



Queensland  
Theological College



# TH402/602

## The Doctrine of God and the Work of Christ

### Unit Outline

#### About this Unit Outline

This unit outline contains information essential to finding your way around the unit **The Doctrine of God and the Work of Christ**. It provides a structure for your learning, giving details of lecture topics, assessment requirements, and key resources.

SEMESTER 2 2019

## Important notice

While every care has been taken to ensure accuracy in the information given below, **it is the personal responsibility of each student to check the current ACT Handbook**, copies of which may be found in the Library or online at [www.acttheology.edu.au](http://www.acttheology.edu.au)

It is very important that students plan their time carefully to ensure that reading and especially assignments receive adequate attention and so as to prevent a bottleneck of work at the end of the semester.

It is very important that all quoted material in assignments be properly footnoted and acknowledged. The attention of students is drawn to the ACT's **Academic Misconduct Policy**, as well as ACT **Late Penalties Policy** and **Extensions Policy**, all of which are available on the ACT website. Failure to comply with the standards required will incur penalties as outlined in the relevant ACT Policies.

The attention of students is also drawn to the section in the current ACT Handbook, headed **"Guidelines for Essays in Coursework Units"** (see also the QTC Student Handbook). All essays and assignments should comply with these standards.

## Unit Overview

The lectures and assessment activities of this unit in Semester 2 of 2019 will occur as follows:

Week 1 – Tuesday 16 July & Wednesday 17 July

Week 2 – Tuesday 23 July & Wednesday 24 July

Week 3 – Tuesday 30 July & Wednesday 31 July

Week 4 – Tuesday 6 August & Wednesday 7 August

Week 5 – Tuesday 13 August & Friday 16 August

Week 6 – Tuesday 20 August & Wednesday 21 August

Week 7 – Tuesday 27 August & Wednesday 28 August

**No Lectures Tuesday 2 September or Wednesday 3 September–QTC Essay Writing Week**

Week 8 – Tuesday 10 September & Wednesday 11 September

Week 9 – Tuesday 17 September & Wednesday 18 September

**No Lectures 24 & 25 September and 1 & 2 October – QTC Mid-Semester Break**

Week 10 – Tuesday 8 October & Wednesday 9 October

Week 11 – Tuesday 15 October & Wednesday 16 October

Week 12 – Tuesday 22 October & Wednesday 23 October

Week 13 – Tuesday 29 October & Wednesday 30 October

**Census Date: Saturday 31 August 2019**

This is the last day on which you may withdraw from these units without academic penalty (a Fail), or without being liable for the tuition fees. To make a change in your enrolment you must contact the QTC Registrar in writing: [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au)

# Information about this unit

## Unit description

This unit is designed to help students explore a group of doctrines that stand at the heart of the Christian faith – the nature and identity of the Christian God and his work to save humanity. This involves examination of the doctrine of the Trinity, God’s attributes, the person of the God-man, Jesus Christ, and his atoning work on through his life, death on the Cross, and then beyond in his movement back towards heaven in his resurrection, ascension and heavenly session. This unit will consider these fundamental Christian teachings as they are presented in the Scriptures of the Old & New Testaments, and in light of debates and insights past and present.

This unit will begin by considering the doctrine of God, including the attributes of God and the Trinity, and the question of whether we should begin our reflection with one or the other. The second part of the unit will turn to the person and work of Christ, exploring some of the concepts and terminology that believers have used to expound the double-nature of the God-man Jesus Christ and their implications, as well as looking at the different elements of Christ’s ministry—his birth, life, death, resurrection, ascension, glorification and heavenly session—and different understandings of the nature of the atonement.

## Learning Outcomes

### TH402 Learning Outcomes

On completion of the unit, students will:

#### Know and understand:

In relation to the Christian doctrine of God

- The being and attributes of God
- The person of Christ
- The Holy Spirit
- The Holy Trinity

In relation to the work of Christ

- His incarnation and ministry
- The death and resurrection of Jesus
- His ascension and session

#### be able to:

- Interpret the Bible theologically
- Understand the major creeds and confessions and other classical theological statements
- Trace the interrelationships with the major themes of Christian theology
- Identify the role of cultural and ecclesial contexts in the task of Christian theology
- Analyse the relationship between Christian doctrine and individual and corporate Christian life and
- Present an analytical, evidence based argument or reflection’

### Be in a position to

- Inform their Christian thinking in both formal and informal study with perspectives about the doctrine of God and the work of Christ
- Show how knowledge of the doctrines of God and the work of Christ is appropriated in personal life and the life of the community
- Apply the doctrines of God and the work of Christ to situations and issues in contemporary church and society

### **TH602 Learning Outcomes**

On completion of the unit, students will:

#### Know and understand:

In relation to the Christian doctrine of God

- The being and attributes of God
- The person of Christ
- The Holy Spirit
- The Holy Trinity

In relation to the work of Christ

- His incarnation and ministry
- The death and resurrection of Jesus
- His ascension and session
- Leading theologians and their interpretations of the doctrine of God and the work of Christ

#### For this unit, be able to:

- Interpret the Bible theologically
- Understand the major creeds and confessions and other classical theological statements
- Trace the interrelationships with the major themes of Christian theology
- Identify the role of cultural and ecclesial contexts in the task of Christian theology
- Analyse the relationship between Christian doctrine and individual and corporate Christian life and
- Present an analytical, evidence based argument or reflection
- Discuss interpretations and applications of the doctrine of God and the work of Christ

### Be in a position to

- Inform their Christian thinking in both formal and informal study with perspectives about the doctrine of God and the work of Christ
- Show how knowledge of the doctrines of God and the work of Christ is appropriated in personal life and the life of the community
- Apply the doctrines of God and the work of Christ to situations and issues in contemporary church and society
- Evaluate uses of the doctrine of God and the work of Christ

## How this Unit Contributes to the Course

The Theology units in the ACT courses are designed to sum up biblical teaching in key areas and integrate your understanding of the content of the biblical texts taken as a whole with the insights of historical and contemporary theology on the matters in question. It is intended that this unit will assist students to be able to better know, worship and declare the God who is revealed in Scripture above all as Father, Son and Holy Spirit, and who has acted supremely towards humanity in the work of his incarnate Son. This unit aims to help integrate the findings of units in biblical studies and provide a foundation for ministry practices developed in the practical theology units.

## Pre-requisites and Co-requisites

TH402 is an advanced-level (400-level) core unit in the Bachelor of Theology, Bachelor of Ministry, Associate Degree of Theology. TH602 is an advanced-level core unit in the Master of Divinity & Graduate Diploma of Divinity. TH402/602 has the following ACT pre-requisites for all students except those enrolled in the Graduate Diploma: at least two of OT301/501, OT302/502, NT301/501, NT302/502; AND at least one foundation-level Christian Thought unit (CH305/306 is the unit you would need to have taken at QTC to meet this requirement).

Normally at QTC, you would only be permitted to take TH402/602 once you have entered the second full-time year of your course (or part-time equivalent). GradDipDiv students are exempt from normal ACT prerequisite requirements, but at QTC will only be permitted to enrol in this unit provided they have already completed at least 16 cps with a Credit average or better, and with the permission of the unit lecturer.

## How this unit is organized & what we expect of you

The unit is taught week by week throughout the Semester of 13 weeks. There are three classes each week, each of 50 minutes duration.

This unit is worth 4 credit points towards your degree. At Bachelor level, a 4 cp unit is considered to require a total time commitment of 6-8 hrs per week, and 7-9 hours at MDiv level. Please speak with the lecturer as a matter of urgency if you are finding that you need to consistently spend more time than this on TH402/602.

Students are expected to attend all lectures, complete any set pre-reading and complete any assessment tasks by the relevant due date. Please do be in touch as soon as you can if you anticipate having any difficulties with your assessments or with meeting the due date.

**Note:** Assignments submitted late and without an extension granted will incur late penalties (please refer to the QTC handbook). Full attendance at lectures is required for all units in the ACT; repeated absences without reason and permission may result in failure of this unit.

## Teaching staff

LECTURER & UNIT CO-ORDINATOR

Dr Mark Baddeley

P 07 3062 6939

E: [mbaddeley@qtc.edu.au](mailto:mbaddeley@qtc.edu.au)

Please feel free to contact Mark if you have any problems or concerns about the unit.

## Other Key Contacts

### Registrar's office

Contact the Registrar's office for any queries about which unit to enrol in next, if you wish to change your enrolment, defer due to illness, family circumstances etc., or request an extension for your assessment (criteria apply).

P 07 3062 6939, extension 2

E [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au)

### Moodle functions and queries

Contact the Registrar for help if something on Moodle is not working, if you need help using Moodle etc.

P 07 3062 6939, extension 2

E [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au)

### Library/Resources

Contact the Librarian for help with finding resources for your assessment, finding full-text database articles, for help with logging into the library databases and catalogue, & for how to renew a book for longer or place a hold on a book currently out to another person.

P 07 3062 6939, extension 3

E [library@qtc.edu.au](mailto:library@qtc.edu.au)

## Unit timetable: topics & teaching and learning activities

Subject to adjustment

Week	Topic
Week 1	Introduction; Question of the starting point—with the “One” or with the “Three”
Week 2	Incommunicable attributes
Week 3	Incommunicable attributes
Week 4	Communicable attributes
Week 5	The Trinity – an introduction, terms, debates; Tertullian, Athanasius
Week 6	Athanasius; Cappadocians
Week 7	Relational Trinity; The Son’s submission to the Father; Pulling the Trinity together
Week 8	Introduction to the person and work of Christ; Christological heresies
Week 9	Chalcedonian Christology; Calvin’s Christology
Mid-Semester Break	
Week 10	Further Christological reflections, Atonement Groundwork
Week 11	Views of the atonement
Week 12	Views of the atonement
Week 13	Limited versus general atonement; How closely connected is the incarnation to the atonement?
Assessment Weeks	

## TH402 Assessments

Assessments are submitted online via Moodle

**In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.**

Unless an extension has been applied for and granted in accordance with the Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT **Late Penalties Policy**, the assessment marks will be reduced at the rate of **3%** of the total possible marks for the assessment item *per calendar day*, up to 14 days late, after which point the mark awarded shall be zero. Where the assessment is a **Take-Home Exam**, the assessment marks will be reduced at the rate of **6%** of the total possible marks for the assessment item *per calendar day*, up to 7 days late, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within 10% of the required **word limit**, and failure to meet this requirement shall result in a penalty of **10%** of the total possible mark being deducted. **Please see the QTC Handbook for full details on what is included within your total word count.** QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENT TASK	DESCRIPTION
<p><b>Essay</b></p> <p><b>3,000 words</b></p> <p><b>50% of final grade</b></p>	<p>Write a 3,000 word essay on <b>ONE</b> of the following topics:</p> <ol style="list-style-type: none"> <li>1. In what sense can God do anything and everything?</li> <li>2. Are the Son and the Spirit truly equal with the Father? How and Why?</li> <li>3. How do God’s love and holiness relate to each other?</li> <li>4. In what sense was it impossible for Jesus Christ to sin during his earthly life and ministry?</li> <li>5. Was the death of Christ penal and substitutionary? Discuss with reference to at least two different critiques of penal-substitutionary atonement.</li> <li>6. Is Christ himself the atonement or is he merely the agent of the atonement? Or is there another option?</li> </ol>
<p><b>Take-Home Exam</b></p> <p><b>2,250 words</b></p> <p><b>50% of final grade</b></p>	<p>Take-Home Exam:</p> <p>Three compulsory questions, 750 words each (2,250 words total).</p> <p>These questions will be on topics covered in the unit other than those set for the essay. A check will be made to ensure that students answer appropriate exam questions in the light of their earlier essay topic choices.</p> <p>Students will receive the exam questions via QTC Moodle 3 days before the due date.</p>

## TH602 Assessments

Assessments are submitted online via Moodle

**In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.**

Unless an extension has been applied for and granted in accordance with the Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT **Late Penalties Policy**, the assessment marks will be reduced at the rate of **3%** of the total possible marks for the assessment item *per calendar day*, up to 14 days late, after which point the mark awarded shall be zero. Where the assessment is a **Take-Home Exam**, the assessment marks will be reduced at the rate of **6%** of the total possible marks for the assessment item *per calendar day*, up to 7 days late, after which point the mark awarded shall be zero.

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ASSESSMENT TASK	DESCRIPTION
<p><b>Essay</b></p> <p><b>3,500 words</b></p> <p><b>50% of final grade</b></p>	<p>Write a 3,500 word essay on <b>ONE</b> of the following topics:</p> <ol style="list-style-type: none"> <li>1. Is God impassible? What are the implications of your answer?</li> <li>2. Is the Son eternally begotten of the Father? What are the implications of your answer for what it means to call the divine persons 'Father' and 'Son'?</li> <li>3. "God is love." Would it be as right to say "God is justice" or "God is holiness", or is there something unique about the love of God?</li> <li>4. What does the Chalcedonian Definition seek to uphold? Are either Nestorianism, or alternatively a belief that there is only one will in Jesus Christ, compatible with this Definition?</li> <li>5. Are the incarnation, life and resurrection of Christ part of the atonement? What are the implications of your answer for our understanding of the atonement?</li> <li>6. In what sense was Christ's death for our sins?</li> </ol>
<p><b>Take-Home Exam</b></p> <p><b>3,000 words</b></p> <p><b>50% of final grade</b></p>	<p>Take-Home Exam:</p> <p>Three compulsory questions, 1,000 words each (3,000 words total).</p> <p>These questions will be on topics covered in the unit other than those set for the essay. A check will be made to ensure that students answer appropriate exam questions in the light of their earlier essay topic choices.</p> <p>Students will receive the exam questions via QTC Moodle 3 days before the due date.</p>

## Guide to Assessments

In this unit we are looking for both the research essay and the take-home exam essays to offer a *sustained persuasive argument*. This involves several factors.

First, it requires you to have *articulated a clear answer to the question*—preferably one that you have written out in a sentence or two before you begin writing the essay. This answer should be clearly stated in the essay—often in the introduction, but certainly in the conclusion. Stronger essays are ones whose answers demonstrate one or more of: grasping the essence of the issues, offering something comprehensive, demonstrating a deeper understanding of the issues rather than one that, while accurate, is at a more introductory level, and showing an understanding of the implications of the answer.

Second, it requires you to *offer evidence* for your answer. There should be information in the essay that is relevant to the question and which supports your answer. Some essays may also want to discuss evidence that could be used to reject your answer and show why it doesn't actually do that when understood correctly.

Third, it requires you to *show how* the evidence you include actually does support your answer. A common mistake students make is to include information—quotes, Scriptural passages or the like—and do nothing with them but to have them in the essay as though their significance for their answer is self-evident. It almost never is to the reader (however much it might be to the writer) without explicit commentary that takes the reader by the hand and explains how that information helps supports the case they are making.

Fourth, it requires you to try and *persuade your reader that your answer is the correct one*. Good doctrine essays don't treat the exercise as a case of 'show and tell'—where the idea is simply to get all the ideas and information out and the order in which they come doesn't matter. Instead, the writer thinks about how to organize their material so as to build a case for their answer in the most persuasive fashion they can.

Finally, it requires you to engage with both Scripture and scholars and theologians. Ideally there should be signs that your answer is the way it is because you are convinced that that is what Scripture teaches. It should also be evident that you standing on the shoulders of others—modern scholars, and theologians modern and ancient, to help you read Scripture and think through the issues better than you could do on your own.

### **The Take-Home exam**

Your main aim in each of your take-home exam answers should be to summarize briefly the major important points in relation to the question set, in a way that directly answers the question. The take-home exam is not seen primarily as a research exercise, and so you are not expected to do a large amount of reading for it.

You should answer the questions from what you have learnt in lectures, from the textbooks and from a small number of additional resources relevant to the set topics.

If you do use resources beyond the lectures and the textbook well, this will contribute to your grade – but the main thing you will be marked on will be your ability to clearly and accurately give a short answer to the question. This should be an answer which argues a case rather than just lists off or describes relevant facts and details.

All direct quotations in your answers from books and articles should be footnoted, but there is no need to footnote the lectures. As is the case with a formal on-site exam, lecture notes and audio recordings of lectures should not ordinarily be footnoted or included in the bibliography of a Take-Home Exam.

Do note carefully the number of words required for each assessment item, depending on whether you are enrolled for TH402 or TH602. For full information on what is included in the total word count, see the QTC Handbook section headed *Length of Assignments*.

## Learning Resources

### Textbooks

You do not need to buy any of these to complete the unit, however it is worth owning at least a couple of these for your use in the Semester and into ministry after college.

Bray, Gerald. *The Doctrine of God*. Leicester: IVP, 1993.

Jeffery, Ovey, M. & Sach, A., *Pierced for Our Transgressions*. Wheaton, IL: Crossway, 2007.

Letham, Robert. *The Work of Christ*. Leicester: IVP, 1997.

— *The Holy Trinity*. Philipsburg, NJ: Presbyterian & Reformed, 2004.

Students should also own and refer to at least a couple of well-established quality Protestant expositions of Christian doctrine during the unit. Two that support a conservative, Reformed and evangelical understanding are:

Calvin, John. *Institutes of the Christian Religion*. 1559 edition. 2 vols. ed. McNeill, John T. trans. Battles, Ford Lewis. Louisville, KY.: Westminster John Knox, 1960.

Horton, Michael. *The Christian Faith: A Systematic Theology for Pilgrims on the Way*. Grand Rapids, MI.: Zondervan, 2011

### Other Key Reference Texts

There exists a very large number of recent works on the doctrines covered in this unit. One of the aims of this advanced unit is to help you to discover and evaluate these for yourself, as more material continues to be published over the coming decades. I have therefore listed below reference works and general systematic theologies that will help to introduce you to the issues and to identify and navigate your way through other materials, rather than listing specialist works that multiply and date rapidly. See also the unit bibliography in the ACT Handbook. I will mention and discuss various particular authors and works as we move through the unit.

Bavinck, H. *Reformed Dogmatics*. 4 vols. Grand Rapids, MI: Baker, 2008.

Bromiley, G.W. *Historical Theology: An Introduction*. Edinburgh: T&T Clark, 2000.

Cross, F.L. & Livingstone E.A., eds., *The Oxford Dictionary of the Christian Church*. 3<sup>rd</sup> ed. Oxford: Oxford University Press, 1997.

Douglas, J.D. & Cairns, E.E., eds., *The New International Dictionary of the Christian Church*. Grand Rapids, MI: Zondervan, 1978.

Elwell, W.E. ed. *Evangelical Dictionary of Theology*. Grand Rapids, MI: Baker, 2001.

Erickson, M., *Christian Theology*. 2<sup>nd</sup> ed. Grand Rapids, MI: Baker, 1998.

Flint, T. & M. Rea, eds. *The Oxford Handbook of Philosophical Theology*. Oxford: Oxford University Press, 2013.

- Frame, John. *The Doctrine of God: A Theology of Lordship*. Phillipsburg, NJ: Presbyterian and Reformed, 2002.
- *Salvation Belongs to the Lord*. Phillipsburg, NJ: Presbyterian and Reformed, 2002.
- Gibson, D. and D. Strange, eds., *Engaging with Barth*. Edinburgh: T&T Clark, 2009.
- Grudem, Wayne. *Systematic Theology: An Introduction to Biblical Doctrine*. Grand Rapids, MI: Zondervan, 1994.
- Hart, T.A., ed., *The Dictionary of Historical Theology*. Grand Rapids, MI.: Eerdmans; Carlisle, Cumbria: Paternoster, 2000.
- Harvey, S. and Hunter, D., eds., *The Oxford Handbook of Early Christian Studies*. Oxford: Oxford University Press, 2008.
- Hastings, A., A. Mason and H. Poyer, eds., *The Oxford Companion to Christian Thought*. Oxford: Oxford University Press, 2000.
- Hawthorne, G., R. Martin, and D. Reid, eds., *The Dictionary of Paul & His Letters*. Downers Grove, IL: IVP Academic, 1993. See also other volumes in The IVP Bible Dictionary Series.
- Helm, Paul. *John Calvin's Ideas*. Oxford: Oxford University Press, 2006.
- Kelly, J.N.D., *Early Christian Doctrines*. 5<sup>th</sup> ed., London: HarperOne, 1977. (or any later edition).
- Marshall, I.H. et. al., *New Bible Dictionary*. 3<sup>rd</sup> edition., Leicester: IVP, 1996.
- McGrath, A.E., *Christian Theology: An Introduction*. 5<sup>th</sup> edition., Hoboken: Wiley-Blackwell, 2010.
- *Historical Theology*. Hoboken: Wiley-Blackwell, 1998.
- McGuckin, A., *The Westminster Handbook to Patristic Theology*. Louisville, KY: Westminster John Knox, 2004. See also other handbooks in this reference series that relate to other periods / theologians you need an entry to get you started on in terms of your reading.
- McKim, D., ed., *The Cambridge Companion to Martin Luther*. Cambridge: Cambridge University Press, 2003.
- McKim, D., ed., *The Cambridge Companion to John Calvin*. Cambridge: Cambridge University Press, 2004.
- Reymond, Ronald. *A New Systematic Theology of the Christian Faith*. 2<sup>nd</sup> ed. Nashville, TN: Thomas Nelson, 1998.
- Rosner, Brian S. Desmond T. Alexander, D. A. Carson, Graeme Goldsworthy and Steve Carter eds., *The New Dictionary of Biblical Theology*. Leicester: IVP, 2000.
- Stump, E. & N. Kretzmann, eds., *The Cambridge Companion to Augustine*. Cambridge: Cambridge University Press, 2001.
- *The Cambridge Companion to Aquinas*. Cambridge: Cambridge University Press, 1993.
- Webster, John. ed., *The Cambridge Companion to Karl Barth*. Cambridge: Cambridge University Press, 2000.
- Webster, J., Tanner, K., & Torrance, I., eds., *The Oxford Companion to Systematic Theology*. Oxford: Oxford University Press, 2009.

## ACT Standards: Grades

Grades in assessment instruments are awarded in the following categories-

Grade	Score	GPA
Fail (F)	0-49%	0
Pass (P)	50-57%	1
Pass+ (P+)	58-64%	1.5
Credit (C)	65-74%	2
Distinction (D)	75-84%	3
High Distinction (HD)	85+%	4