

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: ST101. *3 hours*.

- A. In the master's curriculum, this course follows Trinitarianism and emphasizes the nature, functions, and fall of humanity on earth as God's highest creation. The course is followed by Soteriology. Thus, the logical sequence is God (Subject of the Bible and Creator of the world), people (object of the Bible and highest creation in the image of God), Fall (loss of relationship between God and humanity), and salvation (restoration of relationship).
- B. The course also covers the nature of angels and their respective relationships (fallen and unfallen) with people under God on earth. Thus, temptation and protection (by demonic and angelic forces respectively) will be broadly considered as subordinate themes.
- C. The focus of the course will be on the progressive revelation of each of these doctrinal areas in the Bible and the contribution of that revelation to contemporary issues.

II. COURSE OBJECTIVES

This course is designed:

- A. To encourage the students to formulate and to develop their thinking about these important doctrinal areas through class notes, readings, and discussions.
- B. To encourage the students to develop their comprehension of the implications of theology for Christian living, ministry, and relevant issues through the class sessions and personally selected assignments.
- C. To encourage the students to formulate personal conclusions to subjects and issues of personal interest through assignments and discussion. The student will be encouraged to:
 - Praise God for His magnificent creation
 - Reflect on the implications of the *imago dei* for our responsibility to the environment
 - Reflect on the dignity and depravity of humanity as a motivation to evangelism and discipleship
 - Reflect on the implications of dignity and depravity of humanity for an eschatological hope
 - Realize that earthly events have a spiritual dimension that involves angelic conflict, and
 - Realize that growth in knowledge should be accompanied by growth in character
- D. In terms of specific content, at the conclusion of the course the student should be able to:
 - Explain the biblical doctrine of creation and contrast it to other cosmogonies
 - Defend the uniqueness and dignity of humanity
 - Explain essential elements of a biblical theology of the body
 - Correlate biblical teaching on the immaterial aspect of human nature with the doctrine of sanctification
 - Explain the fall and its impact on creation
 - Define death and explain the basis of and the implications of its defeat
 - Respond to the problem of evil with depth and both experiential and biblical insight
 - Correlate biblical teaching on sin with the doctrines of soteriology and sanctification
 - Recognize basic values to be affirmed in a technological society, and
 - Correlate biblical teaching on angels and demons with divine providence

- E. These objectives (cognitive, methodological, and affective) will be fulfilled by the assignments. The class time will be used to raise questions and to expound and to discuss major ideas, doctrines, and texts that should be used by the student in the completion of the course requirements. The course is designed to encourage thinking more than other disciplines such as memorization (see the department's purpose in the *Catalog*).

III. COURSE TEXTBOOKS

A. Required

For 2- and 3-hour students

Burns, J. Lanier, Nathan D. Holsteen, and Michael J. Svigel (with Glenn R. Kreider and John A. Adair). "From Dust to Dust: Creation, Humanity, and the Fall." In Nathan D. Holsteen and Michael J. Svigel, eds. *Exploring Christian Theology*. Vol. 2: Creation, Fall, and Salvation. Minneapolis: Bethany House, 2015. **NOTE: For ST 103, only the first half of this volume must be read.** (129 pp.)

Greene-McCreight, Kathryn. *Darkness Is My Only Companion*. Revised, Expanded edition. Grand Rapids: Brazos, 2015. (240 pp.)

Hill, Wesley. *Washed and Waiting: Reflections on Christian Faithfulness and Homosexuality*. Updated and Expanded edition. Grand Rapids: Zondervan, 2016. (224 pp.)

Plantinga, Cornelius, Jr. *Not the Way It's Supposed to Be*. Grand Rapids: William B. Eerdmans Publishing Co. 1996. (202 pp.)

Sherlock, Charles. *Doctrine of Humanity*. Downers Grove: InterVarsity Press, 1997. (303 pp.)

For 3-hour students only

Burns, Patout, ed. *Theological Anthropology*. Minneapolis: Augsburg Fortress Press, 1981. (144 pp.)

Cole, Graham. *Against the Darkness: The Doctrine of Angels, Satan, and Demons*. Wheaton, Ill.: Crossway, 2019. (270 pp.)

B. Suggested

Blocher, Henri. *Original Sin: Illuminating the Riddle*. Downers Grove: InterVarsity Press, 2000.

Dembski, William and Jonathan Witt. *Intelligent Design Uncensored*. Downers Grove: InterVarsity Press, 2010. (175 pp.)

Downey, Patrick. *Desperately Wicked: Philosophy, Christianity, and the Human Heart*. Downers Grove: InterVarsity Press, 2009.

Garrett, Duane A. *Angels and the New Spirituality*. Nashville: Broadman and Holman, 1995. (272 pp.)

Hoekema, Anthony. *Created in God's Image*. Grand Rapids: William B. Eerdmans, 1986.

Middleton, J. Richard. *The Liberating Image: The Imago Dei in Genesis 1*. Grand Rapids: Baker, 2005.

IV. COURSE REQUIREMENTS

A. Reading Assignments

Reading:

All students will be required to complete the assigned reading, which consists of the required textbooks listed above. A reading report is due, via Canvas, by **18 December**. Points toward the final grade will be awarded in accordance with the percentage of reading completed.

B. Written Assignments

For 2- and 3-hour students

Doctrinal Synthesis Paper:

The student 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 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 Exposition** (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 Reflection** (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.

The doctrinal synthesis paper is due, via Canvas, by **11 December**.

For 3-hour students only:

Critical Response Paper: Students are required to write a critical response paper on either Greene-McCeight's *Darkness is My Only Companion* OR Hill's *Washed and Waiting*. [NOTE: Both books are required reading, but students should only write a critical response to one of them.] After reading the book, write a 7-10-page critical response paper. This paper is not simply a book review, but a critical interaction with the material. Briefly summarize the author's thesis, explaining key arguments used to support the thesis [1-2 pages]. Then evaluate the thesis and the means of presentation [4-5 pages]. Finally, discuss personal and ministerial application of this material [2-3 pages]. Due: **16 October**.

Selected Projects:

Each student will choose from among the following options to accumulate up to twenty (20) points. (Students are not limited to a single option.) NOTE: Selected assignments are required. The student should choose from among the options below. Failure to complete a selected assignment(s) will leave the student's maximum grade at 80. **All assignments due, via Canvas, by 4 December.**

OPTION 1: RESEARCH PAPER

Each student who chooses this option will write a research paper on any topic related to anthropology, angelology, or hamartiology. The paper should be long enough to deal adequately with the proposed subject, so students will have to carefully select issues that are not too broad for appropriate treatment.

Each paper must include both footnotes and a bibliography and be written according to Turabian format. As a general guide, research papers for this course should probably have around 2 footnotes per page and 1 source per page. Thus a 20-page paper should probably have about 40 footnotes along with about 20 good sources in the bibliography.

Criteria for grading will include depth and quality of research, amount of apparent effort, accuracy and completeness in argumentation and conclusions, clarity of expression, neatness in presentation, and proper form. Like these criteria, the points awarded for research papers will be somewhat subjective. However, a general guide is that an excellent research paper will be worth about 2-3 points per page and an average paper will be worth 1-2 points per page.

OPTION 2: CURRICULUM PROJECT

The student may develop a course in anthropology, angelology, or hamartiology. This may be particularly beneficial to those who are involved in an active teaching ministry, for your materials may be directly suited to your own ministry needs. The project should make use of class notes, textbooks, other readings, and any other information you may wish to include. However, it must be your own arrangement of the materials in your own words. It should also be appropriate for your target audience, which you will be expected to identify in the introduction. The student is encouraged to include audiovisual aids, but these are not required.

Students are encouraged to work together on curriculum projects, which may also be prepared in languages other than English. (For those using other languages, please provide a two-page summary in English, describing the nature of the project, the topics addressed, and notable features of the presentation.)

Grading of curriculum projects is very difficult because of the wide range of approaches and materials used by the students. Points will be assigned on the basis of depth and quality of research, amount of apparent effort, accuracy and completeness in argumentation and conclusions, clarity of expression, creativity, and neatness in presentation.

OPTION 3: SCRIPTURE MEMORIZATION

The student may choose to memorize any of the following Scripture passages (or other passages approved by the professor in advance). Each verse memorized (note: not each passage) is worth one-half point.

Creation

Gen. 1:26-28

Gen. 2:7

Gen. 2:22-25

Psalms 8:3-5

Col. 1:16-17

2 Pet. 3:3-7

Human Nature

Psalms 103

Psalms 139:13-18

Matt. 10:28

Mark 12:30

Rom. 6:8-13

2 Cor. 5:1-10

Depravity

Gen. 3:14-19

Jer. 17:9-10

Rom. 1:18-32

Rom. 3:9-12

Rom. 5:12-19

1 Cor. 2:14

2 Cor. 4:3-4

Eph. 2:1-3

Spiritual Warfare

John 17:15

Eph. 6:10-12

2 Thess. 3:3

1 Pet. 5:8-10

2 Cor. 10:3-5

James 4:7

1 John 5:18

If this option is selected, the student must demonstrate the successful memorization of the verses to another individual according to the following “rules”:

*Your recitation of the entire passage must be word perfect (including conjunctions, articles, and prepositions!) according to a recognized (published) translation to receive credit.

*The listener may not offer any hints or corrections although he or she is expected to tell you that you have or have not recited a verse correctly.

*Each verse recited correctly will be worth one-half point, but all of the verses to be counted toward this assignment must be recited perfectly at one sitting. A sitting is defined as one occasion in which you try to cite as many passages as you can without receiving hints, helps or otherwise checking yourself by looking up the passage, checking verse cards, or hearing it read or recited to you. You can try as many “sittings” as you wish in order to correctly recite the highest percentage of passages as is possible for you, but only that percentage cited word perfectly in one sitting will be credited. (No cumulative amount compiled over several sittings).

*The individual who hears you must verify your results in a signed note or e-mail to the professor.

*The student will earn ½ point for each verse (up to 40 verses). Note that several of the passages noted above consist of more than one verse. The student may elect to memorize only a portion of a given passage and will receive credit for the memorized portion.

OPTION 4: BOOK, PERIODICAL, MUSIC, AND FILM REVIEW (15 points per book, up to 5 points per periodical article, up to 10 points per album, up to 10 points per film)

As noted above, specific readings will be required for the course. The student may choose to do additional reading on the subject matter of the course. If there is any question about the suitability of the book, consult with the professor. After completing the reading (or viewing), the student must submit a written review of approximately 8-10 pages per book, album, or film. Periodical reviews must be approximately 5-6 pages. The first page or so should summarize carefully the thesis (or story) of the book, article, album, or film, explaining key arguments or images used to communicate that thesis. The remainder should present a critique of both the thesis and the means by which it was presented.

If students discuss a book (or album or film) with one another for at least two hours (in one or two meetings), each student in the discussion will receive an additional 5 points for his or her written review, which should reflect in some way the influence of the group conversation.

You may NOT receive credit for books read for other classes. You MAY receive credit for books and articles read in the preparation of a research paper.

You MAY review up to two essays from a book that is a compilation of essays (in which case they will be counted as periodical reviews, worth 5 points each).

If you choose to do album or film reviews, make sure that the works are worth your time and effort. Please be sensitive to your conscience in making selections. Please do not use this assignment as an opportunity to express your “Christian liberty.” Please choose films that tell a story that is relevant to the topic area and do it well. Spend your time wisely!

C. Quizzes and/or Exams

For 2- and 3-hour students

There will be an objective final exam given during finals week. The exam will cover the major topics of the course. The final will be available via Canvas from **12 December through 18 December**.

V. COURSE POLICIES

A. Weight Given to Course Requirements for Grading

The overall course grade is a composite of several factors. It is not a measure of personal worth or necessarily of the amount of information that a student feels that he or she has learned. Rather, it is a cumulative figure that bears a relationship to the student’s successful completion of the course requirements. This figure is determined in the following manner:

For 3-hour students

Reading	30%
Critical Response	15%
Doctrinal Synthesis	25%
“Optional” Assignments	20%
Final Exam	<u>10%</u>
	100%

For 2-hour Students

Reading	40%
Critical Response	N/A
Doctrinal Synthesis	40%
“Optional” Assignments	N/A
Final Exam	<u>20%</u>
	100%

It is expected that all students will submit accurate reports regarding their work and that all written assignments will be original to the student. Work that has been done for other classes may not be used to earn credit in this class unless it undergoes such substantial revision that it becomes essentially a new product.

B. Class Participation

Class participation will not directly affect the student’s grade in this course, but it will significantly affect the student’s learning. Questions and other forms of discussion will be strongly encouraged.

C. Late Assignments

Except in the rare case of an emergency, late assignments will not be accepted.

D. Absences

The professor believes the class sessions will be worthwhile and will greatly enhance the learning experience for everyone. An attendance report will be required at the end of the semester, so please keep a record of your attendance and tardies. [Please note: In accordance with the Student Handbook, being tardy or leaving class early three times equals one absence.]

E. Letter/Numerical Grade Scale

	B+ 91-93	C+ 83-85	D+ 75-77	F 0-69
A 96-100	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

- A. Course Notes: The professor is indebted to Dr. Robert Pyne and Dr. Glenn Kreider for some of the course material. Course lecture notes (Powerpoint slides) will be made available on **online.dts.edu**.
- B. The selection of textbooks should not be interpreted as implying the professor's endorsement of any of the views of the authors. Textbooks are selected for their perceived value in helping to meet the course goals and objectives.
- C. "The purpose of the Department of Theological Studies is to equip godly servant-leaders for worldwide ministry by: passing onto students an understanding of the church's one true faith embraced within a distinctively dispensational, premillennial evangelicalism; encouraging students to think theologically as a response to Scripture with a sensitivity to the history of theology, philosophy, and culture; [and] helping students gain perspectives essential to spiritual formation, global servant-leadership, and the evaluation of contemporary issues and trends." (*Catalog*).
- D. To promote class participation and to avoid distraction, the use of electronic equipment—including cell phones, headphones, audio or video players, recording devices (except for recording lectures for personal use only), or internet browsing and text messaging—is prohibited during class. Students may use laptop computers only for taking notes during lectures. Exceptions to this prohibition must be approved by the professor in advance.
- E. Work that has been done for other classes may not be used to earn credit in this class. Submission of work for this class is presumed to include an affirmation that it is the student's own work and has not previously been submitted in another course. "Plagiarism is defined as 'passing off as one's own ideas, writings, etc., of another.' Plagiarism is academically dishonest and is contrary to biblical standards. Any course work involving dishonest academic practices will be graded as zero without any resubmission permitted. In each case, the Dean of Students' Office will be notified" (*Student Handbook*). Please be aware that the Seminary has enabled Turnitin software via Canvas in order to detect possible instances of plagiarism. Any questions about what constitutes plagiarism should be referred to the professor or the Dean of Students.
- F. Students are responsible for any additions or corrections made to this syllabus at the discretion of the professor and announced in class.
- G. Written assignments must be submitted electronically at online.dts.edu. Login instructions can be found on the home page.
- H. 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 prior to the beginning of the semester or at the onset of a crisis.

VII. COURSE LECTURES

The live portion of the course will occur midway through the semester. Before and after our live session, online lectures will be posted for viewing.

Suggested Bibliography

- Adler, M. J. *The Difference of Man and the Difference It Makes*. New York: Meridian, 1967.
- Aquinas. *On Human Nature*. Edited, with Introduction, by Thomas S. Hibbs. Indianapolis: Hackett Publishing Co., 1999.
- Augustine. *The City of God*. Translated by Marcus Dods. New York: Random House, 1950.
- Augustine. *On Free Choice of the Will*. Translated by Thomas Williams. Indianapolis: Hackett Publishing Co., 1993.
- Barbour, Ian G. *Nature, Human Nature, and God*. Minneapolis: Fortress, 2002.
- Barger, Lilian Calles. *Eve's Revenge: Women and a Spirituality of the Body*. Grand Rapids: Brazos, 2003.
- Bazyn, Ken. *The Seven Perennial Sins and Their Offspring*. New York: Continuum, 2002.
- Behe, Michael. *Darwin's Black Box: The Biochemical Challenge to Evolution*. New York: Free Press, 1996.
- Berkouwer, G. C. *Studies in Dogmatics: Man: The Image of God*. Translated by Dirk W. Jellema. Grand Rapids: Wm. B. Eerdmans Publishing Co., 1962.
- Berkouwer, G. C. *Studies in Dogmatics: Sin*. Translated by P. C. Holtrop. Grand Rapids: Wm. B. Eerdmans Publishing Co., 1971.
- Brown, Andrew J. *The Days of Creation*. Dorset, UK: Deo Publishing, 2014.
- Brown, Peter. *The Body and Society: Men, Women, and Sexual Renunciation in Early Christianity*. New York: Columbia University Press, 1988.
- Brown, Warren S., Nancey Murphy, and H. Newton Malony (eds.). *Whatever Happened to the Soul? Scientific and Theological Portraits of Human Nature*. Minneapolis: Fortress Press, 1998.
- Brunner, Emil. *Man in Revolt: A Christian Anthropology*. Philadelphia: Westminster Press (reprint), 1939.
- Burns, J. Patout. *Theological Anthropology*. Sources of Early Christian Thought. Philadelphia: Fortress Press, 1981.
- Bynum, Caroline Walker. *The Resurrection of the Body in Western Christianity, 200–1336*. New York: Columbia University Press, 1995.
- Carter, J. Kameron. *Race: A Theological Account*. Oxford: Oxford University Press, 2008.
- Chafer, L. S. *Systematic Theology*. Vol. 2: *Angelology, Anthropology, Hamartiology*. Dallas: Dallas Seminary/Zondervan, 1947.
- Collins, C. John. *Science and Faith: Friends or Foes*. Wheaton: Crossway Books, 2003.
- Cooper, John W. *Body, Soul, and Life Everlasting: Biblical Anthropology and the Monism-Dualism Debate*. Grand Rapids: Wm. B. Eerdmans Publishing Co., 1989.
- Cortez, Marc. *Christological Anthropology in Historical Perspective: Ancient and Contemporary Approaches to Theological Anthropology*. Grand Rapids: Zondervan, 2016.
- Cortez, Marc. *ReSourcing Theological Anthropology: A Constructive Account of Humanity in the Light of Christ*. Grand Rapids: Zondervan, 2018.
- Crabbe, M. James C., ed. *From Soul to Self*. London: Routledge, 1999.
- Cuneo, Michael W. *American Exorcism: Expelling Demons in the Land of Plenty*. New York: Doubleday, 2001.
- Dawkins, Richard. *The Blind Watchmaker: Why the Evidence of Evolution Reveals a Universe without Design*. New York: W. W. Norton & Co., 1987.
- Dawkins, Richard. *Climbing Mount Improbable*. New York: W. W. Norton & Co., 1996.
- Dawkins, Richard. *The God Delusion*. New York: Houghton Mifflin, 2006.
- Degler, Carl N. *In Search of Human Nature: The Decline and Revival of Darwinism in American Social Thought*. New York: Oxford University Press, 1991.

- Dembski, William A. (ed.). *Mere Creation: Science, Faith, and Intelligent Design*. Downers Grove, IL: InterVarsity Press, 1998.
- Dennett, Daniel C. *Darwin's Dangerous Idea: Evolution and the Meanings of Life*. New York: Simon and Schuster, 1995.
- Dickason, C. Fred. *Angels: Elect and Evil*. Chicago: Moody, 1981.
- Dillard, Annie. *The Living*. New York: Harper Collins, 1992.
- Engel, Mary Potter. *John Calvin's Perspectival Anthropology*. Scholars Press, 1988. Reprint: Eugene, OR: Wipf and Stock, 2002.
- Erickson, M. J., ed. *Man's Need and God's Gift: Readings in Christian Theology*. Grand Rapids: Baker, 1976.
- Evans, C. Stephen. *Existentialism: The Philosophy of Despair and the Quest for Hope*. Richardson: Probe, 1984.
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- Hughes, Philip E. *The True Image: The Origin and Destiny of Man in Christ*. Grand Rapids: Wm. B. Eerdmans Publishing Co., 1989.
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- Keiser, Thomas A. *Genesis 1–11: Its Literary Coherence and Theological Message*. Eugene, OR: Wipf & Stock, 2013.
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- Kramer, Peter D. *Listening to Prozac: A Psychiatrist Explores Antidepressant Drugs and the Remaking of the Self*. New York: Viking Press, 1993.
- Larson, Edward J. *Summer for the Gods: The Scopes Trial and America's Continuing Debate over Science and Religion*. Cambridge: Harvard University Press, 1997.
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- Moreland, J. P., ed. *The Creation Hypothesis: Scientific Evidence for an Intelligent Designer*. Downers Grove, IL: InterVarsity Press, 1994.
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- Niebuhr, Reinhold. *The Nature and Destiny of Man*. Vol. 1: *Human Nature*. New York: Charles Scribner's Sons, 1941.
- Niebuhr, Reinhold. *The Nature and Destiny of Man*. Vol. 2: *Human Destiny*. New York: Charles Scribner's Sons, 1943.
- Noll, Stephen. *Angels of Light, Powers of Darkness*. Downers Grove: InterVarsity Press, 1998.
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