

Point Loma Nazarene University  
School of Theology & Christian Ministry  
Fall 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.

*But take careful note of those who hold strange doctrine touching the grace of Jesus Christ that came to us, how such people are contrary to the mind of God. They have no care for love – none for the widow, none for the orphan, none for the afflicted, none for the prisoner, none for the hungry or thirsty. They abstain from eucharist and prayer, because they do not allow that the eucharist is the flesh of our Savior Jesus Christ – flesh that suffered for our sins, and which the Father of His goodness resurrected.*

– Ignatius of Antioch (c. 110)

**Course:** Theology 330: Christ and the Church (3 units).  
MWF, 8:30 – 9:25 a.m. / Wesley Center conference room

**Professor:** Dr. Michael Lodahl. Office Smee 205; office 849-2331, cell (858) 405-3184  
[mlodahl@pointloma.edu](mailto:mlodahl@pointloma.edu)

**Texts:** Brown, Raymond E. *The Community of the Beloved Disciple: The Life, Loves, and Hates of an Individual Church in New Testament Times* (1979)  
Buck, Jennifer M. *Reframing the House: Constructive Feminist Global Ecclesiology for the Western Evangelical Church* (2016)  
Gaines, Timothy R. and Lyons-Pardue, Kara, eds. *Following Jesus: Prophet, Priest, King* (2018)  
Lohfink, Gerhard. *Jesus and Community* (1984)  
Robinson, John A.T. *The Body: A Study in Pauline Theology* (1952)  
Other excerpted materials as selected by your professor.

## Course Description:

*Catalogue description:* This course will examine the relationship between the Church's teachings on the identity and ministry of Jesus Christ (Christology) and the ongoing life of Christ's community of disciples, including worship, evangelism, the sacraments, the presence of the Holy Spirit, and eschatology.

*Elaborated description:* In this course we will seek to explore and understand the internal coherence that (at least ideally) exists between 1) the Christian confession of Jesus's full deity, full humanity and Lordship over all creation and 2) the identity, purpose, and nature of the communities of Christian discipleship that have emerged from Christian confession and proclamation about Jesus. Thus, we will be trying to discern how what Christians confess and believe about Jesus actually exercises an observable impact on the way in which they arrange and order their lives together in ecclesial community.

Finally, the questions become: *What do beliefs about Jesus 'do' in people's lives – especially in their empirical communities of life together? What difference, finally, do our beliefs make? Are certain 'orthodox' beliefs enough? Are there particular, identifiable practices that (at least should) emerge from these beliefs? Accordingly, do different Christologies actually issue in different kinds of social realities?*

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

- 1) demonstrated increasing understanding of the biblical vision for the people of God – first God's people Israel; then the supremely faithful son of Israel and of God, Jesus of Nazareth; and finally also of his called-out community of discipleship, the Church;
- 2) examined, and demonstrated the capacity to explain, the deep (theo)logical connections and coherence between the history of Christology and the empirical forms or expressions the Church has taken in its liturgy, life and proclamation;
- 3) explored the possible connections between Christologies deemed heretical by Christian tradition and the kinds of communities or social realities that such Christologies may spawn;
- 4) demonstrated growing facility in oral communication and teaching in an academic setting; and
- 5) demonstrated a growing excellence in the discipline of effective writing, particularly as related to biblical and theological literacy.

## Course Requirements:

- 1) Consistent class attendance and participation (CLO 1, 4).
- 2) Careful and disciplined reading of assigned texts for each class session (CLO 1, 2). This will be determined **a)** by the quality of discussion, interaction, and question-asking which the student contributes to the life of the class; and also perhaps **b)** by occasional quizzes over any given class session's reading assignment and / or the main points of the previous lecture or lectures (CLO 1, 2). **Class attendance & participation accounts for 12% of semester grade.**
- 3) Leadership of discussion of one chapter from Gaines and Lyons-Pardue, eds., *Following Jesus: Prophet, Priest, King*. This should be on one of the Mondays when there are no additional readings assigned beyond that book. (CLO 1, 2, 4). **This assignment accounts for 8% of semester grade.**
- 4) Presentation in class of one selected commentary's treatment of Matthew 16:13-23 (CLO, 1, 2, 4). *This presentation will occur on a Monday class session when there is no assigned reading other than a chapter from the Gaines / Lyons-Pardue text.* **This assignment accounts for 8% of semester grade.**
- 5) A 6-8 (double-spaced) page reflection paper on the Matthew 16 passage above, as interpreted by the commentary you used in class presentation (#4 above), and insights from *at least one* other commentary. *This paper should be extremely attentive to what your commentaries suggest regarding relationships between Christology and ecclesiology* (CLO 1, 5) **This accounts for 12% of semester grade.**
- (6) Leadership of discussion of assigned reading from one other class session as chosen in consultation with professor. (CLO 1, 2, 4) **This accounts for 8% of semester grade.**
- (7) A fieldwork study of a particular congregation – either the one in which you are an active participant, or another if there is some other religious tradition about which you are interested in learning more – which will issue in a 8-10 page paper that explores the interconnections between Christology and this particular congregation's social practices (both 'inside' and 'outside' the community). This paper must include a minimum of two interviews – one with the congregation's pastor or one of its ministers (or the equivalent), and another with a leading layperson. The paper should also include biblical references and at least three citations or quotations from the course texts. (CLO 1, 2, 3, 5) **This paper counts for 20% of semester grade.**
- 8) Two exams, both of them essay format – a midterm and a final exam as scheduled on the Course Calendar. (CLO 1, 2, 3) **The midterm is 14%, the final 18%, of semester grade.**

## Final Grade:

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.

## 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 5). Please avail yourselves of the services of a competent proofreader 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. (CLO 5)
- 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, the department strongly urges students, faculty and staff to avoid sexist language in public discourse, in classroom discussions and especially in their writings. (CLO 4, 5)

### 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.

### Course Calendar:

#### August

- 28 – Introduction to the course and of ourselves: “On this rock I will build my church . . .”
- 29 – Lohfink 1-29
- 31 – Lohfink 31-50

#### September

- 3 – **Labor Day**
- 5 – Lohfink 50-73
- 7 – Lohfink 75-98
  
- 10 – Gaines & Pardue, 11-32 \_\_\_\_\_
- 12 – Lohfink 99-122 \_\_\_\_\_
- 14 – Lohfink 122-147 \_\_\_\_\_
  
- 17 – Gaines & Pardue 33-39, Lohfink 149-163
- 19 – Lohfink 163-184
- 21 – Nor Cal retreat
  
- 24 – Gaines & Pardue 41-50, Robinson 7-10
- 26 – Robinson, 11-33
- 28 – Robinson, 34-48

#### October

- 1— Gaines & Pardue 120-132 \_\_\_\_\_
- 3 – Robinson 49-67
- 5 – Robinson 67-83
  
- 8 – Gaines & Pardue 69-78 \_\_\_\_\_
- 10 – Kasemann handout, 27-41
- 12 – Kasemann handout, 41-55
  
- 15 – Gaines & Pardue, 79-93 \_\_\_\_\_
  
- 17 – **Midterm essay exam**
- 19 – **Fall break**

22 – Gaines & Pardue, 95-108 \_\_\_\_\_

24 – Brown 13-34

26 – Brown 34-58

29 – Gaines & Pardue, 109-119 \_\_\_\_\_

31 – Brown 59-91

### November

1 – *Thursday: paper on Matthew 16:13-23 due by 5 p.m. on Canvas.*

2 – Terry Givens handout (BYU dialogue)

5 – Brown 93-123

7 – Brown 123-144

9 – Brown 145-169

12 – Gaines & Pardue 51-67, Brown 183-198

14 – Buck 1-26

16 – Buck 26-47

19 – Gaines & Pardue 133-144 \_\_\_\_\_

(Thanksgiving Break)

26 – Gaines & Pardue 145-155, Buck 48-58

28 – Buck 58-80

30 – Buck 81-111

### December

3 – Gaines & Pardue 157-171 \_\_\_\_\_

5 – Buck 112-142

6 – *Thursday: fieldwork study paper due by 5 p.m. on Canvas.*

7 – Buck 143-179

14 – **Final examination, 7:30 – 10 a.m.**