

SHEPHERDS THEOLOGICAL SEMINARY
CARY, NC

THEOLOGY III, TH 503
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Office Hours: 10:00 a.m. to 3:00 p.m., Tues., Wed., Thurs.

COURSE REQUIREMENTS for WEDNESDAY CLASS

I. COURSE DESCRIPTION AND GOALS

A. Catalog Description

“A survey of the doctrines of man (anthropology), sin (hamartiology), and salvation (soteriology). Introduces, defines, and supports each doctrine using pertinent passages of Scripture.”

B. Student Learning Outcomes: Completing this course, a student will be able--

1. To demonstrate proper theological research methodology in writing a research paper.
2. To quote from memory key Scripture verses that teach and prove details of the doctrines of man, sin, and salvation.
3. To define and explain Scriptures' teaching about man's creation, likeness to God, and nature.
4. To compare and contrast the secular teachings about man (abortion, euthanasia, stem cell research, human cloning, homosexuality, and capital punishment), and the Bible's teachings.
5. To explain what Scripture teaches about the origin, spread, and nature of sin.
6. To state the consequences of the fall for one's relationship with God.
7. To define the terms used to describe various aspects of salvation.
8. To compare and contrast the roles of God and man in the plan of salvation, explaining the Scripture's teaching on Election, Divine Calling, Regeneration, and Conversion.
9. To explain the New Testament teachings about justification, sanctification, perseverance, and glorification.

II. REQUIRED TEXTS

A. Anthony Hoekema, *Created in God's Image*, Eerdmans

This book is a basis for the syllabus material in the doctrines of man and sin.

B. Millard J. Erickson, *Christian Theology*, Baker

Part of this book is scheduled out for daily reading that will generally correspond to class lectures in the first part of the course. Of course, you may read ahead if you wish.

- C. John MacArthur (ed.), *Right Thinking in a World Gone Wrong*, (Harvest House)
This book is not scheduled out, but I would like you to read it in the first half of the semester and turn in a 3-4 page, double spaced critique of that book on October 20.
- D. Thomas R. Schreiner and Bruce A. Ware, *Still Sovereign*, Baker
Also scheduled out for daily reading. Write a brief 1 page (double spaced) paper giving your over-all impressions of the book.

III. SCRIPTURE MEMORIZATION

- A. Memorize 20 verses from the following list. I encourage you to choose verses from the list that you do not already have memorized, but it is your choice. But you certainly need to have memorized some verses that deal with man, sin, and salvation, with its many facets.
- B. On Wednesday, **November 3**, turn in to me your list of 20 verses, with doctrinal headings, that you are working on. Then on Wednesday, **November 17**, I'll pick 5 or 6 verses from your list for you to write in a memorization quiz.

Anthropology

Genesis 1:26-27
Genesis 2:7

Hamartiology

Genesis 3:1-7
Psalm 51:5
Jeremiah 13:23
John 3:36
John 8:44
Romans 1:18-32
Romans 5:12-14
2 Corinthians 4:3-4
Ephesians
James 2:10
1 John 2:1-2

Soteriology

Isaiah 53:4-6
John 14:6
Romans 1:16-17
Romans 5:18-21
Romans 8:28-30
Romans 9:14-24
Romans 10:9-17
2 Corinthians 5:21
Galatians 5:16-25
Ephesians 2
Colossians 1:19-23
Titus 3:5
Hebrews 7:25
1 Peter 2:24

IV. RESEARCH PAPER

- A. Length—about 11-13 pages of text, plus bibliography—double spaced.
- B. Form—must follow good research form, as found in Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, and "Shepherds Theological Seminary Guidelines for Papers and Theses."

C. Bibliography--at least 20 books

1. General References--ISBE, Bible Dictionaries, etc.
2. At least **Five** standard theologies--Hodge, Strong, Berkhof, Erickson, etc.
3. Exegetical Commentaries, Lexicons, etc.
4. Journal Articles. (This is important since the cutting edge of scholarship usually is found in the journals.)
5. Specific books on the subject.

D. Topic--Select a topic from the suggested list below, or receive approval for another specific topic from the Professor. **Topic** should be given to the professor on **October 27**.

E. Grade--The grade will be based upon:

(A) FORM:

- (1) grammatical and literary excellence;
- (2) agreement with Turabian's guide, and Pettegrew's instructions.
- (3) Be sure to check Turabian for correct form for title page, footnotes, quotations, headings (kinds and spacing), and bibliographic entries.
- (4) written in third person (**no** "we," "I," "you," "us," etc.).
- (5) page numbering form.

(B) CONTENT:

- (1) scholarly theological content;
- (2) logical organization and procedure (appropriate headings, correctly inserted, will help).
- (3) evidence of extensive research in the paper and bibliography; research should include journal articles, works taking viewpoints different from yours, and at least 5 major theological sets.
- (4) "tough," specific interaction with opposing views;
- (5) proof for your arguments.

F. General Research Paper Procedure

- (1) Title page, following *Turabian's* guidelines and "STS Guidelines."
- (2) Table of Contents, following Turabian and "STS Guidelines." Since this paper is only about 12 pages, do not use "chapters," but do use appropriate headings and subheadings.
- (3) Introductory matters such as The Reason for the Study, and The Procedure of the Study. Be sure to state the problem clearly in the Introduction.
- (4) Explain various possible solutions to the problem if there are such;

- (5) Cite authorities where necessary. A research paper should have numerous footnotes. Single space the footnotes, but double space between footnotes. Indent first line of each footnote. Punctuate correctly. See Turabian.
- (6) Investigate carefully the Scriptural teaching on the problem, including appropriate exegesis;
- (7) Be sure to interact with opposing views.
- (8) Come to a conclusion with your support of your view.
- (9) Perhaps give the practical implications of the correct solution.
- (10) Bibliography, according to Turabian/STS Guidelines form.

NOTE: For this paper, you do not have to footnote a book in order to have it in your Bibliography. The Bibliography for this paper is a works consulted bibliography, in which you should include those works that you have consulted and which have been of help in your research.

(Note: I did **not** say that you don't have to have footnotes in your paper.)

G. Due: Paper is due to the professor at the beginning of class on **December 1**.
Late papers drop 3 points per day.

H. Suggested Topics:

Note: Term paper topic must be on anthropology, hamartiology, or soteriology matters. About anything in those doctrines in which the student is interested, and about which we do not spend too much time in class, would be a possible topic. It should be a systematic theology paper, however, and not primarily an exegesis paper. Also, since this paper is a relatively brief research paper, please try to narrow your topic down as much as possible. The following are only general suggestions, but if you choose something other than these listed topics, you should discuss your topic with the professor.

What is the Unpardonable Sin?

What is the OT "Sin of the High Hand"?

Is Jesus the Only Savior? A Discussion of Inclusivism, Pluralism, and Exclusivism

Is Repentance a Part of the Gospel

Does Free Will Exist?

A Critique of the New Perspectives on Paul Movement

A Critique of "Evangelical" Universalism

A Critique of the [choose one: Roman Catholic, Mormon, Jehovah's Witness] Doctrine of Salvation

Is Predestination Double?

The Soteriological Implications of Romans 9

Does a Person Have to Have Christ as Lord in Order to be Saved?

A Critique of "Easy Believism"

A Critique of Norman Geisler's *Chosen But Free*

A Critique of Open Theism's Doctrine of Salvation

The Doctrine of Assurance

The Dispensational Implications of Adoption
The Relationship of Prayer to the Sovereignty of God

V. EXAMINATIONS

- A. There will be 3, 2 hour major examinations
- B. Exams will be over the syllabus, as coordinated with the class discussions.
- C. Exams will be essay exams, with some listings and definitions.
- D. You may write your exams in exam booklets (if you can find some), or on your computer.
- E. See study suggestions.

VI. FINAL GRADE

- A. 20% of grade from major term paper
- B. 20% of grade from each examination
- C. 10% of grade from reading
- D. 10% of grade from Scripture memorization
- E. **ATTENDANCE POLICY:** All students are expected to be prompt and faithful in class attendance. After four absences, the student will lose credit for the course.

WEDNESDAY ASSIGNMENT SCHEDULE

August	25	Class begins
September	1	Erickson, 479-575
	8	Hoekema, chapters 1-6
	15	Erickson, 577-674
	22	Hoekema, chapters 7-12, and a 3x5 card saying that you have completed this book.
	29	Exam 1
October	3-9	Reading Week—No classes
	14	Erickson, 899-1032, and a card saying that you have read all of the assigned sections of Erickson
	20	3-4 page critique of <i>Right Thinking in a World Gone Wrong</i>
	27	Schreiner and Ware, 11-131, and Topic of research paper to professor.
November	3	Exam Two
	10	Schreiner and Ware, 133-227, and the list of 20 verses being memorized.
	17	Schreiner and Ware, 229-340, Verse Quiz, and a one page (double spaced) paper saying that you have completed the book and giving your over-all impression of Schreiner and Ware.
	21-27	Thanksgiving week: No classes
December	1	Term Paper Due
	8	Final Exam

VII. COURSE OUTLINE

SECTION ONE: ANTHROPOLOGY—THE DOCTRINE OF MAN

- I. THE ORIGIN OF MAN**
- II. THE IMAGE AND LIKENESS OF GOD IN MAN**
- III. THE NATURE OF MAN**

SECTION TWO: HAMARTIOLOGY—THE DOCTRINE OF SIN

- I. THE ORIGIN OF SIN**
- II. THE SPREAD OF SIN**
- III. THE NATURE OF SIN**

SECTION THREE: SOTERIOLOGY—THE DOCTRINE OF SALVATION

- I. INTRODUCTION: SALVATION**
- II. GRACE**
- III. UNION WITH CHRIST**
- IV. ELECTION**
- V. DIVINE CALLING**
- VI. REGENERATION**
- VII. CONVERSION**
- VIII. JUSTIFICATION**
- IX. THE LAW AND THE CHRISTIAN**
- X. SANCTIFICATION**
- XI. PERSEVERANCE**
- XII. GLORIFICATION**

VIII. BASIC BIBLIOGRAPHY

BIBLIOGRAPHY (Suggested reading for term paper and further understanding)

NOTE: Be sure to read some journal articles.

STANDARD THEOLOGICAL WORKS

(At least five of these standard works should be researched for your term paper topic, and should be included in your bibliography.)

Ames. *The Marrow of Theology*

Berkhof. *Systematic Theology*

Buswell. *A Systematic Theology of the Christian Religion*

Calvin. *Institutes of the Christian Religion*

Chafer. *Systematic Theology*

Erickson.. *Christian Theology*

Finney. *Systematic Theology*

Gill . *Body of Divinity*

Grudem. *Systematic Theology*

Hodge, A.A. *Outlines of Theology*

Hodge, C. *Systematic Theology*

Lewis and Demarest. *Integrative Theology*

Pieper, *Church Dogmatics* (Lutheran)

Reymond. *A New Systematic Theology*

Shedd. *Dogmatic Theology*

Strong. *Systematic Theology*

Thiessen. *Lectures in Systematic Theology*

Watson. *A Body of Divinity*

(You might also read some from the more liberal theologians: Barth, Pannenberg,

Bloesch, Tillich, Gutierrez, etc.).

SOTERIOLOGY

Boettner, L. *The Reformed Doctrine of Predestination*

Boice, J. M. *Whatever Happened to the Gospel of Grace?*

Boyd, G. *God of the Possible*

Chafer, L. S. *Grace*

Clotfelter, D. *Sinners in the Hands of a Good God*

Fackre, Nash, and Sanders. *What About Those Who Have Never Heard, Three Views*

Feinberg, J., Geisler, Reichenbach, and Pinnock. *Predestination and Free Will, Four Views*

Geisler, N. *Chosen But Free*

Gromacki, R. G. *Salvation is Forever*

Ironside, H. A. *Holiness The False and the True*

MacArthur, J. *The Gospel According to Jesus*

MacArthur, J. *Reckless Faith*
Machen, G. *What is Faith?*
McLaren, B. *A Generous Orthodoxy*
Morris, L. *The Apostolic Preaching of the Cross*
Morris, L. *The Atonement*
Parsons, B. *Assured by God*
Pickering, E. "Lordship Salvation"
Pinnock, C., ed. *The Grace of God and the Will of Man*
Rice, J. R. *Predestined to Hell? No!*
Ryrie, C. *So Great Salvation*
Sanders, J. *The God Who Risks*
Schreiner, T., and B. Ware. *Still Sovereign*
Sellers, C. N. *Election and Perseverance*
Sproul, R. C. , ed. *After Darkness, Light*
Tomlinson, D. *The Post Evangelical*
Venema, C. P. *The Gospel of Free Acceptance in Christ*
Warfield, B. B. *The Plan of Salvation*
Waters, G. P. *Justification and the New Perspectives on Paul*
Wells, P. *Cross Words*
Westerholm, S. *Perspectives Old and New on Paul*
White, J. *The God Who Justifies*
White, J. *The Potter's Freedom, A Rebuttal of Norman Geisler's Chosen but Free*
Wright, R. K. M. *No Place for Sovereignty, What's Wrong with Freewill Theism?*
Zemek, George J. *A Biblical Theology of the Doctrines of Sovereign Grace*

ACADEMIC DISHONESTY POLICY*

SHEPHERDS THEOLOGICAL SEMINARY CARY, NC

*(Adapted from “Academic Dishonesty,” The Master’s College, Santa Clarita, CA)

Ephesians 4:28 He who steals must steal no longer; but rather he must labor, performing with his own hands what is good. . . .

Seminary education is based upon certain shared values concerning the nature of learning and the pursuit of knowledge. One of the most basic assumptions is the respect for intellectual property and right of recognition for this pursuit of knowledge. Violation of this basic assumption includes such practices as cheating, plagiarism, abuse of technology, falsification of research data, unapproved collaborative research, and other deceptive academic practices. Sometimes these abuses are unintentional, but much intentional abuse is found in higher educational institutions, even Christian seminaries.

Policy Guidelines

In an attempt to clarify the problem and offer consequences for participation in such activities, the following materials are offered as both a warning and as a guideline to avoid unconscious participation in questionable practices. Of course, questions regarding the appropriateness of any debatable activity should be cleared in advance with an instructor. Certainly students preparing for the Lord’s work need to make sure that truth and honesty pervade their lives.

Definitions

Plagiarize—to steal and pass off (the ideas or words of another) as one’s own; to use someone else’s material without crediting the source (see Merriam-Webster Dictionary On-Line).

Cheat—to deprive of something valuable by the use of deceit or fraud; to violate rules of honesty as on an examination (see Merriam-Webster Dictionary on-Line).

Unquestionable Violations of Academic Integrity

The faculty will generally approach the following cases with severe academic penalties.

Violation

Standard Consequence

Copying answers directly from another student

F for the assignment, and probable F for the course.

“Cribbing” answers in any form to be accessed during the examination.

F for the assignment, probable F for the course, and possible expulsion.

Usage of a substitute person for writing an exam or term paper.	F for the assignment, probable F for the course, and possible expulsion.
Altering answers on a returned exam for re-submission probable F for the course.	F for the assignment and
Unauthorized access to faculty files (electronic and or paper)	F for the course and probable expulsion.
Unauthorized discussion of exam content	F for the course for both parties.
Usage of purchased or pre-existing term paper	F for the assignment, probable F for the course, and possible expulsion.
Falsification of reading report	F for the assignment, and possible F for the course

Questionable Violations of Academic Integrity

The issues below are deemed unacceptable by most faculty members and will result in confrontation with the student over potential charges of academic dishonesty. In most cases, such unacceptable practices will result in at least a warning, and possibly an F for the assignment.

Violation

Significant amount of continued writing after the conclusion of an exam

Multiple submission of the same assignment or paper without approval

Technological manipulation of electronic text by copy and paste without citation

Usage of a source without documentation or citation credit

Artificial additions and inflation of bibliographic sources

Deliberate alteration of time and date on late assignments

Exaggerated computer problems or technical problems due to procrastination.

STUDY SUGGESTIONS FOR EXAM ONE

GENERAL INSTRUCTIONS

1. Exam will probably cover pages 1 through 75, Anthropology and Hamartiology.
2. Note: A Bible unmarked for this course will be permitted during the test.
3. In the discussion questions, include the appropriate Scripture to prove or demonstrate your main points. When citing a text, write out the portion of the verse which proves the point.
4. You will need to use your own paper, preferably an exam booklet; or work out something for taking the test on the computer, printing it, and bringing it to the professor.
5. You will have about 2 hours to write the test.

I. DEFINITIONS

- | | |
|----------------------------|----------------------------|
| 1. Naturalistic Evolution | 8. Conscience |
| 2. Deistic Evolution | 9. Weak conscience |
| 3. Theistic Evolution | 10. Strong conscience |
| 4. Progressive Creationism | 11. Original guilt (p. 48) |
| 5. Fiat Creationism | 12. Original pollution |
| 6. Trichotomy | 13. Sin |
| 7. Dichotomy | 14. Moral Law |

II. LISTINGS

1. List the four functions of the soul in trichotomous thinking
2. List 11 arguments supporting the dichotomist viewpoint
3. List at least 5 arguments supporting the historical nature of the Fall of man into sin.
4. List at least 6 advantages that Adam and Eve had in the temptation.
5. List at least 4 effects of the Fall on Adam and Eve
6. List 9 descriptions of the Moral Law of God.

III. DISCUSSIONS

1. Identify and explain the key features of the Biblical teaching concerning the origin of man (pp. 3-6).
2. Explain the significance of the Bible's teaching that man was created both as a creature and a person (8-9).
3. Discuss the Bible's teaching concerning man's being made in the image and likeness of God, as follows (10-12):
 - a. Give the exegesis details of Genesis 1:26-28;
 - b. Is man still in the image of God after the fall? Prove your answer Scripturally.
 - c. Show from Scripture that Christ is the perfect image of God, and that there needs to be and is a renewal of the image of God in redeemed man.

4. Explain and critique the following theological viewpoints of the image and likeness of God (12-14):
 - a. The image of God is physical resemblance
 - b. The image of God is relationality with others
 - c. The image of God is his dominion over the earth
 - d. The image of God is man's substantive likeness to God
 - e. The image of God as physical representation of God on earth.
5. Explain the professor's theological solution of the meaning of the image and likeness of God as both functional and ontological (14-15).
6. Explain the implications that the doctrine of the image and likeness of God has on man and women's relationships, the curriculum of a Christian college, contemporary ethical issues.(15-17)
7. Explain how the doctrine of the image and likeness of God helps answer the questions: (17-18)
 - a. Am I supposed to live myself?
 - b. Am I supposed to develop self-esteem?
8. Explain the biblical teaching concerning the composition of man (19-21):
 - a. The material part
 - b. The immaterial part, both soul and spirit in both the OT and NT.
9. Explain 1 Thessalonians 5:23 and Hebrews 4:12 from a dichotomist interpretation. (26-27)
10. Describe how the conscience basically works, and explain the "standard of the conscience." (28-29)
11. Explain the doctrine of the will as explained by: (30-31)
 - a. Fatalism
 - b. Behaviorism
 - c. Arminianism
 - d. More biblical view
12. Explain, support, and critique where necessary the two main views of the origin and propagation of the soul: (1) Creationism; (2) Traducianism (33-35).
13. Concerning the test in the Garden of Eden, answer the following questions: (47-48)
 - a. What were God's purposes in allowing the temptation?
 - b. What was the nature of the knowledge?
 - c. What was the time of the test?

14. Discuss the options in answering the question: Why did a holy God permit sin? (53-54)
15. Explain the proofs for the universality of sin in the race. (55-57)
16. (a) Define original sin, (b) Outline the teachings of Romans 5:12-19), and (c) explain the viewpoints of the following theological systems on how Adam's sin impacted his descendents: (57-58)
 - 1) Pelagianism
 - 2) Semi-Pelagianism
 - 3) Wesleyan Arminianism
17. Explain the two aspects of original pollution: (59-62)
 - a. Pervasive or total depravity
 - b. Spiritual inability
18. Explain and refute how the following systems explain the transmission of Adam's sin to the human race (62-63):
 - a. Pelagianism
 - b. Hopkinsianism or Mediate Imputation
19. Discuss Seminalism and Federalism as follows: (64-66)
 - a. Explain seminalism and point out at least 5 objections to it.
 - b. Explain Federalism, and give 3 supports
20. Explain in detail the viewpoint of the transmission of Adams sin to the human race described as representative imputation and seminal transmission. (967-68)
21. Show how sin is essentially human autonomy, and list some other possible ways to describe autonomy (71-72).
22. Possibly a "Thought Question."

STUDY SUGGESTIONS FOR EXAM TWO

GENERAL INSTRUCTIONS

1. Exam will probably cover the first half of Soteriology.
2. Note: A Bible (not a study Bible, and unmarked for this course) will be permitted during the test.
3. In the discussion questions, include the appropriate Scripture to prove or demonstrate your main points. When citing a text, write out the portion of the verse which proves the point.
4. You will need to use your own paper, preferably an exam booklet; or work out something for taking the test on the computer, printing it, and bringing it to the professor.
5. You will have about 2 hours to write the test.

I. DEFINITIONS and KEY VERSE: Define the following and give a key verse.

1. Salvation
2. Grace
3. Prevenient grace
4. Election
5. General call
6. Conversion
7. Repentance
8. Special Call
9. Special grace
10. Efficacious grace
11. Foreknowledge
12. Predestination
13. Reprobation
14. Faith

II. CHART

Chart Culver's *Ordo Salutis* into his four categories.

III. DISCUSSIONS: Discuss the following fully in paragraph style:

1. Summarize the doctrine of grace as it is held by the following groups:
 - a. Pelagianism
 - b. Semi-Pelagianism
 - c. Traditional Roman Catholicism
 - d. Arminianism
 - e. Barthianism
 - f. Post-Vatican II Catholicism
 - g. Reformed Evangelicalism
2. Explain and give some examples, with Scripture, of common grace. Does common grace save anyone? Why or why not?
3. Explain the Arminian view of Prevenient Grace, the three general arguments for Prevenient Grace, and responses to these arguments.
4. Write an essay on Union with Christ as follows:
 - a. Definition of Union with Christ
 - b. Examples of the soteriological comprehensiveness of union with Christ
 - c. Brief explanation of four historical views of union with Christ.
 - d. New covenant union as explained in Ephesians 2
 - e. How union with Christ is effected
 - f. Some Scriptural illustrations of union with Christ.
5. Summarize the historical views of the doctrine of election as held by the following:
 - a. Classical Arminianism
 - b. Corporate Election
 - c. High Calvinism
 - d. Barthianism
 - e. Moderately Reformed
 - f. Open Theism
6. Briefly explain the following forms of Scriptural Election, with Scripture:
 - a. Election to service
 - b. Corporate national election
 - c. Personal election
7. Write an essay on the meaning of the term “foreknowledge,” in Romans 8:29, as follows:
 - a. The Arminian view
 - b. A more accurate understanding
 - c. Scriptural defense with a number of Scriptures of the true meaning.

8. Analyze the corporate election view as follows:
 - a. What is corporate election?
 - b. How does open theism explain corporate election
 - c. Four key features of corporate election soteriology
 - d. The theological foundations of corporate election
 - e. Is election Christocentric?
 - f. Summarize your view of corporate election?
9. Write an essay answering this question: Does Romans 9 teach individual election to salvation?
10. Write an essay on the doctrine of reprobation as follows:
 - a. Define reprobation
 - b. Give the Scriptural support for the doctrine of reprobation
 - c. Explain the modified view of reprobation
 - d. Give the support for the modified view of reprobation.
11. Write an essay on the doctrine of election as presented in Scripture (see “perspectives on the doctrine of election” for some important points).
12. Give some responses (with appropriate Scripture) to the following objections to the doctrine of election:
 - a. Election is unjust to those who are not included in salvation.
 - b. The Bible teaches that God is no respecter of persons, but election represents God as partial in His dealings and a respecter of persons.
 - c. Election represents God as arbitrary.
 - d. Election tends to immorality by representing people’s salvation as independent of their own obedience.
 - e. Election inspires pride in those who think themselves elect.
 - f. Election discourages effort for the sinner’s salvation, either on his own part or on the part of others.
 - g. The decree of election implies a horrible decree of reprobation.
 - h. The Bible teaches that God is not willing that any should perish.
13. Explain, with Scripture, the general, external call of God. Is the external call a legitimate call or a sham? Why or why not?
14. Write an essay on the special call of God, as follows:
 - a. Definition
 - b. Explanation
 - c. Scriptural support from Matthew 22:14; John 6 (in some detail), Acts 16:4, Romans 8:28-30, and 1 Corinthians 1:18-31.

15. Write an essay on repentance, as follows:
 - a. The language of repentance
 - b. A definition of repentance
 - c. Five characteristics of repentance, with appropriate Scripture.

16. Write an essay on faith, as follows:
 - a. A definition of faith
 - b. The key terms in New Testament for faith
 - c. The three elements of faith, with appropriate Scriptures
 - d. Faith as a gift, with appropriate Scriptures
 - e. Faith as opposite to Law keeping, with appropriate Scriptures

17. Write an essay on the Lordship Salvation controversy. (See Alan D. Cole, "Lordship Salvation," unpublished paper, Central Baptist Seminary, 1994).
 - a. What is the history of the debate?
 - b. Explain the role of repentance in the two main views.
 - d. Explain the role of Lordship in the two main views.
 - d. Explain the role of faith in the two main views.
 - e. Explain your view concerning this controversy: repentance, Lordship, faith.

18. Possibly a thought question.

STUDY SUGGESTIONS FOR EXAM THREE

GENERAL INSTRUCTIONS

1. Exam will cover the last half of soteriology.
2. Note: A Bible unmarked for this course and not a study Bible will be permitted during the test. No open notes, however.
3. In the discussion questions, include the appropriate Scripture to prove or demonstrate your main points. When citing a text, write out the portion of the verse which proves the point.
4. You will need to use your own paper, preferably an exam booklet; or take the test on the computer and print it out.
5. You will have about 2 hours to write the test.

I. DEFINITIONS

- | | |
|-------------------|------------------|
| 1. Justification | 4. Perseverance |
| 2. Law of Christ | 5. Glorification |
| 3. Sanctification | 6. Spirituality |

II. LISTINGS

1. According to the New Perspective on Paul, what three laws did the Jews of Paul's day want to keep?
2. List four leading theologians who developed the New Perspective on Paul.
3. List the seven points in our syllabus emphasizing what justification is not.
4. List nine reasons, given in the syllabus, that show that Christians are not under the Mosaic Law (proof texts not necessary).
5. List three results of glorification.

III. SHORT DISCUSSIONS

1. Explain E. P. Sander's view of second temple Judaism (*Paul and Palestinian Judaism*). Also, what is covenantal nomism?
2. Explain Jacob Neusner's view of Second Temple Judaism. Why is his view significant?
3. Explain James D. G. Dunn's view of the "works of the law."

4. Explain this sentence: The problem with second temple Judaism was not Jewish legalism; it was Jewish exclusivism.
5. If we are under the Law of Christ, how should we view the Mosaic Law today?
6. What is the relationship of justification to sanctification?
7. Explain two categories of sanctification.
8. List and briefly explain five theological truths about sanctification, including Scripture where appropriate
9. Briefly answer the following questions about sanctification:
 - a. Does Matthew 5:48 teach that we can be without sin in this life? Why or why not? What does it teach?
 - b. Does the Bible teach in 1 Corinthians 2:14-3:3 that there are two categories of Christians? Why or why not?
10. Explain the various interpretations of Hebrews 6:4-6 and give your view with your reasons for choosing this view.

IV. LONGER DISCUSSIONS

1. Write an essay on Regeneration in the doctrine of salvation as follows:
 - a. Regeneration in the Old Testament
 - b. Five words with Scriptures that describe regeneration.
 - c. Five theological characteristics of regeneration, with Scriptures.
 - d. At least four results of regeneration.
2. Write an essay on justification as follows (Be sure to include enough Scripture):
 - a. Justification in the Old Testament
The key OT verse on justification is no doubt Genesis 15:6. Write a brief exegesis of this verse, explaining the words “reckoned,” and “righteousness.”
 - b. Justification in the New Testament (non-Pauline)
Explain Christ’s teaching about justification in Luke 18:9-14.
 - c. Four features of Paul’s teaching about justification

3. Write an essay on The Active Obedience of Christ as follows:
 - a. Definitions
 - b. Historical considerations
 - c. Exegetical considerations of Romans 5:18-19
 - d. The imputation of Christ's righteousness
 - e. Answer these questions:
 - 1) Is justification ever spoken of as coming by the works of the Law in the New Testament?
 - 2) Is any feature of justification lacking in the passive obedience?
 - 3) What is the significance of 2 Corinthians 5:21 in this debate?
 - 4) What is the value of Christ's keeping the law?
4. Explain N. T. Wright's redefinition of justification, including his view of imputation, final justification, and his new view of faith.
5. Write an essay assessing the New Perspective on Paul noting several specific criticisms. There are 15 or 16 criticisms in the syllabus.
6. Write an essay on the Law in the New Testament as follows:
 - a. List five ways "law" is used in the New Testament;
 - b. Explain the purposes of the Mosaic Law as taught by Paul;
 - c. Define the Law of Christ, explain what the Law of Christ consists of, and note the relationship of the Mosaic Law to the Law of Christ.
7. Explain why dispensationalists believe that the entire Mosaic Law has been done away with. The syllabus lists nine reasons.
8. Write an exposition of sanctification in Romans 7:14-25, as follows:
 - a. Explain the many different views of this passage;
 - b. Explain the previous immediate context in 7:1-13;
 - c. Explain Paul's struggle in 14-17;
 - d. Explain Paul's flesh in 18-20;
 - e. Explain Paul conflicts in 21-25;
 - f. Explain the theological and practical considerations of this passage as listed in the syllabus.
8. Discuss the biblical doctrine of perseverance as follows, with appropriate Scripture:
 - a. God's role
 - b. The Christian's role

V. POSSIBLE THOUGHT QUESTION