

# Front Range Bible Institute

## BST602 Theology II Syllabus

Angelology (Angels), Anthropology (Man), Hamartiology (Sin)

Professor Tim Dane

Winter 2019

### I. Course Description

Theology II is the second of four theology classes which cover the 10 major branches of Systematic Theology. This course will embrace three topics of Angelology, Anthropology, and Hamartiology.

The course will include classroom lectures that are primarily based upon the professor's notes, although the format will not be in a pure lecture form. Students are encouraged to participate by asking and answering questions and taking notes. Detailed notes will be provided, but the student is encouraged to make additions in the margins based upon classroom discussions that will expand and elaborate.

The course will include quizzes and exams from the materials studied as well as a class project. The class project will be aimed at taking the classroom learning and transferring it into a useable student tool for practical ministry purposes.

### II. Course Objectives

One objective of this class is to have students become familiar with orthodox Christian theology in the areas of Angelology, Anthropology, and Hamartiology. To accomplish this, the professor will expose the students primarily to the orthodox views, but will also expose students to some degree to heretical and aberrant views as they have arisen throughout the ages so that students will be better equipped at identifying deviations from biblical theology.

A second objective of this class is that this theological learning process would achieve its true end of producing a greater love for God and a greater desire for genuine worship. Jesus said that the Father seeks true worshippers who worship in spirit and truth. The goal of theology is more than acquisition of knowledge, it is to produce true worshippers of God.

A third objective of this course is that students take the knowledge they acquire, and begin applying their growing knowledge in practical ministry. This will be accomplished by having a class project that is designed for some type of ministry application and by requiring that this class project be employed in some type of ministry setting.

### III. Required Course Materials

- A. Textbook: *Christian Theology (Second Edition)* by Millard Erickson, Baker Books. [ISBN: 978-0-8010-2182-4], pp. 457-676 (219pp.)
- B. Textbook: *Angels, Elect and Evil* by Fred Dickason (Chicago: Moody, 1975) (227pp.)
- C. Professor's syllabus and notes on Theology II
- D. Your own computer (or at least access to a computer).

- i. Course project presentations should be prepared using Microsoft Word [using Word 97-2003 (.doc) format], although the hard copies of your project do not necessarily have to be completed using Word. However, using the same software may be helpful when it comes to questions about style and formatting.
  - ii. It is recommended (though not required) that you use Microsoft Power Point presentations to support your presentation.
- E. Logos Libronix Bible Software Program (highly **recommended** as a personal study tool, but not required for the class. A group discount may be available through Front Range Bible Institute).

## IV. Course Requirements

- A. All students must attend all classes (**if a student must miss a class, he/she must watch the corresponding lecture on the campus**)
- B. All students must read Millard Erickson's *Christian Theology (Second Edition)* (page numbers be different in different editions)
  - i. Angelology, **457-478** (21pp.)
  - ii. Anthropology, **479-578** (99pp.)
  - iii. Hamartiology, **579-676** (97pp.)
- C. All students must read Fred Dickason, *Angels, Elect and Evil* (Chicago: Moody, 1975), (227pp).
- D. It is recommended that students the professor's notes associated with each week's lesson (even if an item is not covered in class, it potentially could be part of an exam question).
- E. All students should take notes as appropriate.
- F. Respond to the weekly discussion questions and to other students' responses in weeks 2-11 as explained below.
- G. Take exams
- H. Complete a course project designed to fulfill its practical ministry requirements.

## V. Threaded Discussions

- A. In each of weeks 2-11, students are to participate with the professor and with each other in an online threaded discussion involving various topics.
- B. Questions for threaded discussion are given in weeks 2-11. Each week the student must do the following:
  - i. (1) First, the student makes a direct reply to the question as posed by the professor. This answer should be roughly 100-200 words.
  - ii. (2) Second, the student must reply to at least one of the other students based on the answer that was given by that student. This answer should be roughly 50-100 words. This answer should graciously interact with the answer given. It may be simply the idea of affirming what was spoken. It may include additional information that could have been given. It may include an aspect of correction. The goal here is to help each other

learn. Do not simply see this as the opportunity to point out error, and always be positive and gracious.

- iii. There are no questions in weeks 1 and 11. Make both your answers in the week of the question.
- iv. This will be done by email as I send out the question to all. Make your answer using "Reply To All."

## VI. Class Project

- A. Prepare and teach a message that comes out of either of the three topics covered in this course (or any combination of the three topics). The professor suggests 5-10 pages worth of notes for a teaching (master's students will have a suggested length of 8-15).
- B. This message must have been prepared and taught before the last day of class to receive credit.
- C. See the professor if you have a difficulty in choosing a topic.

## VII. Course Grading Criteria

- A. 20% Do required reading
- B. 20% Angelology Quiz
- C. 20% Anthropology Quiz
- D. 20% Hamartiology Quiz
- E. 10% Threaded Discussion Participation and Scripture Memorization
- F. 10% Class Project

## VIII. Course Schedule

Class	Date	Class Topic (subject to change based on progress)	Weekly Questions and Scripture Memorization	Personal Studies (All reading should be completed <b>by the end of the class week</b> )  These reading and project guidelines are merely suggestions to help you keep on track with what will be required for the entire term.  My advice is to jump on the reading immediately and

				finish it as early as possible.
1	1-10	Reality, Origin, Nature of Angels Classification, Ministry and Destiny of Angels		Read Erickson on angels  Begin thinking about project topic and outline
2	1-17	The Angel of the Lord, Origin of Demons, Names of Demons	Discussion Question:  Week 2 Discussion Questions and post your answer no later than midnight Thursday: <b>With biblical support, give an explanation for when angels were created. Use both testaments to show biblically and theologically where you think one should place the creation of angels.</b>  Interaction with other students: Complete your 50-150 word response to the Week 2 and post it no later than midnight Sunday.  Scripture memorization:  Exod. 20:11 Col. 1:15-16 Job 38:4-7	Read Erickson on angels <b>Turn in topic for term paper</b> Do threaded discussions
3	1-24	Activity of Demons, Answer for Demons, Destiny of Demons, The "Sons of God" Debate, Angelology Quiz Handed Out	Discussion Question:  <b>With biblical support, give an explanation for when the fall of Satan and the demons took place.</b>  Interaction with other students:  Scripture memorization:  2 Pet. 2:4 Rev. 12:3-4 Cf. Isaiah 14:12-15 Cf. Ezek. 28:12-19	Read Erickson on angels <b>Turn in outline for term paper</b> Do threaded discussions
4	1-31	Origin of Humanity, Terminology	Discussion Question:  <b>Give a biblically supported</b>	Do threaded discussions Do research on term

		for Man, Angelology Quiz due and graded in class	<p><b>answer for the origin of humanity. From an exegetical and theological perspective, should one embrace (1) immediate creation on day six, (2) some form of theistic evolution or “day-age” idea, or (3) any form of naturalistic evolution?</b></p> <p>Interaction with other students:</p> <p>Scripture memorization:</p> <p>Gen. 1:26-28 Gen. 2:7</p>	paper
5	2-7	Origin of Humanity, Terminology for Man, Anthropology Quiz due	<p>Discussion Question:</p> <p><b>Give a biblically supported answer for the nature of humanity (i.e., is it dichotomous, trichotomous, etc.).</b></p> <p>Interaction with other students:</p> <p>Scripture memorization:</p> <p>Ecc. 3:21 Ecc. 12:7</p>	<p>Read Erickson on man</p> <p>Do threaded discussions</p> <p>Do research on term paper</p>
6	2-14		<p>Discussion Question:</p> <p><b>Give your biblically supported explanation for how one should understand the idea that mankind was created in the “image of God” and “in the likeness of God.” Should one understand these two expressions to be distinct ideas? What portions of the Bible (OT or NT) give the Christian information to help define what these expressions represent?</b></p> <p>Interaction with other students:</p> <p>Scripture memorization:</p> <p>Psalm 8</p>	<p>Read Erickson on sin</p> <p>Do threaded discussions</p> <p>Be in the process of writing your term paper.</p>

7	2-21		<p>Discussion Question:</p> <p><b>In view of what God says about the nature of man, do you believe that Christians should prefer an “integrationist” approach to counseling (an “Integrationist” approach to counseling is one that says it is best to combine the Bible with secular psychology as the way for analyzing human conduct and mental health issues)?</b></p> <p>Interaction with other students:</p> <p>Scripture memorization:</p> <p>Deut. 6:4-5 2 Cor. 10:5</p>	<p>Read Erickson on sin</p> <p>Do threaded discussions</p> <p>Be in the process of writing your term paper.</p>
8	2-28	Nature of Man, Image of God, Dichotomy & Trichotomy . . . Traducianism & Creationism,	<p>Discussion Question:</p> <p><b>What do you believe about the origin of every new human soul? Is each new human soul a product of God’s direct creative activity, or does each soul come into existence by some other means such as believed in Traducianism? What are potential implications for one’s view?</b></p> <p>Interaction with other students:</p> <p>Scripture memorization:</p> <p>Gen. 6:5 Jer. 17:9</p>	<p>Read Erickson on sin</p> <p>Do threaded discussions</p> <p>Be writing your paper.</p>
9	3-7	Dichotomy & Trichotomy . . .	<p>Discussion Question:</p> <p><b>Explain (with biblical support) how sin entered into the human race. Explain what kind of view you hold about humanity’s relationship to Adam and his sin (i.e., do you hold to a Federal view of Adam’s headship, a Seminal view, or something</b></p>	<p>Read Erickson on sin</p> <p>Do threaded discussions</p> <p>Be writing your paper and asking advice from the professor if you have questions.</p>

			<p>else?).</p> <p>Interaction with other students:</p> <p>Scripture memorization:</p> <p>Rom. 5:12 1 Cor. 15:21</p>	
10	3-14	Purpose of Man, Anthropology Quiz Handed Out	<p>Discussion Question:</p> <p><b>Explain the difference between an “extensive” view of Total Depravity versus an “intensive” view. To elaborate, does the impact of Adam’s sin on his heirs affect every aspect of man’s being? Does the impact of Adam’s sin leave unsaved men incapable of doing good in any sense?</b></p> <p>Interaction with other students:</p> <p>Scripture memorization:</p> <p>Rom. 3:9-20</p>	<p>Read Erickson on sin</p> <p>Do threaded discussions</p> <p>Be writing your paper and asking advice from the professor if you have questions.</p>
11	3-21	Entrance of Sin, The Nature of Sin, Biblical Statements on Sin, Anthropology quiz turned in and graded in class		<p>All papers turned in.</p> <p>Turn in your statement that you completed all required work as stated in this syllabus.</p>

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