

**Point Loma Nazarene University**  
**School of Theology & Christian Ministry**  
**Spring Semester, 2018**

***Point Loma Nazarene University Mission:***

**To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith.

Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**Course:** CHU 395. The Christian Tradition, Section 2. T-Th 11:12-15, T 106.

**Professor:** Dr. Michael Lodahl. Office Smee 205; cell (858) 405-3184

**Texts:** Lodahl, Michael and Cordero Masciewicz, April.  
*Renewal in Love: Living Holy Lives in God's Good Creation*

**(Renewal)**

Placher, William. *A History of Christian Theology: An Introduction (HCT)*  
Course anthology, *Crucial Readings in the Christian Tradition (Readings)*

**Please note that this anthology listed immediately above (*Crucial Readings in the Christian Tradition*) is posted among course materials on Canvas, but it is there for you to download. It is a requirement for all students in this course to print a hard copy of the anthology for heightened pedagogical value. Providing material evidence of having a hard copy to the professor is a 50-point assignment.**

***Failure to provide such evidence within the first two weeks of the semester yields a 0/ 50 in the gradebook.***

**Course Description:**

*Catalogue description:* A historical survey of the ideas, practices, and institutions of Christianity from the end of the New Testament period to the present, with attention to the Wesleyan-Arminian tradition. [Note: The 'Wesleyan' refers primarily to John Wesley, 1703-1791; and 'Arminian' to Jacob Arminius, 1560-1609.]

*Elaborated description:* We shall attempt to focus our historical and theological study

through the lens of the doctrine of *creation*, including the creation of human beings in God's image – and what this teaching implies about human responsibility in, and for, God's creation. This means that we shall attempt to keep ever before us the following question: What have selected Christian leaders down through the 21 centuries of Christian faith *believed*, and *written*, about **the material world as God's creation**? We will especially examine the doctrines of **the incarnation of the Word** and **the resurrection of the body** in connection with the doctrine of creation. Further, we shall attempt to discern what practical difference(s) such beliefs and claims have made upon those people's lives: what have they *done* in response to, and in light of, their convictions about the world as God's good, but fallen, creation?

Such questions as these demand that special attention be given to *Christology*, or the doctrine of Christ. This means that we shall attempt to keep ever before us the following question: What have selected key people during the 21 centuries of Christian faith *believed*, *thought*, and *said*, about Jesus of Nazareth as the Christ (or Messiah, the Anointed One of God)? Further, we shall attempt to discern what practical difference(s) such convictions have made upon those people's lives: what have they *done* in response to, and in light of, their faith in Jesus Christ? Most particularly, how have Christians thought about, and acted within, God's creation – the world in which we live and upon which we depend – in the light of Jesus Christ, God's incarnate Son?

*(This course is one of the components of the General Education Program at Point Loma Nazarene University, under the category of "Responding to the Sacred." By including this course in a common educational experience for undergraduates, the faculty supports the study of Scripture and Christian heritage as foundational in the pursuit of knowledge and the development of personal values.)*

**Course Learning Outcomes.** *Upon successful completion of this course, you will have:*

- 1) demonstrated increasing understanding of Christian Scripture and tradition, both through engagement with classic literary sources and through participation in a variety of Christian worship settings;
- 2) demonstrated the ability to describe the critical issues in the historical development of Christian tradition, particularly in regards to *Christology*, or the doctrine of Christ;
- 3) demonstrated the ability to describe the characteristic features of Arminian-Wesleyan theology, particularly in its development within Reformation debates and concerns;
- 4) examined the deep connections between central Christian convictions and ethical living, particularly as formulated and taught in the Wesleyan theological tradition, and considered especially in relationship to our growing ecological crisis;

- 5) grown in appreciation for the importance of active participation in Christian congregational life in its liturgical diversity; and
- 6) demonstrated a growing excellence in the discipline of effective writing, particularly as related to biblical, religious and theological literacy.

### Course Requirements:

1) Consistent class attendance and participation (CLO 1). Generally, attendance at any given class session is worth five attendance / participation points (out of five possible). Each absence is scored as 0/5 for that day and *after four absences the student is eligible to be dropped from the course roll. I take this very seriously; I trust that you will too.*

2) Careful and disciplined reading of assigned texts for each class session. *Actually doing the daily reading is absolutely your responsibility.* This will be evaluated essentially by the quality of discussion/interaction which you are able to contribute to the life of the class, **and by regularly administered quizzes** whose scores will be entered in the attendance / participation category – such quizzes will address the day's assigned reading and / or the main points of the previous lecture or lectures (CLO 1, 2).

3) A “faith and science” reflection paper that will involve your reasoned and articulate response to an essay by Azusa Pacific University biblical scholar Karen Strand Winslow and to a Ted Talk lecture by Point Loma Nazarene University biologist April Cordero Masciewicz (CLO 4, 6).

4) A “semester writing project” (CLO 6) which can take any **one** of the three following forms, **A, B or C**, *although in light of CLO 1 and CLO 5 the preferred option should be A. For students with heavy Sunday responsibilities and commitments (beyond the art of sleeping in), however, Option A may be quite difficult (though probably not impossible) and either B or C may be more reasonable:*

**A) Three “field trip” visits to worship services of one congregation from each of the three groups listed below.** In response to each of your visits, you will write a brief (but no less than two pages, double-spaced) paper in which you offer your own observations of the worship service; **for example**, write what you noted about the congregation itself, the style and content of the worship, the use of Scripture or other printed texts, **what is said about (or to) Christ**, what role art and architecture seem to play in this congregation's life and worship, the behavior and sermon of the minister, priest or worship leader, etc. **You are strongly encouraged also to note what is said (if anything) in Scripture readings, hymns, or the sermon about the natural world or environment.** This paper **should not** be simply a summary of the sermon, though of course attention should be given to this. It is equally important to take note, theologically, of what is taught through the worship songs or hymns, Scripture readings, etc.

These papers can (but need not) build on one another in terms of comparison / contrast, and are due as listed in course calendar. **You must include a photograph of the church bulletin (or some other corroborating document) from the service you attended, upon which you should have your handwritten notes from the service along with your signature.** (CLO 1, 2)

- ***Please note that for this assignment you are required to visit churches from three distinct ‘groups’; anyone who ignores this aspect of the assignment will receive drastically reduced credit (50 points subtracted from the 100-point assignment) for a church visit.*** (CLO 5)
- ***Please note also that in these papers, your professor is most interested in what you observe theologically—and even more specifically, what is either directly stated or implied about the world as God’s creation, in the particular service you attend. Most of your energies and attention should focus on what is said or implied about God as Creator, or about the world as God’s creation, in the Scripture reading(s), choruses or hymns that are sung, and the sermon itself (CLO4). Please do not generalize; be specific in describing what you heard theologically in the worship service. You will be evaluated closely in regards to this criterion. It is certainly encouraged, though, that you have fun with these papers and find a way to make your professor smile. 😊 (Good writing always helps! See CLO 6 and follow closely the wisdom to be gained from the ‘Writing Tips’ assignment early in the course.)***

**Congregational worship visit possibilities – please keep in mind that you must select one church from each of the three groups:**

**Church visit ‘groups’ (for Writing Assignment option A):**

***Group 1:*** Roman Catholic, Orthodox (Greek, Russian, Coptic, Armenian, etc.), Episcopal.

***Group 2:*** Presbyterian, Lutheran, United Methodist, United Church of Christ, Congregational Church, Christian Church (Disciples), Church of Jesus Christ, Scientist (Christian Science).

***Group 3:*** Baptist, Friends, Seventh-day Adventist, Christian Reformed, Assemblies of God, Nazarene, Foursquare, charismatic, Pentecostal, non-denominational congregations, Jehovah’s Witnesses (Kingdom Hall), Latter-day Saints (Mormon).

**\*There may be possibilities other than these listed; however, please check with your professor before visiting a church congregation not listed above. In order to gain the richest experience from this assignment, you are strongly encouraged *not* to count a worship service in your own “home” tradition or denomination as**

one of your three visits. Although you may arrange your visits in any order you wish, it might be most useful to your educational process to follow the order of Groups 1-2-3 as outlined above.

I reiterate that this first 'church visit' option for the semester writing project is the most preferable; however, the following two options are offered particularly for those for whom church visits are difficult or impractical especially given other Sunday responsibilities. Hence, a second 'semester writing project' possibility is:

B) A 6-8 page response / reflection paper on any one of the following books:

Elizabeth Johnson, *Consider Jesus: Waves of Renewal in Christology*

Elizabeth Johnson, *Women, Earth and Creator Spirit*

Terence Fretheim, *Creation Untamed: The Bible, God, and Natural Disasters*

Thomas Oord and Michael Lodahl, *Relational Holiness*

Daniel Taylor, *The Myth of Certainty*

John Walton, *The Lost World of Genesis One: Ancient Cosmology and the Origins Debate*

John Wesley, *A Plain Account of Christian Perfection*

*OR, as a third option for the semester writing project,*

C) A 6-8 page research paper on a topic of your choosing that is relevant to this course, and is approved by your professor. This paper, regardless of topic, will require your consulting / reading from a minimum of six outside sources (not including class text or the Bible) and a minimum of 150 pages read from those sources. You will document the pages read from each of your outside sources as part of your bibliography or works cited page. *Failure to do so will result in immediate reduction of paper grade (subtraction of 15 points from 100-point assignment).*

The due date for options B and C are listed in the course calendar. Please note that the same grade reductions will hold for these writing options: *a paper turned in later than classtime on the same day will be reduced by 5 points (out of 100), and each day thereafter that the paper is late will reduce the grade by 7 points per day.*

Note: If you choose option 1) of the three semester writing project possibilities, you *must* turn in the first church visit response paper on the due date below or you will receive *no more than half credit* for that particular writing assignment. All other writing assignments that are turned in late will receive the grade reduction detailed earlier.

## Important Points Regarding Your Writing for this Class:

- ***Please keep in mind that grammar, spelling and punctuation all play a critical role in your professor's evaluation of all your papers (CLO 6). Please avail yourselves of the services of a competent, trustworthy proofreader (who might, or *might not*, be your mom) or the university's tutorial center.***
- **To help you in the endeavor of writing a good paper for this class and other classes, please take seriously the additional handout ('Writing Tips') from the professor regarding common errors in student writing. Peruse this document carefully; you shall be held responsible for its contents in your professor's reading of *all* of your assigned papers.**
- **No papers will be accepted after the date stipulated on the Course Calendar; do not waste your breath or my time by asking for extra credit opportunities beyond that point.**
- **The PLNU School of Theology and Christian Ministry is committed to the full equality and dignity of all people. Recognizing that human beings have often used language in ways that imply the exclusion or inferiority of women and other marginalized peoples, the department strongly urges students, faculty and staff to avoid sexist and racist language in public discourse, in classroom discussions and especially in their writings.**

**5) Two exams, to be taken as scheduled on course calendar. These exams will be objective in nature (multiple choice) and will draw significantly from the daily lecture materials, class handouts and study guide quizzes. *The final examination will be cumulative.***

**Final Grade** will be determined on the basis of:

- a) the two exams (18% on mid-term, 22% on the final);
- b) the semester writing project (the three congregational worship visits and response papers are 10% each, while the other two possible projects are 30%);
- c) the faith & science reflection paper (10%); and
- d) attendance, quizzes and participation (20%).

**94-100, A;      90-93, A-;      87-89, B+;      83-86, B;      80-82, B-;      77-79, C+;  
73-76, C;      70-72, C-;      67-69, D+;      60-66, D;      56-59, D-;      below 56, F.**

**PLNU Copyright Policy:**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

**PLNU Academic Honesty Policy:**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic *dishonesty* is the act of presenting information, ideas, or concepts as one's own when in reality they are the results of another person's efforts. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

**PLNU Academic Accommodations Policy:**

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at [DRC@pointloma.edu](mailto:DRC@pointloma.edu). See [Disability Resource Center](#) for additional information.

**PLNU Attendance and Participation Policy:**

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings (please note that in summer school, this means two days' worth of classes!), the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent (our four day's worth of classes), the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

**Semester Academic Work Policy:**

Please note that when the semester ends, so do all opportunities to work to improve your grade. No last-minute or after-the-fact appeals for extra credit will be even briefly considered.

**Please Note the Following:**

- I generally do offer a number of extra-credit assignments. I do not do these just for the sake of giving students a chance to earn extra points. I do it when I find opportunities for student learning that are relevant to this course. Because I know your time is valuable and you are faced with many choices and pressures concerning your schedule, I offer extra-credit as a stimulus for student attendance and participation for relevant events. ***For every extra-credit opportunity, what***

***is required is your attendance of the event, and a summary / reflection / response paper of two to three pages. All extra-credit points are applied to the “quizzes and participation” category (see above).***

- While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, students requesting academic accommodations must file documentation with the Disability Resource Center (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student’s instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. This policy assists the university in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) Act of 1990, and ADA Amendments Act of 2008, all of which prohibit discrimination against students with disabilities and guarantees all qualified students equal access to and benefits of PLNU programs and activities.
- Academic dishonesty will not be tolerated. Please consult the school catalog under the heading of Academic Honesty to learn the professor’s intended policy regarding student dishonesty regarding academic work. It would be a bare minimum that any student caught cheating or plagiarizing will receive a score of zero for the assignment in question; it is also within the professor’s rights simply to fail the student for the course.

## **Course Calendar**

### **January**

11 – Introduction to the course. Topic: *Jesus’s question: “Who do you say that I am?”*

16 – *HCT* Chapter 1 (Introduction) and Chapter 2 (The Hope of Israel).  
Topic: *Jesus Christ, the Full Revelation of God and the Ultimate Paradox of Christian Faith.*

18 – *Renewal* Chapter 1; *Readings* pp. 2-3. Topic: *Humanity Created (and Renewed) in the Image of God.*

23 – Karen Strand Winslow essay, “The Earth is Not a Planet”; Lodahl notes, “The Opening Chapters of Genesis and Contemporary Natural Sciences.” *Continued discussion of Genesis 1.*



25 – *Renewal* Chapter 2 (pages 35-44); *HCT* Chapter 3 (The Mission to the Gentiles)  
Topic: *Jesus Christ, the Word and 'Very Being' of God*

30 – *HCT* Chapter 4 (The Beginnings of Orthodoxy); *Readings* 4-12 (excerpts from Gospel of Thomas and Ignatius of Antioch). Topic: *The Incarnate Word vs. Gnostic Christologies*

## **February**

1 – *HCT* Chapter 5 (An Alliance with Philosophy); *Readings* 18-30 (excerpts from Justin Martyr, Clement of Alexandria, Tertullian and Origen)  
Topic: *Faith in Christ and Philosophical Reasoning*

6 – Continued discussion of the relationship between faith and reason, especially in apologetics. Finish reading assigned for 2/1 class.

8 – *Renewal*, Chapter 3. Topic: *Reason's Intersection with Reading Scripture.*  
**\*First worship visit response paper due at beginning of classtime.**

13 – *HCT* 55-61; *Readings* 30-33 (excerpts from Arius and Athanasius)  
Topic: *The Christological Debate at the Council of Nicea*

### *Big Extra-Credit Opportunities During the Remainder of This Week:*

Please see syllabus description of extra-credit requirements. You can attend as many of these lectures as your schedule and interests allow, and each is worth a maximum possibility of 25 points. *You will also receive 25 attendance points simply for attending any one of the sessions in place of 'no class' on Thursday.* (This is to keep this class in step with my other CHU395 section, which will attend the Thursday lecture in place of class. *Be sure to find the sign-in sheet and . . . ummm, sign in!*)

### **The 2017-2018 H. Orton Wiley Lectures in Theology**

**Guest Lecturer: Dr. Shelly Rambo**

**(Associate Professor of Theology, Boston University School of Theology)**

**Lecture Series: *Faith in Post-Traumatic Times: Encountering Resurrection Wounds***

**February 14—16, 2018**

**(all main lectures in Crill Performance Hall)**

**--Lecture #1: Lockdown: A Climate of Fear and "Posts"**

**\*Wed. Feb. 14, 2018 11:00-11:50am**

**--Lecture #2: Seeing Invisible Wounds**

**\*Wed. Feb. 14, 2018 1:30-2:20pm**

--Lecture #3: Touching Invisible Wounds (My CHU395 sec. 3 class required to attend)

\*Thurs. Feb. 15, 2018 9:30-10:20am

--Lecture #4: Believing in the After-Living

\*Fri. Feb. 16, 2018 8:30-9:20am

**\*Additional Event: Brewed Awakening Conversation (sponsored by the Center for Justice and Reconciliation) on trauma, wounds, trafficking, and recovery-- Thursday Feb. 15, 2018 @ 3:30pm in Fermanian Conference Center**

\* \* \*

20 – HCT 62-72; Readings 33-35 (excerpts from Apollinaris and Gregory of Nazianzus)  
Topic: *The Christological Debate at the Council of Constantinople*

22 – *Renewal*, Chapter 4 (69-86).

Topic: *Irenaeus and Gregory as Champions of Jesus's Truly Human Nature*

27 – *Readings* 37-47

(excerpts from Gregory of Nazianzus, Basil of Caesarea and his older sister Macrina)

Topic: *The Cappadocians' Critical Contributions*

## March

1 – Mid-term examination.

5-9 – Spring Break

***Significant extra-credit possibility: Visit the Timken Art Museum (it's free) at Balboa Park, study the Russian icon exhibit, and write a 1 ½ - 2 page reflection paper on your observations, handed in along with material evidence that you actually were there. Most particularly, please take note of the different ways in which Jesus is depicted through these icons. If you choose to do this, your paper could be worth up to 50 points of quiz extra credit if it is done well and handed in sometime during the period of March 13-22 – the period, roughly speaking, when we will be reading about, and discussing, the role of icons in Christian worship. You may fulfill this extra-credit assignment any other time during the semester as well – but for only up to 30 points of extra-credit.***

13 – HCT Chapter 7 (Light in the East); *Readings* 60-63; *Renewal* Chapter 4 (86-92).

Topic: *Maximus the Confessor and John of Damascus: Orthodox Champions*

15 – HCT Chapter 8 (Augustine); *Readings* 48-57  
(excerpts from *Confessions* through Book VII). Topic: *The Great Bishop of Hippo*

20 – *Readings* 57-60; *Renewal* 44-49. Topic: *Augustine in Conflict*

22 – HCT 119-126; *Readings* 63-71.  
Topic: *Anselm and Abelard (and Heloise!)*

27 – HCT 128-136; *Readings* 71-76. Topic: *Aquinas on Creation and on Christ*  
**\*Second worship visit response paper due at beginning of classtime.**

**29 – Easter break; no class.**

## **April**

3 – *Readings* 76-79. Topic: *Julian of Norwich: Mysticism, Christ and Creation*

5 – HCT 153-159; *Readings* 80-84. Topic: *Luther vs. Erasmus on Human Willing*

10 – HCT 159-169; *Readings* 84-88. Topic: *Luther vs. Zwingli*

12 – HCT Chapter 14 (God's Governance); *Readings* 88-92. Topic: *Calvin and Arminius*

17 – HCT 209-217; *Readings* 93-98. Topic: *John Wesley, Arminian 'Reasonable Enthusiast'*

19 – *Renewal* Chapter 5; *Readings* 98-100. Topic: *Wesley on the Love of God in Jesus Christ*

24 – *Renewal* Chapter 6; *Readings* 101-103. Topic: *Eschatology in a Wesleyan Way.*  
**\*Third worship visit response paper – or semester term paper – due at beginning of classtime.**

26 – *Renewal* Chapter 7 and Postscript ("The Eighth Day") (135-146).

Topic: *Wesleyan Theology and our Ecological Crisis.*

**\*No written work can be handed in later than this point at classtime.**

**Thursday, May 3 – Final Examination, 10:30 a.m. – 1:00 p.m.**