

BRIERCREST

THEO 827 Kingdom and Resurrection: Themes in Eschatology Winter 2019

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Course Dates: March 11-15, 2019

3 Credit Hours

COURSE DESCRIPTION

This course will provide an overview of the history of Christian eschatology from the early church to the present, an examination of debates on the kingdom in the twentieth century, and a particular focus upon two primary theological concepts: “the kingdom of God” and “the resurrection of the body.” These concepts will guide exploration of issues such as death, the intermediate state, the return of Christ, the destiny of the cosmos, the Millennium, the judgment of the nations, and the eternal state.

COURSE TEXTS

- 1) Barth, Karl. *The Resurrection of the Dead*. Eugene, OR: Wipf & Stock, 2003.
- 2) Gregory of Nyssa. *On the Soul and the Resurrection*. Yonkers, NY: St. Vladimir’s Seminary Press, 1993.
- 3) Morgan, Christopher and Robert Peterson. eds. *The Kingdom of God*. Wheaton: Crossway, 2012.
- 4) Schwarz, Hans. *Eschatology*. Grand Rapids: Eerdmans, 2000.
- 5) Sprinkle, Preston. ed. *Four Views on Hell*. 2nd Edition. Grand Rapids: Zondervan, 2016.
- 6) Stanley, Alan. ed. *Four Views on the Role of Works at the Final Judgment*. Grand Rapids: Zondervan, 2013.

Students are expected to refer to Briercrest Seminary’s Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>; cf. <http://briercrest.ca/online/canvas>) and their myBriercrest.ca email account.

COURSE OUTCOMES

Having successfully completed this course the student will:

- 1) Become familiar with an overview of the history of Christian eschatology;
- 2) See how the themes of “the kingdom of God” and “the resurrection of the body” are central to the Bible and fundamental to other eschatological themes in Scripture;
- 3) Think through specific issues of pastoral practice as they relate to death, one’s intermediate and eternal destiny, and popular “end-times” speculations;
- 4) Be more assured and confident about the reality of Jesus’ second coming, and humbler towards and sympathetic for the finer and debatable details of the future.

COURSE OUTLINE AND CONTENT

Date	Topic	Required Reading
March 11 morning	<ul style="list-style-type: none"> • Reading Report due • Personal Position Paper #1 due • Introductions (course & professor) • Old Testament Eschatology 	<i>Eschatology</i> , 1-60 <i>The Kingdom of God</i> , 19-94
March 11 afternoon	<ul style="list-style-type: none"> • New Testament Eschatology 	<i>Eschatology</i> , 61-106 <i>The Kingdom of God</i> , 95-152
March 12 morning	<ul style="list-style-type: none"> • The Kingdom of God 	<i>Eschatology</i> , 107-151 <i>The Kingdom of God</i> , 153-206
March 12 afternoon	<ul style="list-style-type: none"> • The Kingdom of God 	<i>Eschatology</i> , 152-172 <i>The Kingdom of God</i> , 207-255
March 13 morning	<ul style="list-style-type: none"> • Non-Christian Eschatologies 	<i>Eschatology</i> , 173-246
March 13 afternoon	<ul style="list-style-type: none"> • Death, the Immortality of the Soul, and the Intermediate State 	<i>Eschatology</i> , 247-279
March 14 morning	<ul style="list-style-type: none"> • The Resurrection of the Body 	<i>Eschatology</i> , 280-308 <i>On the Soul and the Resurrection</i> , 1-126
March 14 afternoon	<ul style="list-style-type: none"> • The Resurrection of the Body 	<i>The Resurrection of the Dead</i> , 13-213
March 15 morning	<ul style="list-style-type: none"> • The Millennium and the Eternal State 	<i>Eschatology</i> , 309-408

The course outcomes will be met through attending the lectures, the reading of the required textbooks, and successful completion of the course assignments. As much as possible, required reading will be integrated into the classroom lectures, although this reading should be considered an integral augmentation to the lectures.

Student Evaluation is based on the following:

- 1.) Reading Report (10%): Due no later than: 9:00am, March 11, 2019
- 2.) Personal Position Paper #1 (25%): Due no later than: 9:00am, March 11, 2019
- 3.) Personal Position Paper #2 (25%): Due no later than: 11:59pm, May 10, 2019
- 4.) Research Paper (40%): Due no later than: 11:59pm, May 10, 2019

ASSIGNMENTS

All assignments must be submitted online through Canvas.

Pre-Course Assignments:

1.) Reading Report

Each student will, *before March 11, 2019* read **ALL** the assigned readings from the required reading on the course schedule and content (see below), complete the Reading Report on page 6 of the syllabus, and submit the report online. Due no later than: 9:00am on March 11, 2019.

For all written assignments please see: Briercrest Seminary guide to writing:

<https://www.mybriercrest.ca/doc/?ID=220>

2.) Personal Position Paper #1

Each student will read, in its entirety, *Four Views on the Role of Works at the Final Judgment* and then compose a **1500-word** (approx. 5 pages) position paper in which they (1) argue for one of the four views; (2) identify that view's key strengths; (3) identify that view's key weaknesses and explain why it remains a plausible view; and (4) highlight some weaknesses of the other views that make them untenable. You are to focus on the most important issues in addressing (2), (3), and (4). Keep this question in mind as you write your essay: If you were trying to convince someone to adopt the view you have chosen, what would you say and why?

NOTE: You must choose only one of the views presented in the text. You cannot synthesize two (or more) of the views, even if you do not completely agree with the one view you have chosen. Also, this is not a critical review; I want you to argue for one of the views. You are not required to do any extra research for this essay; however, you may sparingly quote from the text using parentheses – e.g. (p. 25). Due no later than 9:00am on March 11, 2019.

(These stipulations also apply to the Personal Position Paper #2)

Post-Course Assignments:

3.) Personal Position Paper #2

Each student will read, in its entirety, *Four Views on Hell* and then compose a **1500-word** (approx. 5 pages) position paper in which they (1) argue for one of the four views; (2) identify that view's key strengths; (3) identify that view's key weaknesses and explain why it remains a plausible view; and (4) highlight some weaknesses of the other views that make them untenable. You are to focus on the

most important issues in addressing (2), (3), and (4). Keep this question in mind as you write your essay: If you were trying to convince someone to adopt the view you have chosen, what would you say and why? Due no later than 11:59pm on May 10, 2019

4.) Research Paper

Rationale: Using class lectures, class discussions, and your reading as a springboard, you should from the very beginning start to give thought to a course-related topic/issue that you want to explore in greater depth. This is typically done regarding a position (orthodox or not) as articulated by an individual theologian or a school of theology. The topic/issue can explore any doctrinal topic raised by the lectures or the reading that you, for any number of reasons, have found particularly interesting and/or troubling.

Methodology: Once you identify the topic/issue you wish to research the first step is to collect the biblical passages that speak to the topic/issue. Sometimes it is helpful to use theological dictionaries and reference books for the central ideas in the debate. Once started, it is then most helpful to obtain a deeper understanding of the doctrine you wish to study from theological works. Then your research proceeds to primary sources if appropriate (e.g., the actual writing of the person you are researching) and secondary sources (what others said about your person or issue). I want to get you to think critically about what you are reading considering scripture, lectures, and class discussions. Therefore, a well-organized paper, with thoughtful personal interaction and incisive critical thought, when placed upon solid research, written in clear, succinct English with proper grammar, will earn you the highest grades. **Also: You must cite from a minimum of fifteen (15) scholarly sources (not including the Bible)**

Format: For the Research Paper see: Briercrest Seminary 2018-2019 Format Guide (APA, MLA, & Chicago-Style)

<https://www.mybriercrest.ca/seminary/documents/>

Particulars: The paper is to be **4500 words** (approx. 15 pages). Due no later than 11:59pm on May 10, 2019

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<https://www.briercrestseminary.ca/academics/calendar/>.

Attendance Policy

Students are expected to attend 100% of each modular for which they register. If this is impossible, arrangements must be made with the course professor. A maximum of 1 full day of class can be foregone. Students should request to withdraw from the course or move the course to an audit if additional time is missed.

Course Schedules

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

Students are accountable to perform each task according to principles of academic honesty. Please refer to pages 24-25 in the [academic calendar](#) for more information.

Academic Accommodations

Any student with a disability, injury, or illness who may need academic accommodations should discuss them with the course instructor after contacting the Student Success Centre in person (Room #215), by telephone (1-306-756-3230) or by email (studentsuccesscentre@briercrest.ca).

Name: _____

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READING REPORT**

This reading report is based on an honour system. You are trusted to provide true information in completing this form. Your signature on this form indicates that, on your honour, you believe the information you have provided is true.

Please submit this form on Canvas no later than: 9:00am, March 11, 2019.

I have *thoughtfully and reflectively* read _____ pages from the total required number of pages (970). (Note: This does not include the textbooks for the two Personal Position Papers.)

This constitutes _____ % of the reading required as outlined in the course schedule.

Printed name

Signature

Date

SELECT BIBLIOGRAPHYGeneral Works of Systematic Theology

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- Barth, Karl. *Church Dogmatics*. Study Edition. 31 Vols. London: Bloomsbury T&T Clark, 2010.
- Bavinck, Herman. *Reformed Dogmatics*. 4 Vols. Grand Rapids: Baker Academic, 2003-2008.
- Berkhof, Louis. *Systematic Theology: Complete Edition*. Grand Rapids: Eerdmans, 2018.
- Bird, Michael. *Evangelical Theology*. Grand Rapids: Zondervan, 2013.
- Boice, J. M. *Foundations of the Christian Faith*. Downers Grove: InterVarsity Press, 1986.
- Calvin, John. *Institutes of the Christian Religion*. 1559 ed. Grand Rapids: Eerdmans, 2013.
- Erickson, Millard. *Christian Theology*. 3rd ed. Grand Rapids: Baker Academic, 2013.
- Grenz, Stanley. *Theology for the Community of God*. Grand Rapids: Eerdmans, 2000.
- Härle, Wilfried. *Outline of Christian Doctrine*. Grand Rapids: Eerdmans, 2015.
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- Horton, Michael. *The Christian Faith*. Grand Rapids: Zondervan, 2011.
- McGrath, Alister. *Christian Theology*. 6th ed. Oxford: Blackwell, 2016.
- Migliore, Daniel. *Faith Seeking Understanding*. 3rd ed. Grand Rapids: Eerdmans, 2014.
- Oden, Thomas. *Classic Christianity: A Systematic Theology*. San Francisco: HarperOne, 2009.
- Origen of Alexandria. *On First Principles*. Oxford: OUP, 2018.
- Pannenberg, Wolfhart. *Systematic Theology*. 3 Vols. Grand Rapids: Eerdmans, 1991-1998.
- Schleiermacher, Friedrich. *Christian Faith*. 2 Vols. Louisville: WJK, 2016.
- Thiessen, Henry. *Lectures in Systematic Theology*. Grand Rapids: Eerdmans, 2006.
- Thiselton, Anthony. *Systematic Theology*. Grand Rapids: Eerdmans, 2015.
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- van der Kooi, Cornelius and Gijsbert van den Brink. *Christian Dogmatics*. Grand Rapids: Eerdmans, 2017.

Eschatology

Allen, Michael. *Grounded in Heaven*. Grand Rapids: Eerdmans, 2018.

Allison, Jr., Dale. *Night Comes*. Grand Rapids: Eerdmans, 2016.

Archer Jr., Gleason. ed. *Three Views on the Rapture*. Grand Rapids: Zondervan, 1996.

Blaising, Craig and Darrell Bock. *Progressive Dispensationalism*. Grand Rapids: Baker Academic, 2000.

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Bloomberg, Craig and Sung Wook Chung. eds. *A Case for Historical Premillennialism*. Grand Rapids: Baker Academic, 2009.

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Clouse, Robert. ed. *The Meaning of the Millennium: Four Views*. Downers Grove: InterVarsity Press, 1977.

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Dawson, R. Dale. *The Resurrection in Karl Barth*. Farnham, UK: Ashgate, 2007.

Fudge, Edward William and Robert Peterson. *Two Views on Hell*. Downers Grove: InterVarsity Press, 2000.

Gladd, Benjamin and Matthew Harmon. *Making All Things New*. Grand Rapids: Baker Academic, 2016.

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