ST 5200/01 Syllabus

Spring 2021

RTS Charlotte

**Systematic Theology**

**Christology, Soteriology, Eschatology**

**Meeting Information**

Wednesdays, 8:30-Noon, February 3 – May 5

**Contact Information**

Dr. Kevin DeYoung ([kdeyoung@christcovenant.org](mailto:kdeyoung@christcovenant.org))

My TA at RTS is Alberto Paredes ([aparedes@christcovenant.org](mailto:aparedes@christcovenant.org))

My assistant at Christ Covenant is Kim Westbrook ([kwestbrook@christcovenant.org](mailto:kwestbrook@christcovenant.org))

**Course Description**

This course will systematically present biblical teaching on the topics of Christology (the person and work of Christ), Soteriology (doctrine of salvation), and Eschatology (doctrine of last things applied personally and corporately). We will make robust use of Scripture and the Reformed tradition in exploring how these topics inform and animate Christian discipleship and pastoral ministry. Our focus will be on understanding and articulating sound theology. While the course is academic by nature, it is also designed to be doxological (inspiring us to worship) and practical (helping us in real life ministry).

**Course Requirements**

In addition to faithful attendance and being a joyful and active participant in the class, there are five requirements.

1. Presentation (15%) – Each student will make a 3-5 minute in-class presentation on a theological term, phrase, concept, or question covered in your reading. You should present your material as if you were speaking to an educated adult Sunday school class. For example, what would you say in a few minutes to help am interested layperson understand the two natures of Christ, or expiation, or imputation, or the term Theotokos. You can use notes in your presentation, but do not read a manuscript. **All presentations will take place on April 14**.
2. Quizzes (15%) – There will be three short quizzes throughout the course (see schedule below). The quiz will be based on the lectures and will cover basic facts and terms. If you pay attention in class, the quizzes should not be difficult. The **quizzes will be on February 24, March 31, and April 28.**
3. Final Essay (20%) – Students will take a **final exam sometime during the prescribed** **May 13-18** final exam window. The exam will include material from the lectures and from the reading assignments.
4. Required Reading (20%) – Reading is an important part of the class. Students are expected to read all the assigned material *with reasonable care*. This means skimming does not count. You will find that Turretin is not easy reading. Many terms and debates and people will be unfamiliar to you. That’s okay. Just press through and do the best you can to pick up at much as you can. You won’t regret having tackled Turretin (or allowing him to tackle you!). The two supplemental texts are not simple books, but they should be easier than Turretin. All the **required reading must be completed by May 13**.
5. Research Paper (30%) – A **final research paper is also due on** **May 13**. The paper should be in 12pt., Times New Roman font, full justified, 1 inch margins on all sides, 1.5 spacing, page numbers at the bottom, a title at the top of the first page, with your name, class, and date on the right top of the first page. The paper should be 3500-4000 words, which is roughly 8-12 pages (given the formatting above). Do not go over 4000 words. Use footnotes (not endnotes) according to the Chicago Manual Style (actually, just be consistent with your footnotes and I probably won’t notice what style you use). Your paper should include a thesis statement, clear organization, at least ten scholarly sources (using primary sources as much you can), and a bibliography. The bibliography does not contribute to your word count, but the footnotes do. The goal of a research paper is to state and defend an argument, demonstrating facility with academic sources and showing that you are familiar with (and can treat fairly) the major arguments, including those you do not agree with. Papers will be marked down for grammatical mistakes, sloppy writing, syntactical errors, and failure to communicate your argument clearly and cogently. You can write on a topic of your choosing, but **you must clear your topic with me by April 7.**

**General Schedule**

February 3 – Person of Christ

February 10 – Person of Christ

February 17 – Person of Christ

February 24 – Work of Christ, *first quiz*

March 3 – Work of Christ

March 10 – Work of Christ

March 24 – Soteriology

March 31 – Soteriology, *second quiz*

April 7 – Soteriology, *topic approval*

April 14 – *Presentations*

April 21 – Eschatology

April 28 – Eschatology, *third quiz*

May 5 – Catch Up

May 13 – *Reading Due*

May 13 – *Paper Due*

May 13-18 – *Final Exam*

**Required Reading**

Athanasius. *On the Incarnation* (with an introduction by C.S. Lewis). New York, NY, St Vladimir’s Seminary Press, 1993. (119 pages)

Hoekema, Anthony. *The Bible and the Future.* Grand Rapids, MI: Eerdmans, 1979. Pages 79-287. (209 pages)

Murray, John. *Redemption Accomplished and Applied*. Grand Rapids, MI: Eerdmans, 2015. (193 pages)

Turretin, Francis. *Institutes of Elenctic Theology, Volume Two*, edited by James T. Dennison, Jr. Translated by George Musgrave Giger. Phillipsburg, NJ: P&R Publishing, 1992. Pages 271-724 (454 pages)

**Grading**

Presentation – 15%

Quizzes – 15%

Final Essay – 20%

Required Reading – 20%

Research Paper – 30%

**Other Class Rules**

Computers and tablets are not allowed in class, except in typing your final essay on the last day. Unless there is an emergency, cell phones are not allowed either. Even with the godliest, most focused student, screens are almost always a distraction. Besides, recent articles have suggested that students learn better when taking notes by hand.



**Course Objectives Related to MDiv\* Student Learning Outcomes**

Course: Christology, Soteriology, and Eschatology

Professor: Dr. Kevin DeYoung

Campus: Charlotte

Date: Spring 2021

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| **MDiv\* Student Learning Outcomes**  *In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.*  *\*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.* | | **Rubric**   * Strong * Moderate * Minimal * None | **Mini-Justification** |
| **Articulation**  **(oral & written)** | Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. | Strong | Students must demonstrate that they have learned the material and can communicate it to others both in writing and by speaking. |
| **Scripture** | Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.) | Strong | The exegesis and application of Scripture is a major component in this class. |
| **Reformed Theology** | Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards. | Strong | We will draw from the Reformed tradition in great detail, using classic texts and confessional formulations. |
| **Sanctification** | Demonstrates a love for the Triune God that aids the student’s sanctification. | Moderate | The aim of class is not just information but transformation. |
| **Desire for Worldview** | Burning desire to conform all of life to the Word of God. | Moderate | The loci covered in this class relate to all of life and godliness. |
| **Winsomely Reformed** | Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.) | Strong | The student will learn the best of the Reformed tradition while dealing respectfully with a diversity of viewpoints within the church. |
| **Preach** | Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm. | Strong | The class will emphasize the student’s ability to effectively communicate what he learns in a local church setting. |
| **Worship** | Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service. | Minimal | All of the ideas in the class touch on Christian worship, even if the class does not deal with worship services per se. |
| **Shepherd** | Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide. | Moderate | Understanding the person and work of Christ, how we are saved, and what happens after death are essential components in faithful pastoral ministry. |
| **Church/World** | Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues. | Moderate | At various points in the course, we will see how the class systematic loci intersect with current events. |