

Theology in Context Seminar
Atonement and Justification
REL472 / 4 Credits / Northwestern College / Spring 2008

Instructor: Dr. Michael Andres, andres@nwcsiowa.edu

Office/Hours: VPH115; Mon, Tue, Fri 3:30-5:00pm; Wed 9:00-11:30; ext. 7079

Class Time: TuTh 9:25-10:55 **Class Location:** VPH 304

Course Description:

This course is a research seminar in which students will explore contemporary questions and issues in light of the Christian religious theological tradition. It features the writing and presentation of a major paper, discussions, analysis and critique of research. This semester we will explore the doctrines of atonement and justification.

Course Objectives:

- To further develop careful research and analytical skills.
- To reflect carefully on the meaning and application of the biblical witness in assessing the doctrines of atonement and justification.
- To grasp the historical and cultural development of the doctrines of atonement and justification.
- To think more clearly, consistently, historically and biblically about the meaning of atonement and justification in a contemporary context.

Primary Texts:

- Beilby, James and Eddy, Paul, eds., *The Nature of Atonement: Four Views* (Downers Grove: Intervarsity Press, 2006).
- Jeffery, Steve; Ovey, Mike; and Sach, Andrew, *Pierced for our Transgressions: Rediscovering the Glory of Penal Substitution* (Downers Grove: Intervarsity Press, 2007).
- McGrath, Alister, *Iustitia Dei: A History of the Christian Doctrine of Justification, Third Edition* (Cambridge: Cambridge University Press, 2005)
- Piper, John, *The Future of Justification: A Response to N.T. Wright* (Wheaton: Crossway Pub., 2007).
- Wright, N.T., *What St. Paul Really Said: Was Paul of Tarsus the Real Founder of Christianity?* (Grand Rapids: Eerdmans Pub., 1997)

Course Requirements:

- *Class attendance/participation:* Participation and attendance are mandatory; one express purpose of this course is to discuss theological issues in a seminar format. After *three* unexcused absences, students will be graded down one half letter grade for every subsequent unexcused absence.
- *Readings:* Reading should be completed *before* class time listed. It is the responsibility of the student to be aware of forthcoming reading assignments given in syllabus.
- *Written Projects:* Two written analyses are required, including a major integration paper.

- *Oral Presentations*: Two oral presentations are required.

Course Assessment:

- Oral Presentations (40%) = 200 points/100 points
- Book Analysis (20%) = 100 points each
- Integration Paper (40%) = 200 points

Final Exam Schedule:

No final exam.

Guidelines for Oral Presentations:

(30 minute max. / 50 points):

The objective of the oral presentation is to *teach your classmates* about your given subject. Therefore your presentation should be clear, concise, persuasive, and informative.

Demonstrate your superior grasp of the subject, and be prepared to respond to questions. Please pass out a one-page handout with an outline and any other pertinent information covered in your presentation; at top of handout include your name, REL 472, date, and title of presentation (give me a copy *at least one half hour in advance* of class time and I will copy it free of charge). You may use OHP, video, PowerPoint, marker board, or any other media available to enhance the learning process. Students may be graded on the material you present to them, so strive for accuracy.

In preparation you should *thoroughly research* your subject. You should consult theological dictionaries and encyclopedias, works treating your subject, and journal articles. Read various sources; be sure to read sources from alternate viewpoints on your subject (e.g. there are differing views on the nature, limits, and value of natural theology). You should also read relevant portions of primary sources (e.g. actually read relevant parts of Calvin's *Institutes* and commentaries)! You may use a few key quotations but do not flood your presentation with quotes. As always, do not plagiarize! You must explain the subject in your own words.

Pick out and focus on key, crucial areas in your subject. Be discerning. Put emphasis on main themes ("best") rather than less-central ("good/interesting") issues; you do not need to say everything there is to say on your subject. Include very brief historical background only if necessary, but omit if unnecessary. Historical background, *if given at all, should be at most five minutes* of oral presentation. Focus on the views and arguments of your subject. Be fair, nuanced, and sensitive to all views on your subject. This presentation is not designed to be an assault on "false views." Carefully present your subject, noting various differing views, then analyze and evaluate (e.g. specify the strengths and weaknesses of Moltmann on creation). Try to empathize with and understand the persuasive power of the view you are evaluating, even if you do not finally agree with it. However, do not be afraid to state any fair criticisms of the view. Evaluation should be based on Scripture, church tradition (key theologians, creeds, and confessions), reasonable arguments, findings from general revelation (other disciplines, science, etc.), and Christian experience (but take care that you do not lapse into mere feelings or opinions).

You can find the oral presentation evaluation form [here](#).

This is a 400 level, capstone course – the standard is high! Demonstrate excellence in your

presentation. Be well prepared. If you have difficulties come see Prof. Andres ASAP.

Guidelines for Book Analysis:

(1500 words / 100 points / Due April 22)

Students must produce a comparison/contrast on Wright's 'New Perspective' on justification and Piper's defense of a more classical 'Reformation' view. Identify three or four key issues in the debate, then elucidate each author's *arguments* and *evidence* for their view. Make sure to show the interrelation of the two views; you should make clear the common features of each view, as well as their significant differences. Students will be evaluated according to their overall grasp of the subject matter, the clarity of explanation, the fairness and depth of analysis, and the quality of research demonstrated in their paper. Grammar and spelling are important. For further clarification on assessment see [Grading Guidelines](#). See also the [Writing and Submission Guidelines](#). Please note that a hard copy of written assignments should be submitted to instructor and an electronic copy to Synapse.

Guidelines for Integration Paper:

(3000 words / 200 points / Due May 8)

This paper consists in two parts: (1) state and argue for *your own view* on the doctrine of atonement and justification, and (2) demonstrate how *your view* relates, integrates, and influences the other subjects in both religion and the liberal arts. You need not discuss every single topic and issue listed below, but you should discuss several of the most significant from each paragraph.

(1) Articulate carefully *your* evaluation of the doctrine of atonement and justification. Make sure to include discussion of key issues germane to each doctrine.

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2) Explain and demonstrate how your view of atonement and justification interacts, integrates, supports, challenges, forms and is formed by the following, and give at least *one fully developed example of each*:

(a) one *theological doctrine* (God, humanity, sin, Christ, sanctification, last things, etc.);

(b) by other *disciplines within the study of religion*; e.g. church history, missiology, New and Old Testament studies, Christian ethics, Christian education, youth ministry, philosophy of religion, and so on;

(c) other *disciplines in the liberal arts* (e.g. world or American history, psychology, sociology, political science, philosophy, literature, music, arts, and hard sciences like biology, chemistry physics, etc.).

Your essay should show significant research, do not use only course texts as resources. The extent of your research should be reflected in your bibliography. Students will be evaluated according to their overall grasp of the subject matter, the clarity of explanation, the extent and depth of integration, and the quality of research demonstrated in their paper. See [Writing and Submission Guidelines](#).

Academic Integrity and Plagiarism:

Northwestern College is a Christian academic community committed to integrity and honesty in all intellectual and academic matters. All students, faculty, and staff are expected to follow the highest standards of honesty and ethical behavior. In addition, as members of the campus community all students, faculty, and staff have a responsibility to help other members of the community to demonstrate integrity in their actions. Behavior that violates academic integrity can take a variety of forms including, but not limited to, cheating on tests, quizzes, papers, and projects; plagiarism using unauthorized material; willful misrepresentation of evidence and arguments. Plagiarism is the unacknowledged use of someone else's words or ideas, with the intent of deceiving the reader concerning the origin of the words, ideas, or images. (Excerpts from *NWC Student Handbook*, 11)

Course Assistance:

I have an open door policy. Please come by my office, preferably at office hours, if you have any questions or are having any problems with the reading, lectures, note taking, written project, etc. Or come by for a cup of tea and chat about life. For further assistance in academic matters help is available through Patti Thayer at Academic Support (VPH 125B). Academic Support is there to help you so if you are having difficulties do not hesitate to ask for assistance.

Course Schedule:

* indicates that text is in "Content" section of course Synapse page.

Date	Topic	Reading
Jan 8	Introduction / Basic Theology Exam <i>Atonement</i>	
Jan 10	Scripture and Theories of Atonement	Beilby/Eddy, Intro; Jeffery/Ovey/Sach, ch 1-2
Jan 15	Cappadocian Fathers' and Eastern Orthodoxy on Atonement / Special Guest: Dana Bates	Beilby/Eddy, ch 1
Jan 17	Irenaeus' Recapitulation Theory of Atonement	Irenaeus, 'Against the Heresies', III-V*
Jan 22	Athanasius' and Augustine's Theories of Atonement	Jeffery/Ovey/Sach, 159-183; Augustine , 'Against Faustus', XIV
Jan 24	Anselm's Satisfaction Theory of Atonement	Anselm , <i>Cur Deus Homo?</i> , esp. I.xi-xxi; II.iv-xx
Jan 29	Abelard's Moral Influence Theory of Atonement	Abelard, 'Exposition of the Epistle to the Romans'*
Jan 31	Calvin's Penal Substitution Theory of Atonement	Calvin , <i>Institutes</i> II.16
Feb 5	Grotius' Governmental Theory of Atonement	Miley , The Governmental Theory of Atonement
Feb 7	Aulen's <i>Christus Victor</i> Theory of Atonement	Aulen, <i>Christus Victor</i> , 1-15*

Feb 12	Bushnell on Vicarious Atonement	Bushnell , <i>The Vicarious Sacrifice</i> , 38-55
Feb 14	Dodd on Atonement and the 'Propitiation' Debate	Dodd, <i>The Epistle of Paul to the Romans</i> , 54-55;* <i>The Johannine Epistles</i> , 25-26, 112*
Feb 19	Classical Evangelicals (Morris and Stott) on Penal Substitution Theory of Atonement	Beilby/Eddy, ch 2
Feb 21	Green (and Baker) on Non-Violent Atonement	Beilby/Eddy, ch 4
Feb 26	Feminist Theories of Atonement	Mary Streufert, 'Maternal Sacrifice as a Hermeneutics of the Cross'*
Feb 28	Current Evangelical Defenses of Penal Substitution Theory of Atonement	Jeffery/Ovey/Sach, ch 3-5
<u>Spring Break – March 3-11</u>		
Mar 13	Atonement Class Debate: biblical, theological, and pastoral issues <i>Justification</i>	Jeffery/Ovey/Sach, ch 6-13
Mar 18	Scripture on Justification <u>Easter Holiday – March 20-24</u>	McGrath, Preface-31
Mar 25	Church Fathers on Justification	McGrath, 32-54
Mar 27	Lombard and Aquinas on Justification	McGrath, ch 2
Apr 1	Luther and Lutheranism on Justification	McGrath, 208-247
Apr 3	Calvin and Calvinism on Justification	McGrath, 248-307
Apr 8	Regensburg Colloquy on Justification	Clark , 'Regensburg and Regensburg II'
Apr 10	Trent on Justification	McGrath, ch 4
Apr 15	Schleiermacher and Ritschl on Justification	McGrath, 358-391
Apr 17	Barth on Justification	McGrath, 392-421
Apr 22	Joint Declaration on Justification (Lutheran and Catholic) <i>Justification and the New Perspective on Paul</i>	Joint Declaration on Justification ; <u>Book Analysis Due</u>
Apr 24	Dunn on New Perspective on Justification	Dunn , 'The New Perspective on Paul';

Apr 29	Wright on New Perspective on Justification	
May 1	Recent Defenses of Traditional Protestant/Lutheran Perspective on Justification	
May 8	<u>Integration Paper Due</u>	

For more on current debates over the New Perspective, see The Paul Page:

<http://www.thepaulpage.com/>