

CTH 5510 FUNDAMENTALS OF CHRISTIAN THEOLOGY
ASHLAND THEOLOGICAL SEMINARY

Summer Semester 2020 – Detroit

May 29-30 and June 26-27—combination of Zoom & Blackboard
 Friday - 6:00PM-9:00PM, Saturday - 8:00AM-4:00PM (18 class hours)

Hybrid course with Online Discussion Component (8 class hours)

Week of June 1, 8, 15 & 22 (online component)

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This course utilizes an online component (Blackboard) as its major teaching medium. Access to a reliable computer and the internet through a high-speed means (dial-up access does not usually work satisfactorily in this course) is required, as is familiarity with the use of Blackboard (assistance in Blackboard is provided in video format within the course). It is highly recommended that you be familiar with computer and web functions prior to starting the course since it is not advised to try to learn them while the course is in progress. On-line learning often requires more self-motivation than a regular class and is not suitable for every student. In addition to the above, we will be utilizing Zoom to replace a portion of our face to face classroom time. I would encourage you to download the Zoom app and become familiar with the various functions (audio, video, mute, chat, etc.) prior to the beginning of class.

I. Course Description

This course is a survey of Christian theology for students in professional counseling. Building upon key themes in biblical theology, the course gives students an overview of Christian doctrines, with special attention to issues important in counseling. The course is designed to expose students to a variety of theological perspectives so that they can develop a coherent theological framework for themselves as Christian professionals and so that they can engage the religious views of Christian clients with integrity and respect.

II. Student Learning Outcomes

As a result of this course, students will be able to do the following:

- I. Knowledge Objectives 1-8 Not assessed.
 - 9a. Acknowledge and reflect on the theological lenses through which they view the world.
 - 9b. Identify the perspectives and contributions of various Christian traditions on significant theological issues.
 - 9c. Develop a coherent theological perspective from which to engage in the counseling task.
- II. Professional Skills Objectives
 1. Not assessed.
 2. Draw upon theological concepts to construct meaning in a representative counseling situation.
 - 3-6 Not assessed.
- III. Personal Attributes Objective
 1. Not assessed.
 2. Engage differing theological views with integrity and respect. 3-4 Not assessed.

III. Course Requirements

A. Textbooks (in addition to the Bible):

Holeman, V. T. (2012). *Theology for better counseling*. Downers Grove, IL: InterVarsity Press. ISBN 13: 978-0830839728

Stiver, D. (2009). *Life together in the way of Christ*. Waco, TX: Baylor University Press. ISBN 13: 978-1602580619

B. Attendance

According to the Student Handbook, attendance at all class sessions is expected, **unless the professor has been notified in advance and has approved the absence**. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

C. Assignments/Assessment of Student Learning

1. **Class engagement: 50 points each weekend class session=100 points.**

Discussion will form an important part of both the zoom and online component of this class, since doing theology has a corporate as well as an individual dimension. Please come to either form of class having read the material and prepared to participate. Engagement will be graded on the quality of your contributions to the ongoing conversation.

- Zoom classroom sessions: will meet on Fridays 6-8pm and Saturdays, 10am-noon and 3-4pm May 29-30 & June 26-27. Class work on Blackboard will be on Fridays 8-9pm and Saturdays, 8-9:45 am and 1-2:45 pm.

2. **Online engagement: 50 points each week, 4 weeks=200 points.**

Weekly online component on Blackboard: Reading assignments, posting criteria and questions for you to answer will be available on Blackboard for each week of online class engagement (four weeks total). The class will be divided into smaller groups and the posting for your answers (within your group) to the questions during each week will be due on **Wednesdays at 11.59pm**. In addition, you will respond to the answers provided by several of your classmates in order to simulate a "classroom" discussion. These responses are due on **Fridays at 11.59p**. Failure to meet these time frames will result in a deduction of points.

3. **Reading quizzes. 10 quizzes @ 20 points each=200 points.**

Reading quizzes will be given in class as well as online. Three quizzes during our weekend sessions and one each week for our online class sessions. **You are required to read all material for WEEK 1 provided in class schedule prior to Friday, May 29** Each quiz will be a short open-book quiz on the assigned reading.

- Questions will be multiple choice, matching, fill in the blank or short answer.
- A list of terms and concepts will be distributed on the first day of class and will be available in Blackboard to guide your reading and preparation for the quizzes.

4. Credo. 6 parts, 50 points each part=300 points.

You will write a statement of faith throughout the semester on the theological areas covered by the course. The purpose is to integrate the course material from your own perspective. The credo will be submitted in six parts:

- **Part 1:** What are your theological “lenses”? Where have your beliefs come from? How does your context, theological tradition, and experience affect the way you think theologically? Length: ½-1 page
- **Part 2:** What do you believe about God, creation, and humanity? Length: 2-3 pages
- **Part 3:** What do you believe about sin and the problem of evil and suffering? Length: 2-3 pages
- **Part 4:** What do you believe about Jesus and atonement? Length: 2-3 pages
- **Part 5:** What do you believe about the Holy Spirit, salvation, and the church? Length: 3-4 pages
- **Part 6:** What do you believe about personal and corporate eschatology? Length: 2-3 pages

Specific questions for you to answer in each part will be provided. Credos will be graded on clarity, coherence, depth of insight, constructive engagement with course content, and faithfulness to Scripture. You need not do any additional research for this assignment, but any sources you do use **must** be appropriately documented **in the text**. Any Biblical references should be documented in parentheses in the text. Credos should use gender-inclusive language about people and should conform to APA style. See the *ATS Writing Handbook*. **Due dates: See course schedule.**

5. Case study. 200 Points.

Choose one of the case studies supplied by the instructor on the first day of class. Discuss the theological issues involved in the case from your own perspective. **Length:** 6-8 pages.

- In your discussion, draw upon the Bible, course texts, class lectures, and at least **three** other sources. The secondary resources should represent biblical and theological scholarship rather than scholarly or popular counseling literature.
- The objective is to develop a coherent and thoughtful theological discussion in your own voice, supported by biblical evidence, careful reasoning, and selected theological scholarship. Don’t simply quote biblical verses but set forth the relevant theological content from your own perspective.
- *Do not discuss how you would counsel the person in the case study. Do not refer to counseling theories or psychological insights.* Instead, construct a theological framework that would equip you to think theologically about this person’s situation. Make sure you connect the theological discussion with the issues in the case study.
- Include one paragraph that reflects on how your own presuppositions and faith tradition would inform your understanding of the issues.
- Document all uses of secondary sources (including course texts, lectures, and handouts) in APA style (**must include page numbers**). Any statements taken directly from secondary sources must be enclosed in quotation marks. Biblical references should be documented in parentheses. The paper must conform to the seminary’s Writing Handbook. **Due: 11.59 pm, July 3, 2020**

D. Calculation of Grade and Connection of Learning Outcomes

<i>Assignments</i>	<i>Learning Outcomes</i>	<i>Percent of Final Grade</i>	<i>Total points</i>
Class Engagement	III.2	10%	100 (50 pt. each weekend)
Online Engagement	III.2	20%	200 (50 pt. each week)
Quizzes (10)	I.9b	20%	200
Credo (6 parts)	I.9a; I.9c	30%	300 (50 pt. each part)
Case study	I.9a; II.2	20%	200
		100%	1000 points

IV. Course Schedule

<i>Week</i>	<i>Dates</i>	<i>Lecture/Topics</i>	<i>Readings/Assignments</i>
Part One: Thinking Theologically			
1	May 29 Zoom: 6-8 pm	Why Theology? <i>#1—Theology and the Counselor</i>	Stiver, chapter 1 Holeman, chapter 1
	May 29 8-9 pm Blackboard	<i>#2 Revelation, Scripture, Method The Big Story</i>	Stiver, chapter 2 (p.52-58)
Part Two: God and the Good Creation			
	May 30 8-9.45 am Blackboard	What is God Like? <i>#3 The Trinity</i>	Stiver, chapter 4 Holeman, chapter 2
	May 30 Zoom 10am-noon	How Does God Relate to the World? <i>#4 Creation and Sovereignty</i>	Stiver, chapter 5 (p. 163-181) Holeman, chapter 3 Quiz #1 Quiz #2
	May 30 1-2:45pm Blackboard	What Does It Mean to be Human? <i>#5 Humanity</i>	Stiver, chapter 6
	May 30 Zoom 3-4 pm	Review	Quiz #3
Part Three: What's Wrong With This Picture?			
2	Jun 1-5 Blackboard	What Is the Human Problem? <i>#6 Sin</i> Why Do Bad Things Happen? <i>#7 The Problem of Evil and Suffering</i>	Stiver, chapter 5 (p. 181-206) chapter 6 Holeman, chapter 7 Credo Part 1 due, 11pm, June 6 Quiz #4 on week's reading
Part Four: Restoration and Transformation			

3	June 8-12 Blackboard	Why Does Jesus Matter? #8 <i>Jesus and the Kingdom</i>	Stiver, chapter 7 Credo Part 2 due, 11pm, June 13 Quiz #5 on week's reading
4	June 15-19 Blackboard	How Does Jesus Help? #9 <i>Jesus' Life and Work (Atonement)</i>	Stiver, chapter 8 (p. 285-325) Holeman, chapter 6 Credo Part 3 due, 11pm, June 20 Quiz #6 on week's reading
5	June 22-25 Blackboard	Why is Change Possible? #10 <i>The Holy Spirit</i>	Colijn, "Presence and Promise" Pinnock, "Other Hand of God" Credo Part 4 due, 11pm June 25
5	June 26 Zoom: 6-8 pm	How Can We Become Whole? #11 <i>Salvation: Beginning the Journey, pt. 1</i>	Stiver, chapter 8 (p. 325-335)
	June 26 8-9 pm Blackboard	What Does Wholeness Look Like? #11 <i>Salvation: The Journey Continues, pt. 2</i>	Stiver, chapter 8 (p. 335-364) Holeman, chapters 4-5 #7 Quiz
	June 27 8-9:45 am Blackboard	Do We Have a Purpose? #12 <i>The Church: Community and Calling</i>	Stiver, chapter 9 (p. 365-391) #8 Quiz
	June 27 Zoom 10am-noon	Can We Get More Help? #13 <i>Practices of Wholeness</i>	Stiver, chapter 9 (p. 391-426) #9 Quiz
	June 27 1-2:45pm Blackboard	What Do We Hope For? <i>Life After</i> #14 <i>Life After Death The New Creation</i>	Stiver, chapter 10 Holeman, Postscript
6	June 27 Zoom 3-4 pm	Review	#10 Quiz
7	July 3		Credo Part 5-6 Due, 11pm July 3 Case Study Due, 11pm July 3

V. Recommendations for Lifelong Learning

For ongoing growth in the ability to think theologically about the counseling context, read some of the books in the bibliography, and search out works by counseling professionals who try to integrate theology into their approach to counseling. Mark McMinn is a good example. Take advantage of seminars offered through the seminary. Check out articles in the *Journal of Psychology and Christianity*.

VI. Seminary Guidelines

A. ATS Academic Integrity Policy

Ashland Theological Seminary expects each student to uphold the Seminary's core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one's own,

unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one's own capabilities to achieve one's fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the *Student Handbook*.

B. Seminary Writing Consultation Service

The Seminary Writing Consultation Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person.

To schedule an appointment, visit Writing Center Online and select "Online and Graduate" from the schedule menu.

C. Accessibility Resources and Accommodations

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to dservices@ashland.edu. The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

D. ATS Grading Scale

Grade	Quality	Percent	Description
A	4.0	97-100	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

VII. Selected Bibliography

Theological Dictionaries

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- Wright, D. F., Ferguson, S. B., and Packer, J. I., eds. (1988). *New dictionary of theology*. Downers Grove, IL: InterVarsity.

Systematic Theology

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Ethics

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