race, ethnicity, gender, and sexuality, biblical teaching on angels and demons, and responses to the problem of evil.

C. Affective Objectives: Delight and Rejoice in the Almighty Creator of Heaven and Earth

- Marvel at the magnificence of God's creation and glory in the God who creates.
- Understand the manner in which the imago Dei informs how we treat one another, as image bearers of God.

- Recognizing the urgency of the gospel message and the goodness of grace, communicate these truths to others in word and deed.
- Understanding the breadth of ways that Christians have wrestled with the text of Scripture, exercise charity and extend grace to those with whom we disagree

D. Rationale

This course will seek to explore the doctrine of creation, that is the nature, origins, purpose, telos, and identity of the creature (both angelic and human) in relationship to its Creator. Moreover, this course will seek to explore how that relationship has been affected by the Fall and sin, while also focusing on how sin complicates the manner in which we exist in the world and the consequences which have ensued.

III. COURSE TEXTBOOKS

A. Required

For 2- and 3-hour students

Basil of Caesarea, *On the Human Condition*. Popular Patristics Series. New York: St. Vladimir's Seminary Press, 2005. (126 pp.)

Burns, J. Lanier, Nathan D. Holsteen, and Michael J. Svigel (with Glenn R. Kreider and John A. Adair). "Part One: 'From Dust to Dust': Creation, Humanity, and the Fall by Wise Unto Salvation: Gospel, Atonement, and Saving Grace." In Nathan D. Holsteen and Michael J. Svigel, eds. Volume 2 of *Exploring Christian Theology: Creation, Fall, and Salvation*. Minneapolis, MN: Bethany House, 2015. (129 pp)

Plantinga, Cornelius, Jr. *Not the Way It's Supposed to Be: A Breviary on Sin*. Grand Rapids: Eerdmans, 1995. (216 pp.)

Kapic, Kelly. *Embodied Hope: A Theological Meditation on Pain and Suffering*. Downers Grove, IL: IVP Academic, 2017. (192 pp.)

Additional articles and readings will be posted on Canvas.

For 3-hour students only

Cortez, Marc. *Christological Anthropology in Historical Perspectives: Ancient and Contemporary Approaches to Theological Anthropology*. Grand Rapids: Zondervan, 2016. (272 pp.)

B. Suggested

Bantum, Brian. *Redeeming Mulatto: A Theology of Race and Christian Hybridity*. Waco, TX: Baylor University Press, 2016.

Blocher, Henri. *Original Sin: Illuminating the Riddle. New Studies in Biblical Theology*. Downers Grove, IL: IVP Academic, 2000.

Carter, J. Kameron. *Race: A Theological Account*. Oxford: Oxford University Press, 2008.

Cavanaugh, William T. and James K. A. Smith, eds. *Evolution and the Fall*. Grand Rapids: Eerdmans, 2017.

Cavanaugh, William T. *Being Consumed: Economics and Christian Desire*. Grand Rapids: Eerdmans, 2008.

- Coakley, Sarah. *God, Sexuality, and the Self: An Essay 'On the Trinity'*. Cambridge: Cambridge University Press, 2013.
- _____. *Powers and Submissions: Spirituality, Gender and Philosophy*. Oxford: Wiley-Blackwell, 2002.
- Cortez, Marc. *ReSourcing Theological Anthropology: A Constructive Account of Humanity in the Light of Christ*. Grand Rapids: Zondervan, 2018.
- _____. *Theological Anthropology: A Guide for the Perplexed*. Edinburgh: T&T Clark, 2010.
- Gunton, Colin. *The Triune Creator: A Historical and Systematic Study*. Grand Rapids: Eerdmans, 1998.
- Hopkins, Dwight. *Being Human: Race, Culture, and Religion*. Minneapolis, MN: Fortress Press, 2005.
- Kierkegaard, Soren. *The Concept of Anxiety: A Simple Psychologically Oriented Deliberation in View of the Dogmatic Problem of Hereditary Sin*. Translated by Alastair Hannay. New York: Liverlight, 2014.
- Kilner, John F. *Dignity and Destiny: Humanity in the Image of God*. Grand Rapids: Eerdmans, 2015.
- Levering, Matthew. *Engaging the Doctrine of Creation: Cosmos, Creation, and the Wise and Good Creator*. Grand Rapids: Baker Academic, 2017.
- Lints, Richard. *Identity and Idolatry: The Image of God and Its Inversion*. New Studies in Biblical Theology. Downers Gove, IL: IVP Academic, 2015.
- McFadyen, Alistair I. *The Call to Personhood: A Christian Theory of the Individual in Social Relationships*. Cambridge: Cambridge University Press, 1990.
- McFarland, Ian. *From Nothing: A Theology of Creation*. Louisville, KY: Westminster John Knox Press, 2014.
- Middleton, J. Richard. *The Liberating Image: The Imago Dei in Genesis 1*. Grand Rapids, Baker Academic, 2005.
- Moreland, J. P. and Scot B. Rae. *Body & Soul: Human Nature & the Crisis in Ethics*. 3rd edition. Downers Grove, IL: IVP Academic, 2000.
- Pearcy, Nancy R. *Love Thy Body: Answering Hard Questions about Life and Sexuality*. Grand Rapids: Baker, 20
- Radner, Ephraim. *A Time to Keep: Theology, Mortality, and the Shape of a Human Life*. Waco, TX: Baylor University Press, 2017.
- Spaemann, Robert. *Persons: The Difference between 'Someone' and 'Something.'* Oxford Studies in theological Ethics. Oxford: Oxford University Press, 2017.
- Westfall, Cynthia Long. *Paul and Gender: Reclaiming the Apostle's Vision for Men and Women in Ministry*. Grand Rapids: Baker Academic, 2016.

C. Supplementary Bibliography
See above.

IV. COURSE REQUIREMENTS

A. Reading Assignments

All students will be expected to read all of the required texts in their entirety as indicated on the course schedule. This reading needs to be completed prior to the designated class session.

For each assigned reading, you will submit a reading journal that summarizes each assigned book. This entry does not need to be extensive, but it does need to communicate a thoughtful interaction with the assigned material and the logical progression of the work's arguments. Please organize the journal as follows:

- Each entry should be no more than 700 words.
- Begin with the title of the work and the date on which the reading was assigned.
- Indicate whether you completed the reading (or what percentage of the reading you completed) and whether you completed it before the class session for which it was assigned.
- Provide a brief (no more than 500 words) summary that highlights the important issues/events addressed in the reading. This summary should include the reading's key thesis.
- Include a 150-200 words of personal application in which you identify how this particular reading assignment contributes to your vocational or ministerial context.
- List 2-3 questions that have emerged from your engagement with the material.

You will be asked to submit your journal several times during the semester

B. Written Assignments (papers, journals, study exercises, charts, etc.)

For 2- and 3-hour students only

A. Doctrinal Synthesis Statement

All students will develop a 5–7 single-spaced doctrinal synthesis paper on Creation, Angelology, Anthropology, and Hamartiology. There are three distinct parts to the paper: 1) a Brief Statement, 2) a Detailed Exposition, and 3) a Practical Implications Reflection. (Note that elements of this doctrinal synthesis paper will be reused in ST106 Eschatology in the student's final capstone doctrinal synthesis assignment.)

1. **The Brief, Summary Statement** (150–200 words or one-fourth to one-third of a page). This first section will summarize Creation, Angelology, Anthropology, and Hamartiology in non-technical (but biblically and theologically accurate) language similar to an article in a church's or ministry's doctrinal statement. It will include parenthetical key Scripture references and will reflect the orthodox, protestant, evangelical faith. (See sample doctrinal synthesis paper provided.)

2. **The Detailed Articulation** (500–750 words or two-thirds to three-fourths of a page). This second section will provide a succinct but thorough elucidation of Creation, Angelology, Anthropology, and Hamartiology using technical, traditional language and covering the major issues related to Creation, Angelology, Anthropology, and Hamartiology (see course description and outline for major issues in this area of doctrine). This exposition should read like a paper one would submit as part of an ordination or interviewing process. Substantiating his or her detailed exposition, the student will include three to five single-spaced pages of endnotes (not footnotes) that provide biblical-exegetical, historical-theological, and scientific-philosophical evidences, arguments, and explanations of the doctrinal assertions. These endnotes will include not only key biblical references but also interpretive notes that incorporate commentaries, theological works, or historical citations. Biblical citations should be without quotation, except when an exegetical point is not obvious. Justify interpretations of ambiguous passages with clarifying notes. Exegetical, theological, and historical sources, references, and observations should explain the student's reasons for the affirmations in the main Detailed Exposition. In these notes, the student should incorporate insights gained from other courses in the curriculum, especially from other courses in the Biblical Studies and Theological Studies divisions. Bibliographic references should use Turabian formatting. E.g., Glenn R. Kreider, "Wise Unto

Salvation: Gospel, Atonement, and Saving Grace,” in Nathan D. Holsteen and Michael J. Svingel, eds., *Exploring Christian Theology*, vol. 2, Creation, Fall, and Salvation (Minneapolis: Bethany House, 2015), 127. The student must incorporate sources beyond the required reading for this course.

3. **The Practical Implications** (500–750 words). This section will provide a discussion of practical applications and ministry implications of Creation, Angelology, Anthropology, and Hamartiology. In this section the student will integrate insights from the course into his or her ministry emphasis, degree program, or anticipated area of vocational ministry focus. The student should also incorporate any insights gained from other courses in the curriculum, especially from the Ministry and Communications Division, as well reflections on his or her Christian walk and ministry experiences. Footnotes in this section should be minimal, but the student must properly cite any sources or quotations.

This assignment is due December 10th.

For 3-hour students only

B. Book Review

Students will write a review of a text from the "Suggested Reading" section of this document. Other books may be reviewed pending permission from your professor. Approximately two-thirds of the review should be devoted to explaining the content of the text, that is, 1) summarizing and explaining the author's key thesis; 2) identifying the main points and unique contributions of the text. The final third of the review should be devoted to critical analysis and evaluation, that is, identifying the strengths, weaknesses, and soundness of the argument. A final 500 words should identify areas ministerial and personal application, particularly as it relates to a theology of suffering and comforting those in pain as we await redemption. Students should consult 2 or 3 reviews of the text from peer reviewed journals and include them in an attached bibliography. These reviews should be cited when appropriate. The critical review is to be around 2,500 words or approximately 8-11 pages. Students may only submit one extra credit assignment and it must be submitted to the professor by **December 10th**.

C. Agape Project

Alternatively, students may submit an "Agape Project" in replacement for the "Book Review" assignment. Instructions for the Agape Project are included in an Appendix to this document.

C. Quizzes and/or Exams

There will be a **closed-book, take-home Exam** that will be due by midnight on **Friday, October 20th**. This exam will be short-answer and questions will cover a range of topics from both the readings and our class discussions. Instructions will be given in class for this exam.

There will also be one online, multiple choice, comprehensive final exam at the end of the semester. It will be closed book, closed note, and closed Bible, with no helps. The goal of this exam is to prompt a thorough review of the course materials to firm up essential theological terms, concepts, and key biblical passages related to Trinitarianism. Studying the major biblical texts, central issues, and key definitions will best prepare the student for the exam. It is recommended that students utilize *Exploring Christian Theology* as a study guide.

There is also an **on-line Final Exam**, which must be completed after the last class and before the end of finals week.

The following statement regarding final exams for graduates is from the 2007-2009 Student Handbook:

“For those students graduating in a given semester or participating in the commencement ceremony, arrangements must be made with the professor to complete the final examination early. In addition to the final exam, all course work must be completed by graduates and commencement participants by the date specified for the semester of graduation” (1.19.1).

V. COURSE POLICIES

A. Weight Given to Course Requirements for Grading

| For 3-hour students | | For 2-hour students | |
|------------------------------|------------|------------------------------|-------------|
| Doctrinal Synthesis Paper | 20% | Doctrinal Synthesis Paper | 40% |
| Reading | 20% | Reading | 35% |
| Written Exam | 15% | Written Exam | 15% |
| Final Exam | 10% | Final Exam | 10% |
| Book Review | 15% | Book Review | N/A |
| Exegesis and Synthesis Paper | 20% | Exegesis and Synthesis Paper | N/A |
| Total: | 100 | Total: | 100% |

B. Class Participation

Students will be expected to read all of the required texts in the entirety as indicated on the course schedule. Again, this reading needs to be completed and submitted via one’s reading journal prior to the designated class session.

Additionally, class participation does not directly affect the student’s grade in this course, however it strongly affects one’s ability to engage in active learning. Questions and other forms of discussion will be strongly encouraged.

Statement on electronics etiquette from the 2007-2009 Student Handbook:

“Students should refrain from using cell phones, laptop computers, or other devices in a manner that distracts others in the class. Playing games, browsing the Internet, using email, instant messaging, or text messaging, etc., are considered unacceptable when class is in session. Unless permitted by the professor, students should turn off all electronic devices during tests and quizzes” (1.15.1).

C. Late Assignments

All assignments and all readings, unless otherwise noted, are to be turned in at the beginning of the designated class session. Late assignments are generally not accepted.

D. Absences

Attendance at class sessions is required. Students will be responsible for keeping track of their attendance and reporting the number of absences on the final exam. Per the student handbook, three tardies or three early exits from class is the equivalent of one absence.

The following statement for the Summer and Winter sessions is from the 2007-2009 Student Handbook:

“Each professor will establish the attendance requirements for his or her course in the syllabus with a minimum of permitted absences from each fifty-minute session (i.e., one-class hour) equal to twice the credit hours of the course. Each unexcused absence in excess of the prescribed limit given by the professor for the course may result in a reduction of the final grade” (1.15.4).

E. Plagiarism (inclusion optional)

The following statement is from the 2007-2009 Student Handbook:

“The website, Turnitin.com, defines plagiarism as ‘the use of another’s original words or ideas as though they were your own. Any time you borrow [copy] from an original source and do not give

proper credit, you have committed plagiarism...’ (http://turnitin.com/research_site/e_faqs_text). Plagiarism is academically dishonest and contrary to biblical standards of integrity. Any course work involving dishonest academic practices will be graded as zero without any resubmission permitted. In each case the Office of the Dean of Students will be notified” (1.16.3).

F. Letter/Numerical Grade Scale

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|------------------|-----------------|-----------------|-----------------|---------------|
| A+ 99-100 | B+ 91-93 | C+ 83-85 | D+ 75-77 | F 0-69 |
| A 96-98 | B 88-90 | C 80-82 | D 72-74 | |
| A- 94-95 | B- 86-87 | C- 78-79 | D- 70-71 | |

VI. COURSE SUPPLEMENTAL INFORMATION

Submission of Assignments

Written assignments will be submitted at online.dts.edu (Canvas). Login instructions can be found on the home page.

Recording of Classes

Students may not record class sessions without the permission of the professor. If a student desires to make an audio or video recording of a class session, written permission must be obtained in advance of the recording. Please submit a written request explaining the purpose of taping and the extent of use of the tapes. Under no conditions may recordings be duplicated, given, or lent to anyone not registered for this class. No transcriptions of class lectures or discussions are allowed.

Work Done for Another Course

Work that has been done (or is being done) for other courses may not be submitted for credit in this class without the written permission of the professor. Requests for permission must be in writing, and permission must be obtained prior to the submittal of the work.

Students with Disabilities or Medical Incidents:

Dallas Theological Seminary works to provide reasonable and appropriate accommodations to students with psychological, medical, physical, and learning disabilities. A student desiring or needing accommodations on the basis of such disabilities or of medical incidents such as hospitalization or severe injury is to contact the Director of Services for Students with Disabilities (<https://students.dts.edu/studentlife/disability-services/>). If the student is aware of a condition that may impact his/her studies, the student should contact the Director of Services for Students with Disabilities at prior to the beginning of the semester or at the onset of a crisis.

VII. COURSE LECTURES AND ASSIGNMENT SCHEDULE

This schedule, formatted to the dates of each class session, should include a list of lecture/course topics to be covered, written assignments with due dates, quizzes and /or exams with dates, and notation of days when regularly scheduled class sessions will not meet. The use of a table in this section is recommended. Labeled columns are suggestions only.

| No. | Date | Subject | Assignments | Due Dates |
|-----|------|--|---|-----------|
| | 8/25 | Introduction to the Course The God Who Is | | |
| | 8/27 | The God Who Creates and Redeems | | |
| | 9/1 | Creation and Evolution | | |
| | 9/3 | The Human Creature in Christological Perspective | | |
| | 9/8 | The Human Creature in the Story of Redemption: Theological Anthropology | | |
| | 9/10 | Humankind, Personhood and the imago Dei | | |
| | 9/15 | Human Nature: Questions of the Soul, the Body, Human Finitude, and Embodiment | Basil Journal Due | |
| | 9/17 | The Human Creature and the Arch of Life Pt. 1: Gender and Sexuality | | |
| | 9/22 | The Human Creature and the Arch of Life Pt. 2: Marriage, the Family, and Singleness | | |
| | 9/24 | The Human Creature and the Arch of Life Pt. 3: Homosexuality, Aging, and Disability | Exploring Christian Theology Journal Due | |

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|--|---------------|--|--|--|
| | 9/29 | The Human Creature and the Arch of Life Pt. 4: A Theology of Race and Ethnicity | | |
| | 10/1 | The Human Creature and the Arch of Life Pt. 5: The Human Creature and Its Ends | | |
| | 10/6 | Creation Care: Rocks, Trees, and Bumblebees | | |
| | 10/8 | Angels: In the OT and NT | | |
| | 10/13 | Angels: Their Activities and Purpose | Kapic Journal Due | |
| | 10/15 | Satan, His Demons, and Spiritual Warfare | Cortez Journal Due | |
| | 10/20 | Angels and Their Ends | Mid-Term Exam Due | |
| | 10/22 | Sin in Light of Redemption | | |
| | 10/27 | The Story of the Fall | | |
| | 10/29 | Historical Approaches to the Problem, Presence, and Essence of Sin | | |
| | 11/3 | Human Depravity | | |
| | 11/5 | The Individual Effects of the Fall Pt. 1: Sin, Evil, and Death | | |
| | 11/10 | The Individual Effects of the Fall Pt. 2: Sin and the Perversion of Vocation | | |
| | 11/12 | The Social Effects of the Fall Pt. 1 | Plantinga Journal Due | |
| | 11/17 | No Class -- Reading Week | | |
| | 11/19 | No Class -- Reading Week | | |
| | 11/24 | No Class -- Thanksgiving Break | | |
| | 11/26 | No Class -- Thanksgiving Break | | |
| | 12/1 | The Social Effects of the Fall Pt. 2 | | |
| | 12/3 | Sin and the Marring of Creation | | |
| | 12/8 | The Problem and Presence of Evil | | |
| | 12/10 | Sin, Redemption, the Human Person, and the Church: Learning Wisdom, Embodying Redemption | Due: Book Review Due: Doctrinal Synthesis Paper | |
| | 12/14 - 12/18 | Assignment Completion | Due: Final Exam | |