Course Title: Survey of Christian beliefs

Module / Course Code: TST 111
Module / Course Credit Value: 16

National Qualifications Framework (NQF) Level: 5

(NQF levels stay legal until the finalisation of the Higher Education Qualification Framework (HEQF))

Date of Approval of Module / Course by Faculty: 31/10/2002

(This is compulsory as it is a safeguard against the teaching of illegal modules)

Date of Review by Faculty:

Name of Lecturer: Prof D T WILLIAMS
PART A: ORGANISATIONAL COMPONENT

Welcome to the study of Theology and religion at Fort Hare
Welcome to the study of Systematic Theology

Contact Details

Theology
Private bag x1314
Alice 5700
Tel. 040 602 2564
Fax 040 602 2442

Head of Centre

Prof I G Chetty
Tel 040 602 2582
ichetty@ufh.ac.za

Lecturer

Prof D T Williams
Tel. 040 602 2571
dwilliams@ufh.ac.za

Consultation Time: Mornings when not lecturing

Faculty Manager:

Ndumi Mcako (Ms)
Tel: 040 602 2242/2379/2233
Fax 0866929192
3 Overview of the Qualification

3.1 Name of the Qualification or Programme

The following degrees are conferred in the *Theology of Human empowerment* programme:

- Bachelor of Theology (BTh)
- Bachelor of Theology (BTh (Hons))
- Master of Theology (MTh)
- Doctor of Theology (D Th)

3.2 Rationale for the Degree

To meet the needs of a changing South Africa, Theology has decided to concentrate in four areas in order to fulfil its mission: (1) the training of ministers of different denominations, both male and female; (2) the training of teachers of Biblical and Religious Studies for the High Schools; (3) research, especially on the relationship between Western and African Theology; and (4) spiritually, intellectually and morally assisting the communities served by the University through empowerment programmes.

3.3 Purpose of the Qualification

*Purpose statement*

- A theology of empowerment learner who achieves qualifications in this career-oriented programme will be a competent member of the professional clergy, capable of performing all the required tasks of the ministry in South Africa, and in particular of the ministry in rural and semi-rural areas.
- A learner will acquire the ability to participate, in particular, with marginalised people towards healing and transforming society, providing hope, challenging and rediscovering values, rooted in our African ecumenical heritage.

3.4 Level, Credits and Learning Components assigned to the Qualification

This is a structured, professional qualification consisting of 384 credits and has the following curriculum:

4.1 Year 1

**Foundational:** TNT111; THB111; TCH111; TST111; THB121; TNT121; TCH121; TST121

**Electives:** (Any two of the following) TRS 111; TRS 121; THB112; TNT122; TET 111; ESP111; ESP122; or any other module in consultation with the Programme Coordinator

4.2 Year 2

**Foundational:** TPT111; THB211; TCH211; TST211 or TST 212; TPT121; TNT221; TCH221; TST221 or TST222.

4.3 Year 3
**Foundational:** TPT211; THB311/312; TST 311 or TST 312; TPT221; TNT322; TST321 or TST 322;  
**Electives:** two modules (one per semester) from the following: TRS111; TRS121; TBH111; TBH121; TBH211; TBH221; TCC131; TCC132; GRA111; GRA121; GRB111; GRB121; GRK211; GRK221; or any other modules in consultation with the Programme Coordinator

**PART B: LEARNING COMPONENT**

Welcome to the introductory module in Systematic Theology. We are about to do something that has been done by Christians for nearly two thousand years! We want to survey the fundamental or essential teachings of the Christian church, and will use a document that has been used in this way since very early days. On this foundation, we will proceed to study doctrines in depth in succeeding semesters.

**Purpose of the course / module**

Learners are to acquire a sound introductory knowledge of the foundational aspects of Christian doctrine.

**Learning Outcomes and Associated Assessment Criteria**

<table>
<thead>
<tr>
<th>Learning outcomes:</th>
<th>Associated assessment criteria:</th>
</tr>
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<tbody>
<tr>
<td>Acquaintance with the range of Christian beliefs at an introductory level</td>
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<td>Learners demonstrate willingness and ability to work with others in solving</td>
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given academic, intellectual and practical problems.

The learner demonstrates the ability to communicate effectively using language skills in both the oral and written modes.

Learners demonstrate ability to collect, analyse, organise and evaluate information.

Learners organise and manage themselves responsibly and effectively.

| Participation of each learner is recorded and contributes to the attainment of group learning goals. |
| Group discussions are conducted in the medium of instruction; Expression is clear and articulate; Written work shows evidence of language proficiency |
| Written work is well structured; Presentation is logical; Sources used in written work are acknowledged |
| Deadlines for submitting work are observed; Given guidelines are followed |

**Content Outline**

Survey of basic Christian beliefs using the Apostles’ creed as an outline

Values and drawbacks of using a creed

**The Apostles’ Creed**

I believe in God
the Father Almighty
Maker of heaven and earth

And in Jesus Christ
his only Son
our Lord
who was conceived of the Holy Spirit
born of the virgin Mary
suffered under Pontius Pilate
was crucified
died and was buried.
He descended into Hades.
On the third day he rose from the dead.
He ascended into heaven
and sits on the right hand of God,
from whence he shall come to judge the living and the dead.

I believe in the Holy Spirit
in the holy catholic church
the communion of saints
the forgiveness of sins
the resurrection of the body
and the life everlasting.
**Teaching-Learning Methods**

Instruction: 4 lectures per week; weekly tutorials

**Learning Activities**

The lectures are intended to give a comprehensive survey of the material of the syllabus. Students are expected to supplement these especially by reading. Credit is given for evidence of this in tests, assignments and the examination.

**Roles and responsibilities of the Learner**

Attend classes. As the course will NOT follow any specific book, the student is strongly advised to attend all lectures
Class participation
Adherence to submission dates
Participate in student evaluation of the lecturer, of the module, etc.
Engage in self-directed learning – the student is expected to supplement material presented in lectures by reading as widely as possible

**Roles and responsibilities of the Lecturer**

Provide the necessary guidance and support to help you succeed in your course
Point you to the relevant support service structures within the University

**Assessment Methods**

Continuous assessment: each course will usually contain two assignments and two or three tests. These generate a semester mark

Summative Assessment: 3 Hour Examination

**Assessment timetable**

As announced. The scope for tests and assignment topics will be announced in class.

**Rules and requirements during assessment activities**

See General Prospectus: Rule G.5
A Learner has to write ALL tests as scheduled by the department in order to qualify for a semester mark.

- A learner who failed to write a scheduled test due to serious illness or trauma, will be allowed another opportunity, on a set date to complete the scheduled test provided a valid medical certificate or other relevant proof (e.g. death certificate of close relative, etc) is submitted within seven days of the scheduled test.

EXAMINATION

The scope for the end of semester examination is the entire work of the semester. A student must answer any 8 questions, chosen from about 16. all questions carry equal marks, and can be answered in any order. Answers must bear the number of the question being answered.

The examination is marked by the lecturer and by a second internal examiner. The final examination mark is the average of those two.

The final mark is the average of the semester and examination marks. The pass mark is 50%, but the examination must be passed with a subminimum of 40%. A final mark of 45-49% is necessary to qualify for a supplementary.

Using the Library: http://www.ufh.ac.za/library/

Introduction

_The mission of the University Library is to provide appropriate information resources and instruction in their use, sufficient to meet the educational, recreational and research needs of staff, students and community users through effective acquisitions and organization of materials and technological resources._

To support this vision:

The Information Services section provides information literacy training to equip library users with the necessary skills for independent lifelong learners.

At the start of each year, an orientation provides a general overview of the library for new students and staff to inform them about the library’s service and functions.

Qualified information librarians offer tailored designed database training for staff and students

Faculty Librarian: P Bokwe

The Information librarians assist student with literature searches.

PRINTED RESOURCES
Reference section
Dictionaries, encyclopedias, atlases and bibliographies are housed at the reference section.

Periodicals are grouped according to different subjects on the 2nd Floor

A periodical (newspaper, journal, magazine) is a publication, which appears at regular intervals.

Books are housed on the open shelves, 3rd Floor and are arranged according to Dewey Decimal Classification (DDC) system.

Theology is 200-299, Systematic Theology 230-239

ONLINE/ELECTRONIC RESOURCES

The library provides access to a wide range of electronic databases. Many of these include full-text journals. To access these databases go to the University’s homepage http://www.ufh.ac.za/library/

Choose Online Resources for database access.

Use OPAC (Online Public Access Catalogue) to search for books and journal titles in the UFH Library. To access OPAC go via links on intranet:

SABINET Online (South African Bibliographic and Information Network) provides information on what is available in Southern African libraries.

Readings
recommended readings
Barclay, W A plain man looks at the Apostles’ creed. Fontana (regrettably out of print)
Milne, B Know the Truth. Leicester: IVP

The student is directed to several books in the library that deal with the Apostles’ creed, and to several general systematic theologies

Much of Prof Williams’ writing is available for free download on his webpage www.davidwilliams.com. This website also has a section “student resources”; this has readings recommended for supplementary readings.

Conclusion
FACULTY OF SOCIAL SCIENCE AND HUMANITIES
Centre for Theology and Religion

LEARNING GUIDE (LG): SYSTEMATIC THEOLOGY
YEAR: 2013

Course Title: Developing an empowerment theology

Module / Course Code: TST 121
Module / Course Credit Value: 16

National Qualifications Framework (NQF) Level: 5

(NQF levels stay legal until the finalisation of the Higher Education Qualification Framework (HEQF))

Date of Approval of Module / Course by Faculty: 31/10/2002

(This is compulsory as it is a safeguard against the teaching of illegal modules)

Date of Review by Faculty:

Name of Lecturer: Prof D T WILLIAMS
PART A: ORGANISATIONAL COMPONENT

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3 Overview of the Qualification

3.1 Name of the Qualification or Programme

The following degrees are conferred in the *Theology of Human empowerment* programme:

- Bachelor of Theology (BTh)
- Bachelor of Theology (BTh Hons)
- Master of Theology (MTh)
- Doctor of Theology (D Th)

3.2 Rationale for the Degree

To meet the needs of a changing South Africa, Theology has decided to concentrate in four areas in order to fulfil its mission: (1) the training of ministers of different denominations, both male and female; (2) the training of teachers of Biblical and Religious Studies for the High Schools; (3) research, especially on the relationship between Western and African Theology; and (4) spiritually, intellectually and morally assisting the communities served by the University through empowerment programmes.

3.3 Purpose of the Qualification

*Purpose statement*

- A theology of empowerment learner who achieves qualifications in this career-oriented programme will be a competent member of the professional clergy, capable of performing all the required tasks of the ministry in South Africa, and in particular of the ministry in rural and semi-rural areas.
- A learner will acquire the ability to participate, in particular, with marginalised people towards healing and transforming society, providing hope, challenging and rediscovering values, rooted in our African ecumenical heritage.

3.4 Level, Credits and Learning Components assigned to the Qualification

This is a structured, professional qualification consisting of 384 credits and has the following curriculum:

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<tr>
<th>Year</th>
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PART B: LEARNING COMPONENT
We spent the first semester on a survey of the essential beliefs of the Christian faith, but now have to answer an important question before we move into the second and third years when we study specific doctrines in depth. That question is: where does the material for our study come from? We will find out that it has an objective source, so that we can confidently say that Christian belief is not just an set of ideas, not just a matter of opinion, but corresponds to reality.

**Purpose of the course / module**

Learners are to acquire a sound introductory knowledge of the sources of Christian doctrine.

**Learning Outcomes and Associated Assessment Criteria**

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Learners demonstrate ability to collect, analyse, organise and evaluate information.

Learners organise and manage themselves responsibly and effectively.

Evidence of language proficiency
Written work is well structured; Presentation is logical; Sources used in written work are acknowledged
Deadlines for submitting work are observed; Given guidelines are followed

Content Outline

Learners are to acquire a sound introductory knowledge of the sources of Christian doctrine.

Definitions
- Theology
- Systematic Theology
- Religion

Sources of Theology
- Wesley's Quadrilateral
  - Experience
  - Tradition
  - Situation
  - Revelation

Role of sources

Experience
- all have religious experience
- contribute to theology
- understood through theology
- theology needed for life
- needed for disbelief

Church
- essential to understand modern SA
  - nature of church from its theology
  - church produces theology

World
- Theology explains world
- affects world
- General revelation deduction from the world by reason
  - gives natural theology
- examples
- valid?

Validity of reason
- Barth
- Pannenberg
- Bible does not prove by reason

Role of reason - Task of theology
- Theocentric study
- Organisational
- Critical

Revelation
- Special types
  - existential
  - inner encounter
  - historical
  - direct
- characteristics
primarily by incarnation
Jesus parallels Bible

Problems of Special Revelation
solved by document
SO practical authority for theology is Bible
-sola scriptura
secondary sources
problems
the question of CANON

Use of Bible
Devotional
-fundamentalism?

Literature
Source practical source for theology

Hermeneutics
Interpretation for today
steps translation
exegesis application

Unity of Bible
Basis for interpretation
Modern attitude
Why?
but scientific method

INSPIRATION
Bible IS Word of God
common assumption until recently
denied because of appearance
clearly human
internal scientific inaccuracy
moral problems
"contradictions"

Why inspired?
mainly subjective - accumulative
External reasons
internal claims
implications of inspiration
theories mechanical (dictation)
dynamic (power)
dualistic
modern theory organic

THEOLOGY and SCIENCE
often felt to disagree
problem miracles
Gen 1-11 - origin of world
but Bible in prescientific age
Bible can be reconciled with science
Science cannot disprove God, creation, miracles
technology depends on theological view
theology uses scientific method eg hypothesis

THEOLOGY and HISTORY
some see history as irrelevant
historical world things of today depend on the past
world is changing
theology relates unchanging principles to changing world
revelation IN history
theology expects history eschatology

Teaching-Learning Methods
Instruction: 4 lectures per week; weekly tutorials
Learning Activities

The lectures are intended to give a comprehensive survey of the material of the syllabus. Students are expected to supplement these especially by reading. Credit is given for evidence of this in tests, assignments and the examination.

Roles and responsibilities of the Learner

- Attend classes. As the course will NOT follow any specific book, the student is strongly advised to attend all lectures
- Class participation
- Adherence to submission dates
- Participate in student evaluation of the lecturer, of the module, etc.
- Engage in self-directed learning – the student is expected to supplement material presented in lectures by reading as widely as possible

Roles and responsibilities of the Lecturer

- Provide the necessary guidance and support to help you succeed in your course
- Point you to the relevant support service structures within the University

Assessment Methods

- Continuous assessment: each course will usually contain two assignments and two or three tests. These generate a semester mark
- Summative Assessment: 3 Hour Examination

Assessment timetable

As announced

Rules and requirements during assessment activities

- See General Prospectus: Rule G.5
  - A Learner has to write ALL tests as scheduled by the department in order to qualify for a semester mark
  - A learner who failed to write a scheduled test due to serious illness or trauma, will be allowed another opportunity, on a set date to complete the scheduled test provided a valid medical certificate or other relevant proof (e.g. death certificate of close relative, etc) is submitted within seven days of the scheduled test.

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The Information librarians assist student with literature searches.

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**SABINET** Online (South African Bibliographic and Information Network) provides information on what is available in Southern African libraries.

**Readings**

**Recommended readings**


Milne, B *Know the Truth*. Leicester: IVP pp 15-51

Much of Prof Williams' writing is available for free download on his webpage www.davidtwilliams.com. Note especially *Vinculum amoris* ch 10. This website also has a section “student resources”; this has readings recommended for supplementary readings.

**Conclusion**
Course Title: The locus of empowerment

Module / Course Code: TST 211
Module / Course Credit Value: 16

TST 211 is offered only in odd years ie 2007, 2009, 2011 etc

National Qualifications Framework (NQF) Level: 6
(NQF levels stay legal until the finalisation of the Higher Education Qualification Framework (HEQF))

Date of Approval of Module / Course by Faculty: 31/10/2002
(This is compulsory as it is a safeguard against the teaching of illegal modules)

Date of Review by Faculty:

Name of Lecturer: Prof D T WILLIAMS
PART A: ORGANISATIONAL COMPONENT

1. Welcome statement

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Welcome to the study of Systematic Theology

2. Contact Details

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3 **Overview of the Qualification**

3.1 **Name of the Qualification or Programme**

The following diploma and degrees are conferred in the *Theology of Human empowerment* programme:

- Bachelor of Theology (BTh)
- Bachelor of Theology (BTh (Hons))
- Master of Theology (MTh)
- Doctor of Theology (D Th)

3.2 **Rationale for the Degree**

To meet the needs of a changing South Africa, Theology has decided to concentrate in four areas in order to fulfil its mission: (1) the training of ministers of different denominations, both male and female; (2) the training of teachers of Biblical and Religious Studies for the High Schools; (3) research, especially on the relationship between Western and African Theology; and (4) spiritually, intellectually and morally assisting the communities served by the University through empowerment programmes.

3.3 **Purpose of the Qualification**

**Purpose statement**

- A theology of empowerment learner who achieves qualifications in this career-oriented programme will be a competent member of the professional clergy, capable of performing all the required tasks of the ministry in South Africa, and in particular of the ministry in rural and semi-rural areas.
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3.4 **Level, Credits and Learning Components assigned to the Qualification**

This is a structured, professional qualification consisting of 384 credits and has the following curriculum:

4.1 **Year 1**
- **Foundational:** TNT111; THB111; TCH111; TST111; THB121; TNT121; TCH121; TST121
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PART B: LEARNING COMPONENT

Welcome to a module that deals with two aspects of Christian doctrine which are of vital significance for the modern African church. On the one hand, even if the Holy Spirit has been neglected for the majority of the history of the church, this is hardly the case since the emergence of Pentecostalism. The understanding of the Spirit is arguably the key issue today, and this is especially the case in Africa, where the emergence of the AICs is strongly linked with the experience of the Spirit. On the other hand, the emphasis on the community so characteristic of Africa has provided a needed counterpart to the individualism so typical of the West. This must make the understanding of the Church a prominent concern in Africa. It is hoped that this module will give increased understanding of these key issues.

Purpose of the course / module

Learners are to acquire an understanding of the Christian doctrines of the church and the Holy Spirit.

Learning Outcomes and Associated Assessment Criteria

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**Content Outline**

The Christian understanding of the Church and the Holy Spirit.

**THE CHURCH**

Current attitudes
[ Growth of the Early Church]

Four marks of the Church according to the Nicene creed (TST111)
Four marks of the Christian Church on earth based on John 17
- Revealing the glory of God
- Guided by the Word of God
- Filled with God's joy
- United in the love of God

**THE CHURCH AS THE KINGDOM OF GOD**

**THE TERM "CHURCH"**

**THE CHURCH AS THE NEW ISRAEL**

**THE CHURCH AS THE BODY OF CHRIST**

**THE CHURCH AS THE BUILDING OF GOD**

**THE CHURCH AS THE BRIDE OF CHRIST**

**THE CHURCH AS THE ARMY OF GOD**

**MINISTRY AND LEADERSHIP**

**THE FUNCTIONS OF THE CHURCH**

Function depends on nature
Three key ideas
- leiturgia (worship), martyrria (witness), diakonia (service)

Preaching
"SACRAMENTS"
- baptism
- The Lord's supper

Service
Church and world

**THE HOLY SPIRIT**
**Introduction**

Importance of HS

Neglect in history

emergence of Pentecostalism

AICs

**TERMINOLOGY for HS**

**BIBLE**

OT key ideas

actions

Gospels Jesus

Disciples

rest of NT

**WORK**

in individual justification

sanctification

in Church comprises church from individuals

generates unity

enables worship

inspires scripture

enables witness

equips Ministry

enlivens sacraments

role of HS in Baptism

role of HS in Lord's supper

in the world common view

HS active in all existence

HS active in all religions

but world does not know or receive him

mission - action in the world

uses Christians

empowers

motivates

convicts of sin

sends workers

**Nature of the HS**

Divinity not an issue wrt Son

evidence

Personal attributes

parakletos

pronouns

impersonal activities -kenotic?

Trinity relation to Father

relation to Son

heresies about HS

**filioque controversy**

history

beliefs of E & W

reasons scripture

historical

proposed solutions Epiphanius

Bolotov

Moltmann

relevance in economy only

NB Charismatic theology dealt with in TST 221/321 as realised eschatology

**Teaching-Learning Methods**
Instruction: 4 lectures per week, weekly tutorials

Learning Activities

The lectures are intended to give a comprehensive survey of the material of the syllabus. Students are expected to supplement these especially by reading. Credit is given for evidence of this in tests, assignments and the examination.

Roles and responsibilities of the Learner

Attend classes
Class participation & activities
Adherence to submission dates
Participate in student evaluation of the lecturer, of the module, etc.
Engage in self-directed learning

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Provide the necessary guidance and support to help you succeed in your course
Point you to the relevant support service structures within the University

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The final mark is the average of the semester and examination marks. The pass mark is 50%, but the examination must be passed with a subminimum of 40%. A final mark of 45-49% is necessary to qualify for a supplementary.

Assessment timetable

As announced
Rules and requirements during assessment activities

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Qualified information librarians offer tailored designed database training for staff and students

Faculty Librarian: P Bokwe

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c) Additional Readings
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Students will be made aware of other significant books during lectures

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There is a lot of material to browse through in the library

Conclusion
FACULTY OF SOCIAL SCIENCE AND HUMANITIES
Centre for Theology and Religion

LEARNING GUIDE (LG): SYSTEMATIC THEOLOGY
YEAR: 2013

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<tr>
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*TST 221 is offered only in even years ie 2007, 2009, 2011 etc

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PART A: ORGANISATIONAL COMPONENT

1. Welcome statement
   Welcome to the study of *Theology* and *religion* at Fort Hare
   Welcome to the study of Systematic Theology

2. Contact Details

   Theology
   Private bag x1314
   Alice 5700
   Secretary Tel. 040 602 2564
   Fax 040 602 2442

   Head of Centre
   Prof I G Chetty
   Tel 040 602 2582
   ichetty@ufh.ac.za

   Lecturer
   Prof D T Williams
   Tel. 040 602 2571
   dwilliams@ufh.ac.za

   **Consultation Time:** Mornings when not lecturing

   Faculty Manager:

   Ndumi Mcako (Ms)
   Tel: 040 602 2242/2379/2233
   Fax 0866929192
3 Overview of the Qualification

3.1 Name of the Qualification or Programme

The following diploma and degrees are conferred in the *Theology of Human empowerment* programme:

- Bachelor of Theology (BTh)
- Bachelor of Theology (BTh (Hons))
- Master of Theology (MTh)
- Doctor of Theology (DTh)

3.2 Rationale for the Degree

To meet the needs of a changing South Africa, Theology has decided to concentrate in four areas in order to fulfil its mission: (1) the training of ministers of different denominations, both male and female; (2) the training of teachers of Biblical and Religious Studies for the High Schools; (3) research, especially on the relationship between Western and African Theology; and (4) spiritually, intellectually and morally assisting the communities served by the University through empowerment programmes.

3.3 Purpose of the Qualification

*Purpose statement*

- A theology of empowerment learner who achieves qualifications in this career-oriented programme will be a competent member of the professional clergy, capable of performing all the required tasks of the ministry in South Africa, and in particular of the ministry in rural and semi-rural areas.
- A learner will acquire the ability to participate, in particular, with marginalised people towards healing and transforming society, providing hope, challenging and rediscovering values, rooted in our African ecumenical heritage.

3.4 Level, Credits and Learning Components assigned to the Qualification

This is a structured, professional qualification consisting of 384 credits and has the following curriculum:

4.1 Year 1
- **Foundational:** TNT111; THB111; TCH111; TST111; THB121; TNT121; TCH121; TST121
- **Electives:** (Any two of the following) TRS 111; TRS 121; THB112; TNT122; TET 111; ESP111; ESP122; or any other module in consultation with the Programme Coordinator

4.2 Year 2
- **Foundational:** TPT111; THB211; TCH211; TST211 or TST 212; TPT211; TNT221; TCH221; TST221 or TST222.

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- **Foundational:** TPT211; THB311/312; TST 311 or TST 312; TPT221; TNT322; TST321 or TST 322;
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PART B: LEARNING COMPONENT

Welcome to a module which may at first sight seem to be irrelevant to modern life, as it concentrates on the Christian expectation of the future. Perhaps when we are young we are preoccupied with the present, but for everybody, as they get older, the fact of death becomes more vital. And we are all confronted with the tragedy of the death of relatives and friends - which raises the question; what then? The module presents Christian answers, and also to the wider issues of the future of a world for which in some respects the future seems bleak. In both the wider and the individual cases, the Christian message is clear, there is HOPE, indeed confidence! The module also deals with the theology of "spiritual gifts", because they may also be seen as connected to the future, received partially today in anticipation of fullness to come.

Purpose of the course / module

Learners are to acquire an understanding of the Christian doctrine of eschatology

Learning Outcomes and Associated Assessment Criteria

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Group discussions are conducted in the medium of instruction; Expression is clear and articulate; Written work shows evidence of language proficiency

Written work is well structured; Presentation is logical; Sources used in written work are acknowledged

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Content Outline

The Christian understanding of eschatology. Charismatic theology

ESCHATOLOGY

definition

Validity of subject
- Objections
- Appreciation of changing world
- Necessity of hope
- Prominence in Bible
- The fact of death

Assumptions of Eschatology
- Real history ie linear time
- Real not illusion
- Linear not cyclic

  Begins when?
  Ends when?
  Continuous?

  God intervenes in the world
  First cause and final cause
  orderly universe
  involved
  fulfills promises
  Time in God?

  process ideas, determinism, predestination, foreknowledge, prophecy

Eschatological themes

PERSONAL ESCHATOLOGY

Death
- end of biological functions
- when?
- end of choice
- life after death
- natural?
- evidence
Good or bad?
Judgement
- particular
- general
Faith and works
Never heard?

Intermediate state
Christians
non-Christians
Purgatory?
Limbo

Hell
result of sin
penalty for sin
permanent
The disposal of Hell

Universalism
Historical manifestations
Biblical the "all" passages
Theological arguments

Conditional immortality
Eternal life extra possession
Gehenna is destruction

Heaven
Traditional meaning
permanent destiny of saved
Better
Embodied
also earthly bliss

SOCIAL ESCHATOLOGY

Kingdom of God
idea of rule of God
Basic to OT
Basic to NT
Kingdom arrived but not totally: already / not yet

Parousia
second coming, establishment of Utopia / God's rule
Central to hope
Nature

When? (signs of the times)
relevant signs
Parousia & AD 70?

Conversion of Israel
occurs before the end?
Israel special?
Is racial covenant valid?
Rom 9-11 especially 11:26 mercy on race possibilities

Millennium
based on desire for continued life
Rev 20 - much on one text
pre-millennialism → literalism
post-millennialism
amillennialism

CHARISMATIC THEOLOGY
realised eschatology "in the last days"
key ideas distinct once-off direct experience of HS
Charismatic gifts are valid and available
Features ecumenical
rapid Church growth
body ministry
self-centredness
tendency to anomianism
renewal in worship

Query is the attraction due to HS or …
suspicion are gifts genuine (then and now) or spurious

**BAPTISM IN THE HS** When is the HS received? 3 views

- Is there a second experience?
- evidence for two-stage

**THE GIFTS** charisma - result of charis
gifts under control?

- Tongues Not a human ability
- Essential sign of the HS (AoG)?
- epistemology
- Paul's view
- purpose

- Interpretation
- Prophecy
- Healing
- miracles
- faith
- knowledge
- wisdom
- discernment of spirits
- modern issues "slaying in spirit", Toronto blessing

**Teaching-Learning Methods**

Instruction: 4 lectures per week; weekly tutorials

**Learning Activities**

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**Roles and responsibilities of the Learner**

- Attend classes
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As announced.

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Williams, D T *Vinculum amoris: a theology of the Holy Spirit*. Ch 7,8,11. This is available for free download from Prof Williams’ webpage [www.davidtwilliams.com](http://www.davidtwilliams.com)

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Students will be made aware of other significant books during lectures
Prof Williams’ website has a section “student resources”; this has readings recommended for supplementary readings.

d) Enrichment
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**Conclusion**
FACULTY OF SOCIAL SCIENCE AND HUMANITIES
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LEARNING GUIDE (LG): SYSTEMATIC THEOLOGY
YEAR: 2013

Course Title: The locus of empowerment

Module / Course Code: TST 311
Module / Course Credit Value: 16

TST 311 is offered only in odd years ie 2007, 2009, 2011 etc

National Qualifications Framework (NQF) Level: 7

(NQF levels stay legal until the finalisation of the Higher Education Qualification Framework (HEQF))

Date of Approval of Module / Course by Faculty: 31/10/2002

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Date of Review by Faculty:

Name of Lecturer: Prof D T WILLIAMS
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3.1 Name of the Qualification or Programme

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- Bachelor of Theology (BTh)
- Bachelor of Theology (BTh) (Hons)
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3.2 Rationale for the Degree

To meet the needs of a changing South Africa, Theology has decided to concentrate in four areas in order to fulfill its mission: (1) the training of ministers of different denominations, both male and female; (2) the training of teachers of Biblical and Religious Studies for the High Schools; (3) research, especially on the relationship between Western and African Theology; and (4) spiritually, intellectually and morally assisting the communities served by the University through empowerment programmes.

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PART B: LEARNING COMPONENT

Welcome to a module that deals with two aspects of Christian doctrine which are of vital significance for the modern African church. On the one hand, even if the Holy Spirit has been neglected for the majority of the history of the church, this is hardly the case since the emergence of Pentecostalism. The understanding of the Spirit is arguably the key issue today, and this is especially the case in Africa, where the emergence of the AICs is strongly linked with the experience of the Spirit. On the other hand, the emphasis on the community so characteristic of Africa has provided a needed counterpart to the individualism so typical of the West. This must make the understanding of the Church a prominent concern in Africa. It is hoped that this module will give increased understanding of these key issues.

Purpose of the course / module

Learners are to acquire an understanding of the Christian doctrines of the church and the Holy Spirit.

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- Revealing the glory of God
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Importance of HS
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BIBLE OT key ideas actions Gospels Jesus Disciples
rest of NT

WORK in individual justification sanctification in Church comprises church from individuals generates unity enables worship inspires scripture enables witness equips Ministry enlivens sacraments role of HS in Baptism role of HS in Lord's supper in the world common view HS active in all existence HS active in all religions but world does not know or receive him mission - action in the world uses Christians empowers motivates convicts of sin sends workers

Nature of the HSDivinity not an issue wrt Son evidence
Personal attributes parakletos pronouns impersonal activities -kenotic? Trinity relation to Father relation to Son

heresies about HS filioque controversy history beliefs of E & W reasons scripture historical proposed solutions Epiphanius Bolotov Moltmann relevance in economy only

NB Charismatic theology is dealt with in TST 221/321 as realised eschatology

Teaching-Learning Methods
Instruction: 4 lectures per week; weekly tutorials

Learning Activities

The lectures are intended to give a comprehensive survey of the material of the syllabus. Students are expected to supplement these especially by reading. Credit is given for evidence of this in tests, assignments and the examination.

Roles and responsibilities of the Learner

Attend classes  
Class participation & activities  
Adherence to submission dates  
Participate in student evaluation of the lecturer, of the module, etc.  
Engage in self-directed learning

Roles and responsibilities of the Lecturer

Provide the necessary guidance and support to help you succeed in your course  
Point you to the relevant support service structures within the University.

Assessment Methods

Continuous assessment: each course will usually contain two assignments and two or three tests. They carry equal marks. They are totalled, and as a percentage produce a semester mark

The scope for the tests and assignments will be announced in class

Summative Assessment: 3 Hour Examination

The scope for the end of semester examination is the entire work of the semester. A student must answer any 4 questions, chosen from about 7. All questions carry equal marks, and can be answered in any order. Answers must bear the number of the question being answered.

The examination is marked by the lecturer and by an external examiner. The final examination mark is the average of those two.

The final mark is the average of the semester and examination marks. The pass mark is 50%, but the examination must be passed with a subminimum of 40%. A final mark of 45-49% is necessary to qualify for a supplementary.
Assessment timetable

As announced

Rules and requirements during assessment activities

See General Prospectus: Rule G.5

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Qualified information librarians offer tailored designed database training for staff and students

Faculty Librarian: P Bokwe

The Information librarians assist student with literature searches.

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Theology is 200-299, Systematic Theology 230-239

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Use **OPAC** (Online Public Access Catalogue) to search for books and journal titles in the UFH Library.

**SABINET** Online (South African Bibliographic and Information Network) provides information on what is available in Southern African libraries.

**SA E-publications** is the most comprehensive, searchable collection of full-text electronic South African journals in the world, focuses on making journals published in South Africa available online.

**EBSCOhost** is a powerful online database, which includes citations, abstracts and full text articles from peer-reviewed journals.

**Readings**

Minimum:
Milne, B *Know the Truth*. Leicester: IVP pp 176-250
O'Donovan, W *Biblical Christianity in African perspective* pp128-175

Strongly recommended supplement:
Watson, D *I believe in the Church*
Packer, J *I Keep in step with the Spirit*
Williams, D T *Vinculum amoris: a theology of the Holy Spirit*. This is available for free download from Prof Williams' webpage www.davidtwilliams.com

Additional Readings:
Students are particularly recommended to consult the relevant sections in the Systematic theologies by Erickson, M L, and Grudem, W

Prof Williams' website has a section “student resources”; this has readings recommended for supplementary readings.

Students will be made aware of other significant books during lectures

**Enrichment:**
Moltmann, J *The church in the power of the Spirit*

There is a lot of material to browse through in the library

**Conclusion**
Course Title: Empowerment by hope

Module / Course Code: TST 321
Module / Course Credit Value: 16

TST 321 is offered only in even years ie 2007, 2009, 2011 etc

National Qualifications Framework (NQF) Level: 7

(NQF levels stay legal until the finalisation of the Higher Education Qualification Framework (HEQF))

Date of Approval of Module / Course by Faculty: 31/10/2002

(This is compulsory as it is a safeguard against the teaching of illegal modules)

Date of Review by Faculty:

Name of Lecturer: Prof D T WILLIAMS
PART A: ORGANISATIONAL COMPONENT

1. Welcome statement

Welcome to the study of *Theology* and *religion* at Fort Hare

Welcome to the study of Systematic Theology

2. Contact Details

Theology
Private bag x1314
Alice 5700
Secretary Tel. 040 602 2564
Fax 040 602 2442

Head of Centre

Prof I G Chetty
Tel 040 602 2582
ichetty@ufh.ac.za

Lecturer

Prof D T Williams
Tel. 040 602 2571
dwilliams@ufh.ac.za

Consultation Time: Mornings when not lecturing

Faculty Manager:

Ndumi Mcako (Ms)
Tel: 040 602 2242/2379/2233
Fax 0866929192
3 Overview of the Qualification

3.1 Name of the Qualification or Programme

The following diploma and degrees are conferred in the *Theology of Human empowerment* programme:

- Bachelor of Theology (BTh)
- Bachelor of Theology (BTh (Hons))
- Master of Theology (MTh)
- Doctor of Theology (DTh)

3.2 Rationale for the Degree

To meet the needs of a changing South Africa, Theology has decided to concentrate in four areas in order to fulfil its mission: (1) the training of ministers of different denominations, both male and female; (2) the training of teachers of Biblical and Religious Studies for the High Schools; (3) research, especially on the relationship between Western and African Theology; and (4) spiritually, intellectually and morally assisting the communities served by the University through empowerment programmes.

3.3 Purpose of the Qualification

*Purpose statement*

- A theology of empowerment learner who achieves qualifications in this career-oriented programme will be a competent member of the professional clergy, capable of performing all the required tasks of the ministry in South Africa, and in particular of the ministry in rural and semi-rural areas.
- A learner will acquire the ability to participate, in particular, with marginalised people towards healing and transforming society, providing hope, challenging and rediscovering values, rooted in our African ecumenical heritage.

3.4 Level, Credits and Learning Components assigned to the Qualification

This is a structured, professional qualification consisting of 384 credits and has the following curriculum:

4.1 Year 1

- **Foundationals**: TNT111; THB111; TCH111; TST111; THB121; TNT121; TCH121; TST121
- **Electives**: (Any two of the following) TRS 111; TRS 121; THB112; TNT122; TET 111; ESP111; ESP122; or any other module in consultation with the Programme Coordinator

4.2 Year 2

- **Foundationals**: TPT111; THB211; TCH211; TST211 or TST 212; TPT121; TNT221; TCH221; TST221 or TST222.

4.3 Year 3

- **Foundationals**: TPT211; THB311/312; TST 311 or TST 312; TPT221; TNT322; TST321 or TST 322;
- **Electives**: two modules (one per semester) from the following: TRS111; TRS121; THB111; THB121; TBH211; TBH221; TCC131; TCC132; GRA111; GRA121; GRB111; GRB121; GRK211; GRK221; or any other modules in consultation with the Programme Coordinator
PART B: LEARNING COMPONENT

Welcome to a module which may at first sight seem to be irrelevant to modern life, as it concentrates on the Christian expectation of the future. Perhaps when we are young we are preoccupied with the present, but for everybody, as they get older, the fact of death becomes more vital. And we are all confronted with the tragedy of the death of relatives and friends - which raises the question; what then? The module presents Christian answers, and also to the wider issues of the future of a world for which in some respects the future seems bleak. In both the wider and the individual cases, the Christian message is clear, there is HOPE, indeed confidence! The module also deals with the theology of "spiritual gifts", because they may also be seen as connected to the future, received partially today in anticipation of fullness to come.

Purpose of the course / module

Learners are to acquire an understanding of the Christian doctrine of eschatology

Learning Outcomes and Associated Assessment Criteria

<table>
<thead>
<tr>
<th>Learning outcomes:</th>
<th>Associated assessment criteria:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquaintance with the range of Christian beliefs</td>
<td>Demonstrate ability to describe the beliefs of Christians</td>
</tr>
<tr>
<td>Understanding the relationship of the various beliefs</td>
<td>Demonstrate ability to relate aspects of belief.</td>
</tr>
<tr>
<td>Read and understand simple theological literature</td>
<td>Demonstrate ability to reproduce ideas gleaned from written work</td>
</tr>
<tr>
<td>Demonstrate familiarity with basic vocabulary of theological study</td>
<td>Appropriate use and application of discipline-based terminology</td>
</tr>
<tr>
<td>Application of theology to the modern context</td>
<td>Demonstrate appreciation of modern problems and the relation of theology to them.</td>
</tr>
<tr>
<td>Sensitivity toward historical distance between present life-world and ancient texts</td>
<td>Creative approach to the historical distance without collapsing it</td>
</tr>
<tr>
<td>Learners demonstrate willingness and ability to work with others in solving given academic, intellectual and practical problems.</td>
<td>Participation of each learner is meaningful and contributes to the attainment of group learning goals; Participation of each learner is recorded and contributes to the attainment of group learning goals.</td>
</tr>
<tr>
<td>The learner demonstrates the ability to</td>
<td>Group discussions are conducted in the</td>
</tr>
</tbody>
</table>
Communicate effectively using language skills in both the oral and written modes.

Learners demonstrate ability to collect, analyse, organise and evaluate information.

Learners organise and manage themselves responsibly and effectively.

Medium of instruction; Expression is clear and articulate; Written work shows evidence of language proficiency

Written work is well structured; Presentation is logical; Sources used in written work are acknowledged

Deadlines for submitting work are observed; Given guidelines are followed

### Content Outline

The Christian understanding of eschatology. Charismatic theology

**ESCHATOLOGY**

**Definition**

**Validity of subject**
- Objections
- Appreciation of changing world
- Necessity of hope
- Prominence in Bible
- The fact of death

**Assumptions of Eschatology**
- Real history (ie linear time)
- Real not illusion
- Linear not cyclic
- Begins when?
- Ends when?
- Continuous?
- God intervenes in the world
- First cause and final cause
- Orderly universe involved
- Fulfills promises
- Time in God?
- Process ideas, determinism, predestination, foreknowledge, prophecy

**Eschatological Themes**

**Personal Eschatology**

**Death**
- End of biological functions
  - When?
- End of choice
- Life after death
  - Natural?
  - Evidence
- Good or bad?
Judgement
   particular
general
Faith and works
Never heard?

Intermediate state
   Christians
   non-Christians
   Purgatory?
   Limbo

Hell
   result of sin
   penalty for sin
   permanent
The disposal of Hell
   Universalism
      Historical manifestations
      Biblical the "all" passages
      Theological arguments
   Conditional immortality
      Eternal life extra possession
      Gehenna is destruction

Heaven
   Traditional meaning
   permanent destiny of saved
   Better
      Embodied
      also earthly bliss

SOCIAL ESCHATOLOGY

Kingdom of God
   idea of rule of God
   Basic to OT
   Basic to NT
   Kingdom arrived but not totally: already / not yet
Parousia
   second coming, establishment of Utopia / God's rule
   Central to hope
   Nature
When? (signs of the times)
   relevant signs
   Parousia & AD 70?
Conversion of Israel
   occurs before the end?
      Israel special?
      Is racial covenant valid?
      Rom 9-11 especially 11:26 mercy on race
      possibilities
Millennium
   based on desire for continued life
      Rev 20 - much on one text
   pre-millennialism → literalism
   post-millennialism
   amillennialism

CHARISMATIC THEOLOGY
   realised eschatology "in the last days"
   key ideas distinct once-off direct experience of HS
   Charismatic gifts are valid and available
   Features ecumenical
      rapid Church growth
      body ministry
      self-centredness
tendency to anomianism
renewal in worship
Query is the attraction due to HS or
suspicion are gifts genuine (then and now) or spurious

BAPTISM IN THE HS
When is the HS received? 3 views
Is there a second experience? evidence for two-stage

THE GIFTS
charisma - result of charis
gifts under control?
Tongues Not a human ability
Essential sign of the HS (AoG)?
epistemology
Paul's view
purpose

Interpretation
Prophecy
Healing
miracles
faith
knowledge
wisdom
discernment of spirits
modern issues "slaying in spirit", Toronto blessing

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Readings

a) Minimum
Milne, B Know the Truth. Leicester: IVP pp 251-82
O'Donovan, W Biblical Christianity in African perspective pp321-42

b) Strongly recommended supplement
Milne, B The end of the world.
Travis, S Christ will come again. London: Hodder & Stoughton t
Williams, D T Vinculum amoris: a theology of the Holy Spirit. Ch 7,8,11. This is available for free download from Prof Williams' webpage www.davidtwilliams.com

c) Additional Readings
Students are particularly recommended to consult the relevant sections in the Systematic theologies by Erickson, M L, and Grudem, W
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d) Enrichment
Moltmann, J *Theology of hope*
There is a lot of material to browse through in the library

**Conclusion**
The course deals with the theological controversies of the first millennium, so concentrates on the doctrines of the Trinity, Christology and Salvation. Emphasis is placed on theologians of the first millennium, but the student should be aware of modern opinions.

The examination consists of six or seven questions covering the whole work of the year. A student must answer any four.

Section A  The reasons for, and understanding of, the doctrine of the Trinity. A study of the various early opinions concerning the Trinity, and assessment of their validity. Note should be taken of its relevance for today.

Section B  The reasons for, and understanding of, Christology. A study of the various early opinions concerning this, and assessment of their validity. Note should be taken of its relevance for today.

Section C  The ideas of predestination and freewill as relevant to the doctrine of salvation. A study of the various early opinions concerning these, and assessment of their validity.

Recommended books

You will need to consult books on general church history and then books dealing specifically with the history of doctrine, eg

Lohse, B  A Short History of Christian Doctrine.
McKim, D K  Theological turning points

You will then need to deal with the specific doctrines: books are grouped together under the relevant Dewey numbers in the library. Do not forget to consult general works on theology eg Barth, K Church Dogmatics, and relevant commentaries and dictionaries. Books on the Holy Spirit will also be of value.

Procedure

1. First make sure that you understand what the doctrine states, and the essential reasons for it. Assess how far these are still valid.

2. Then get a grasp of the basic history of the relevant periods, noting especially the interplay of politics and theology.

3. Concentrate next on the theological issues, and especially the reasons for the differences between East and West.

4. Note the contribution of key figures such as Origen and Tertullian (n.b. theological dictionaries).
5. Note key portions of scripture, such as John 14:28, Col 1:15, and seek to understand how they were used at that time, and in the modern period (n.b. commentaries).

6. Note key terms, such as *homoousios*, modalism, binitarianism, and their proponents (n.b. dictionaries).

**Assessment**

You are expected to work through the list of assignments, submitting these regularly for assessment and discussion. In general, students will meet with the lecturer once a week to discuss the current assignment, which must have been delivered to him on the previous day. To complete the course, a student is expected to have completed at least 75% of these. A year mark is generated from this 75%. This will count for 50% of the final mark.

**Assignments**

**Trinity**

1) Outline the Biblical evidence for both singularity and plurality in God, especially of threeness. Include Old Testament evidence. What evidence is there for the personality of the Spirit?

2) Outline Biblical evidence for both the deity and the subordination of the Son and suggest how these may be reconciled.

3) Discuss the interpretation of (a) Gen 1:26 (b) Deut 6:4 (c) Prov 8:22f (d) John 1:1 (e) John 8:58 (f) John 10:30 (g) John 14:28 (h) Col 1:15 with reference to the doctrine of the Trinity.

4) Outline the teachings of Arius, with reference to the evidence presented for it.

5) Outline the progress of the Arian controversy from 325 to 381 AD, paying particular attention to both political and theological factors.

6) Why did Athanasius oppose the Arian position so strongly? Explain his understanding of the nature of Christ.

7) Would it be true to say that the great fear of the West was Arianism, while that of the East was Sabellianism? Why?

8) What was the contribution of (a) the Apologists (b) Origen (c) Tertullian (d) the Cappadocians to Trinitarian thought.

9) Discuss the influences of (a) Greek and Roman philosophy (b) the interplay of the Greek and Latin languages, on the development of the doctrine of the Trinity.
10) What is meant by (a) Modalism (b) Binitarianism (c) Economic Trinity (d) Adoptionism (e) Perichoresis (f) Homoousios? Give evidence for and against each idea and discuss its implications.

11) What is meant by the "Vestigia Trinitatis"? Refer to the contributions of Augustine and Barth.

12) Outline the development of belief concerning the Spirit during the first millennium. Outline the main positions taken in the "filioque" question. How far does Moltmann contribute towards a solution?

13) Critique the suggestion that the doctrine of the Trinity provides a paradigm for human action and goals.

Christology

1) Outline the Biblical evidence for the full humanity of Jesus. Relate this to the idea of the image of God.

2) Outline the teachings of Apollinarius. Why was he a heretic?

3) What was the difference between the schools of Antioch and Alexandria?

4) Outline the history of the Christological controversy between 381 and 451 AD. Refer to the role of politics.

5) How far is the statement of Chalcedon a solution to the Christological issue?

6) Did Christ have one will or two? Why is it important?

7) Outline the Christology of Irenaeus, and his suggestion of "recapitulation".

8) Explain, with reference to some modern theologians, the approach to Christology "from below", contrasting it with that "from above".

Salvation

1) Outline the doctrine of predestination, referring to Calvin's "five points". Distinguish it clearly from foreknowledge and determinism.

2) Outline Biblical evidence for (a) predestination, and (b) human free will. Can it be reconciled?

3) Contrast the positions of Augustine and Pelagius as regards free will and predestination. Pay particular attention to their backgrounds.

4) Contrast the positions of Augustine and Pelagius as regards the nature of humanity and of sin.
5) Outline the history of the Pelagian controversy. Relate it to the Christological controversy.

6) Relate the issue of predestination to the doctrines of God, the practice of baptism, and ethical motivation.

7) Describe the attitudes of Wesley, Calvin and Barth to the question of predestination.

8) Outline the opinions of major modern denominations on the issue of predestination.