



T410 CB Doctrine of God (3 credits)

Prerequisites: Theology I and Theology II

Please note: This course requires 38 pages of reading before the first class.

June 15-July 31, 2020

Term F

Tuesdays Livestream, 1:00-4:00pm

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Course Content and Goals

Course Description

Reflection upon the doctrine of the divine attributes as understood in Christian history and especially contemporary theology. Students will explore their own beliefs about God and consider the implications our understanding of God has for ministry and life in general.

Relationship to Horizon's Mission

As part of Horizon's mission to prepare competent Christian leaders, this course provides students with historical knowledge and research skills that will help them grow in the following [core competency](#):

- **Biblical and Theological Literacy:** demonstrate biblical and theological literacy by interpreting God's Word carefully in order to articulate the Christian faith and discern unorthodox teachings.

Core Competency and Learning Outcomes

To demonstrate competency in *Biblical and Theological Literacy* students will:

1. Explain the different approaches theologians take when constructing their doctrines of God.
 - Assessment: Seminar Presentations
2. Explain areas of consensus and key areas of debate regarding the attributes of God by comparing and contrasting the views of theologians on the doctrine of God.
 - Assessment: Attributes Reports, Seminar Presentations
3. Explain numerous practical implications of the doctrine of God, including how the doctrine of God motivates your love for, worship of, and faith in God.
 - Assessment: Seminar Presentations
4. Articulate and defend your own understanding of the divine attributes.
 - Assessment: Attributes Reports.
5. Construct a sustained and in-depth theological argument regarding one of the divine attributes.
 - Assessment: Research Paper.

Course Work

Required Readings *Selections from the following

Gabriel, Andrew K. (=AG1) *The Lord is the Spirit: The Holy Spirit and the Divine Attributes*. Eugene, OR: Pickwick, 2011. (ISBN: 978-1-60899-889-0)

Gabriel, Andrew K. (=AG2) “Pneumatological Insights for the Attributes of the Divine Loving.” In *Third Article Theology: A Pneumatological Dogmatics*, edited by Myk Habets, 39-53. Minneapolis: Fortress, 2016. *Available [online here](#) and on Populi, under the course Syllabus tab.

Highfield, Ron. (=RH) *Great is the Lord: Theology for the Praise of God*. Grand Rapids, MI: Eerdmans, 2008. (ISBN 978-0-8028-3300-6)

Pinnock, Clark H. (=CP) *Most Moved Mover: A Theology of God's Openness*. Grand Rapids, MI: Baker Academic, 2001. (ISBN 9780801022906)

Recommended Resource

McKim, Donald K. *The Westminster Dictionary of Theological Terms*. 2nd edition. Louisville, KY: Westminster John Knox, 2014. (ISBN: 978-0664238353)

**Students are responsible to purchase textbooks from a third-party retailer. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

Portfolio Components. Attributes Report. One of these assignments must be edited and submitted to the Biblical and Theological Literacy e-Project *e-Project* in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): “What Goes in My Portfolio” for further information.

1. Seminar Presentations

This course is largely a seminar style class. Therefore, each student will present four times during the course. Possible presentation topics are underlined in the class schedule below along with the required reading for each topic. Each presentation (~10 minutes) should:

- Identify and describe specific examples that illustrate the different approaches the authors take when constructing their doctrines of God.
- Identify and briefly explain 2-3 key issues concerning the attributes you are presenting on, each with a related question that will guide our discussion following your presentation. You should *not summarize* everything in the assigned reading. Rather, assume that class members have done the reading.
- Identify some practical implications of the attributes you are presenting on, such as how they motivate your love for, worship of, or faith in God.
- Be accompanied by a *one-page handout* (single-spaced—see the example handout on Populi). Please cite the appropriate page numbers on your handout (e.g., RH 106).
- Related Learning Outcomes: 1, 2, 3
- **Assignment Length:** ~10 minutes each, with a 1 page, point-form handout
- **Due Dates:** In class June 23, 30; July 7, 14

2. Attributes Reports

You will submit four reports. The reports will cover the attributes that were discussed in class during the previous week. Each report will be a total of 3-3.5 pages and should include the following parts.

- a) 2-2.5 pages each report= Compare and contrast *the specific conclusions that each author makes regarding each of the attributes of God* (you may also wish to reference additional authors discussed in class). Note areas where the theologians agreed (consensus) and areas of disagreement (diversity) and *why* they disagree. You will focus on Highfields's and Pinnock's books, although you should also take into account Gabriel's book when you are discussing attributes covered in Gabriel's chapters 5-7. Cite pages appropriately (e.g., *RH* 106). You may also draw on class discussion.
 - b) About 1 page each report= *An explanation and defense of your own position* regarding each of the attributes we have studied in the previous class.
- Related Learning Outcomes: 2, 4
 - **Assignment Length:** 3-3.5 pages each
 - **Due Dates:** June 25; July 2, 9, 16

3. Research Paper

You may write a paper on any of the divine attributes. This assignment should be characterized by critical theological reflection and not just a matter of reporting what others have said. Hence, in your thesis statement you must take a position regarding the topic that you are researching. As you write your paper:

- Aim for **2500 words** (a minimum of 2250 words and no more than 2750 words = approx. 8 pages), **not including** your **footnotes and bibliography** (include both of these with your paper). Please record the **word count** for your papers after your conclusions.
- Use at least **8 scholarly¹ sources**, including at least **two academic journal** articles² (dictionary definitions do not count as sources). You are welcome to use your textbooks.
- Related Learning Outcome: 5
- **Assignment Length:** 2500 words.
- **Due Date:** July 24

Estimate of Time Investment (individual time investments may vary)

Class Time	15 hours	N/A
Reading	34 hours	N/A
1. Seminar Presentations	4 hours	In class June 23, 30; July 7, 14
2. Attributes Reports (4)	24 hours	June 25; July 2, 9, 16
3. Research Paper	24 hours	July 24
TOTAL	101 hours	

¹ "Scholarly" sources generally include articles published in academic journals and academic books (a book is often not 'academic' if it does not have footnotes or endnotes). You are welcome to use magazine articles and [web pages](#), but these will often not count as scholarly sources.

² There are a number of excellent databases available for searching the contents of many journals at one time. If you request a password from the [Horizon librarian](#), you can access many journals online through the electronic search databases once you login to the [STU Library page](#). An internet search can help you as well (although this would not be as helpful).

Assessment Rubrics

For this course, please find assessment rubrics on the Populi course page, in the lesson called "Assessment Rubrics."

Tentative Class Schedule

RH= Ron Highfield, *Great is the Lord*

AG1= Andrew Gabriel, *The Lord is the Spirit*

CP= Clark Pinnock, *Most Moved Mover*

AG2= Andrew Gabriel, "Pneumatological Insights for the Attributes..."

Bold numbers= required reading *Non-bolded numbers*= skim reading if you wish (not required)

Date _____ Topics and Readings (Total = **344** + 216)

Any required **revisions** will take place throughout the course.

Tues 16 June	<p>Class 1 (38 pages)</p> <ul style="list-style-type: none"> ▪ Intro to the course and a reminder (why theology?) ▪ God and the Question of Godliness, <i>RH 416-421 (5)</i> ▪ Approaches to the Doctrine of God, <i>AG1 1-8; RH 153-156 (8+3)</i> ▪ Biblical and Historical Foundations, <i>RH 157-163 (6)</i> ▪ Classical Theism and Alternatives, <i>AG1 9-40, 41-44, 54-57, 72-74; CP 1-18; RH xvi-xviii, 141-153 (30 + 43)</i> <p>-----</p>
Tues 23 June	<p>Class 2 (107 pages)</p> <ul style="list-style-type: none"> ▪ Developing a Trinitarian Approach, ▪ <i>AG1 51-54, 65-72, 81-88, 89-121 (34+ 36)</i> ▪ <u>Freedom and Love</u>, <i>RH 164-176, 222-236; CP 81-83; AG2 45 (30)</i> ▪ <u>Omnipotence</u>, <i>RH 332-357; AG1 24-26, 48-49, 62-63, 79-81, 183-204; and CP 53-55, 92-96, 126-131, 163-167 (43 + 32)</i>
Thurs 25 June	Attributes Report 1
Tues 30 June	<p>Class 3 (59 pages)</p> <ul style="list-style-type: none"> ▪ <u>Immutability</u>, <i>RH 358-375; AG1 44-47, 59-60, 77-79; CP 85-88, 138-140 (29), AG 152-182 (30)</i> ▪ <u>Impassibility</u>, <i>RH 375-389; AG1 47, 60-62, 74-77; CP 55-64, 88-92 (30 + 4)AG 123-152 (29)</i>
Thurs 2 July	Attributes Report 2
Tues 7 July	<p>Class 4 (78 pages)</p> <ul style="list-style-type: none"> ▪ <u>Eternity</u>, <i>RH 292-311; CP 96-99; AG1 50, 63-65 (26)</i> ▪ <u>Omniscience</u>, <i>RH 312-332; CP 47-53, 99-102, 104-111, 137-138, 171-175;AG1 50, 57-59 (35 + 13)</i> ▪ <u>Omnipresence</u> <i>RH 275-292 (17)</i> ▪ Library Instruction for Research Paper
Thurs 9 July	Attributes Report 3

- Tues 14 July Class 5 (62 pages)
- Holiness and Righteousness, *RH 177-191; AG2 47, 49-50 (16)*
 - Grace and Mercy, *RH 192-206; AG2 45-46, 48-49 (16)*
 - Patience and Wisdom, *RH 206-221; CP 102-104; AG2 50-52 (19)*
 - Glory *RH 389-398, 411-416, 421-428, AG1 205-207 (11 + 14)*

Thurs 16 July **Attributes Report 4**

Fri 24 July **Research Paper**

→ July 31 Submit any remaining revisions as necessary.

No assignments or revisions will be accepted after July 31, 2020.

Academic Policies

General Assignment Guidelines

Please see the Horizon College and Seminary [Format Guide](#) for assignment submission and formatting guidelines. In addition, please note: I will accept submissions on [Populi](#) in either **MSWord format** (doc or docx is fine), **Rich Text format** (rtf), or as **PDF files**.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Faculty Assistant to discuss whether the student's reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

Resubmission of Assignments

Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall “grades” on individual assignments. Instead, assessment focuses on measuring students’ competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon’s approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student exceeded competency requirements for some learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student met competency requirements for all learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was beginning to meet competency requirements for any one or more learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was not yet meeting competency requirements for one or more learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; or Heather Wood, Associate Dean of Students, at hwood@horizon.edu.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography

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