"The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel."

Course	**THEOLOGY OF THE HUMAN PERSON** THEO 0646 1A
Date, Time, and Delivery Format	JANUARY 8 – APRIL 5, 2024 ASYNCHRONOUS ONLINE
Instructor	**PATRICK FRANKLIN, PhD** Email: pfranklin@tyndale.ca
Class Information	All classes are accessible asynchronously. They will appear in Moodle (classes.tyndale.ca) at the beginning of each week (Mondays) and remain accessible throughout the duration of the course. Office Hours (by appointment via email): Mondays: 2:15 - 3:30 p.m.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One. Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

This course endeavours to acquaint students with the theology of the human person. It focuses on biblical and doctrinal issues that bear on such questions as "What does it mean to be a human being?", "What is meant by the 'image of God'?", and "How is the Person of God related to the personhood of human beings?"

Prerequisite: THEO 0531 Systematic Theology

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Recognize the wonder, dignity, and mystery of every human person (Psalm 8)
2. Explain the relationship between Christology and Trinity to anthropology
3. Analyze presuppositions about human personhood in various theologies, philosophies, ideologies, and approaches to community/sociality
4. Identify and discuss contemporary issues in understanding the human person in the humanities, sciences, and social sciences and assess them theologically
5. Articulate the implications of one's view of personhood for theology, spirituality, ethics, and ministry
6. Apply insights gained from the course to understand and frame their own lives, their own journey of being and becoming human, theologically
7. Apply implications of theological anthropology to one's disciple of study and vocation

III. COURSE REQUIREMENTS

A. REQUIRED READING

Four texts (total) are required for this course:

Hinsdale, Mary Ann and Stephen Okey, eds. *T&T Clark Handbook of Theological Anthropology*. London: Bloomsbury T & T Clark, 2023. [This book is available as an e-book for free via Tyndale library; the subscription is unlimited.]

Kärkkäinen, Veli-Matti. *Creation and Humanity*. *Volume 3 of Constructive Christian Theology for the Pluralistic World*. Grand Rapids: Eerdmans, 2015. [This book is available as an e-book for free via Tyndale library; the subscription is unlimited.]

Perry, Louise. *The Case against the Sexual Revolution*. Cambridge: Polity Press, 2022.

Smith, James K. A. *On the Road with Saint Augustine: A Real-World Spirituality for Restless Hearts*. Grand Rapids: Brazos, 2019. [The library has a single-copy subscription to this book, so likely you will want to purchase it.]

Other assigned readings will be available via the course page, as per the schedule below (Section IV).

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other online resources for Biblical Studies.

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to "Guidelines for Interactions" on your course resource page at classes.tyndale.ca.

D. ASSIGNMENTS AND GRADING

1. Forum Discussions (30%; 5 X 5% for individual posts + 5% for group conclusion)

This assignment is related to Outcomes #1 and #5.

Educational research reveals that maximum benefits in online instructional formats result when students take personal responsibilities to complete readings, engage actively (e.g. forums), and consciously contribute to a virtual learning community through a spirit of collaboration, openness, and encouragement.

Individual Posts & Responses (5% each forum; 5 forums in total, 25% of course grade):

There will be 5 forums in total (on weeks 2, 4, 6, 8, 10; see the course schedule in Section IV), each answering a question (or set of questions) posted by the Professor. Students will post their responses to the question(s) by 11:59 PM on Thursdays, and comment on the posts of 2 other students in their group by 11:59 PM of the next day (Fridays). Each initial post is worth 3% and each of the two response comments is worth 1%.

Your initial (Thursday) post should be about 25-35 lines (250-350 words; can exceed by 10%, but marks deducted thereafter). Each post should be concise, addressing the issues in the question with reference to course readings and lectures, and demonstrate critical thinking (e.g., addressing key concepts, arguments, and ideas, identifying further questions or issues raised, or application to your context). Your comments to fellow students should be briefer (approx. 100-150 words), with both an affirmation or connection point and perhaps one thoughtful question for further reflection. (The question is not always necessary; it is one option for engaging. If you do pose a question, it is helpful to provide your own provisional answer to it, then ask, e.g., "What do you think?" or "What else comes to mind for you?")

You are not required to respond to a "late post" of any member.

Group Conclusion (5% of course grade; Due by 11:59 on Saturdays)

After the individual posts and responses, one member of the group will write a group conclusion. What key issues were discussed? Where do you identify consensus and disagreement? How should the conversation move forward toward resolution of issues, deeper understanding, or practical applications? The conclusion should not merely repeat what contributors to the conversation said earlier; it should draw out implications and reflect on their significance. This conclusion is due by 11:59 PM on Saturday evening of the week in question. The conclusion should be about 30-35 lines (300-350 words; marks deducted if you exceed limit). Your group is responsible for establishing a schedule for conclusion writers. Each student will only write one conclusion during the course. You do not need to include late posts of any member.

If you prefer, you may post a video response (rather than a written response) for your conclusion. To do this, upload your video to You Tube (or another accessible platform) and provide a link in the discussion in Moodle in place of your written conclusion. The video should be no longer than 5 minutes in length (3-5 minutes is sufficient).

Penalty for late work:

"Late posts" will be noted by the instructor, and the penalty is a reduction of 1/3 of a grade per every 3 hours late (e.g., from A to A minus or B to B minus).

If there is "no post" after 11:59 pm on Fridays, the student will receive a "zero" for that forum. If there are specific reasons for late posts (as stated in "Late Papers and Extension Policy," Seminary Academic Calendar), the student is to email the instructor directly.

FORUM DISCUSSION GRADING RUBRIC

	A	B	C	D
Completeness of post	Addresses all parts of question; meets and did not exceed limit; comprehensive response adding contributing something new to the discussion; conclusion (when applicable) draws out insightful implications and reflection on their significance	Addresses all parts of question; respectable length & did not exceed limit; somewhat comprehensive; conclusion (when applicable) summarizes the conversation and hints at or points to implications	Addresses some parts of question; shorter length; incomplete post; conclusion (when applicable) summarizes but does not identify or reflect on implications	Rarely addresses question; far too short or far too long; incomplete post; conclusion (when applicable) poorly summarizes the discussion and does not identify or reflect on implications
Clarity of post	Clear and concise posts; grammatically correct with rare misspellings	Clear, but can be more concise; a few grammatical or spelling errors	Somewhat clear, but with significant number of errors in spelling and grammar	Unclear, poor spelling and grammar in most posts
Critical engagement with class material (lectures, readings)	Thoughtful; opinions and ideas are substantiated with class material and additional resources; active reflection & questioning; obvious integration with one's ministry context	Thoughtful; opinions and ideas are occasionally substantiated with class material; some reflection & questioning; some integration with one's ministry context	Less thoughtful; opinions and ideas are sometimes substantiated with class material; insufficient reflection & questioning; less integration with one's ministry context	Opinions and ideas are not substantiated with class material; no reflection & questioning; no integration with one's ministry context

Promptness & quality of responses	Posting on time; responds to all group members' postings in timely manner; thoughtful responses demonstrating charity, respect, critical thinking, and winsomeness	Posting on time; responds to most postings in timely manner; somewhat thoughtful responses demonstrating a measure of charity, respect, critical thinking, and winsomeness	Posting mostly on time; responds to postings 2-3 days after initial discussion; less thoughtful responses	Late posting; rarely responds to group members' postings; responses not thoughtful

2. Personal Reflection Paper (10%; Due Feb. 9 by 11:59 p.m.)

This assignment is related to Outcomes #5 and #6.

Write a personal reflection paper (4-5 pp.) interacting with James K. A. Smith's book *On the Road with St. Augustine*. Share 2-3 insights emerging from your reading of Smith about your own journey of *being* and *becoming human*. It is best to reflect on your journey in light of key ideas, concepts, and reflections discussed by Smith. You may also draw on ideas and insights gained from class materials - lectures and readings - that are relevant and applicable to the 2-3 themes/insights you discuss.

3. Theological Reflection Paper (20%; Due March 15 by 11:59 p.m.)

Write a theological reflection paper (6-8 pp.) on Louise Perry's book, *The Case Against the Sexual Revolution*.

In two to three (2-3) pages, describe the book's central argument (thesis) and explicate two themes that you found particularly striking and important. You do not have much space, so be concise and explain key concepts and ideas precisely (this is not a book review). In the remaining pages of your paper write a theological reflection on one or two of these themes as they relate to (a) your own theology of being human (your theological anthropology) and (b) your vocation or calling (e.g., as a pastor, counsellor, parent, friend, youth worker, business owner or worker, etc.).

Drawing on course content (lectures, readings) as you engage the book will enrich your discussion.

4. Short Research Paper (40%; Due April 5 by 11:59 p.m.)

This assignment is related to Outcomes #2, #3, and #4.

Write a concise (12 pp.) research paper on one of the themes treated by theological anthropology. Discuss your conclusions on the topic based on your engagement with the subject matter and in dialogue with a theologian who has written a book on that topic.

a) **Select one topic** that addresses a specific question that you want to sort out in your own theology of being human. Also, **select one theologian** who writes about this issue to be your primary dialogue partner for the paper. Engage one major work by this theologian deeply to guide your own critical and constructive reflection on the topic. Other primary and secondary sources will help inform you more broadly about the topic as it is discussed in the discipline and beyond (e.g., classical questions, the key contemporary questions and debates, alternate approaches to the topic, etc.).

There are many issues relevant to theological anthropology. The purpose of this paper is not to resolve fully or address comprehensively the issue in which you are interested. Rather, the purpose of the paper is *to identify a specific theological-anthropology issue that needs to be resolved*—one that grounds, informs, guides, frames, and/or critically evaluates or regulates one's approach to the issue in an important way.

Please choose one of the following topics (or, if you wish, you may propose an alternate topic to the professor):

- Human origins (argue for a perspective, e.g., YEC; ID; evolutionary creation, etc.)
- The nature and effects of human sin
- Theological anthropology in relation to race (or racism)
- Theological anthropology in relation to human sexuality and/or gender
- Theological anthropology and the ethics of ending life (e.g., abortion, MAID, war)
- Theological anthropology and technology
- The constitution of the human being (trichotomy, dualism, monism, nonreductive physicalism, emergent dualism, etc.)
- The relationship between theological anthropology (TA) and another area of Christian doctrine (e.g., TA and eschatology; TA and soteriology; TA and Christology; TA and ecclesiology; TA and missiology; etc.)

b) Narrow your focus to identify a key theological issue that needs to be resolved. This will probably be something that occurs at the basic theological convictions / worldview level, with ripple effects on one's overall theology, including implications for belief, teaching, and practice.

Be sure that the focal issue of the paper is theological in nature.

c) Articulate for yourself an initial hypothesis about the topic. When you first begin the research for your paper, your hypothesis will be tentative and preliminary, to be tested by your ongoing research. When you write up the final draft of your paper, you should be able to articulate a clear thesis statement on the first page (at the end of your introduction). **A thesis statement is a concise description (1-2 sentences) of a <u>position</u> you are taking, an <u>argument</u> in summary form which you will go on to demonstrate in the body of your paper.**

d) Research the topic in depth – **at least** 10 sources, including at least one theological monograph (a book on your topic written by a recognized theologian), and at least 5 peer reviewed journal articles (the ATLA database accessed via our library is the best source for full text, peer reviewed theological journal articles).

   The remaining sources might include other books and articles on the topic, theological reference works (e.g., theological dictionaries, works of systematic theology, 'multiple views' books, biblical commentaries and dictionaries, etc.).

   Blog posts, web sites, student papers, and online videos are not appropriate academic sources unless they have official academic or professional credentials (e.g., an online peer-reviewed journal, official government sources, reputable scientific sources such as *Science*, AAAS, the ASA (American Scientific Affiliation), CSCA (Canadian Scientific and Christian Affiliation), NASA, and so forth). You can use popular sources too, for illustrative or interest purposes, but they do not count as academic sources.

   <u>NOTE</u>: Keep in mind that you don't need to read every chapter of every book, or every paragraph of every article; but you do want to read thoroughly the sections that are most relevant and be sure to understand their logic and argument. You should also grasp the book's / article's overall thesis and how it contributes to the theological discussion of the topic at hand). Sprinkling a paper with references from sources is not enough to demonstrate a thorough understanding and synthesis of those sources.

e) Write up a concise paper (12 pages, excluding title page and bibliography) in support of your thesis, demonstrating how your research informed your (provisional) answer to the question you posed. **Your answer to your question (concerning the theological issue to be resolved) is <u>your thesis</u>.** You should state your thesis succinctly and clearly in your paper's introduction.

   Begin with one introductory paragraph, alerting the reader to the importance of your topic (why it matters) and identifying the specific question the paper seeks to answer. Briefly state your provisional answer to that question (**your thesis**) in 1-2 sentences.

   Use the body of your paper to make your case theologically. Mention and address

briefly 1-3 other serious options (other, alternative answers to the question) that you discovered while doing research. State briefly why you are convinced of the answer you give in your paper, rather than these alternatives.

f) Conclude the paper with a paragraph restating your own tentative thesis on the topic. In a nutshell, where do you currently stand on the question you researched and why? Your conclusion is not meant to state your final view on the matter, but your provisional view which you have come to at least tentatively given your study and reflection at this point in time. So, it might be appropriate to briefly state what further questions remain for you (if any?) that need to be addressed in future research.

E. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must contact the Accessibility Services at the Centre for Academic Excellence to register and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	Weight
Online Forum contributions	see Section IV	30%
Personal Reflection Paper (on Smith)	Friday, Feb. 9	10%
Theological Reflection Paper (on Perry)	Friday, Mar. 15	20%
Short Research Paper	Monday, April 5	40%
Total Grade		**100 %**

G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Due dates & times (and late penalties):
Assignments are to be uploaded to the assignment submission section of the course page in pdf or Microsoft Word format by 11:59 PM (Eastern Time) on the assigned due date. Papers submitted after 11:59 PM on the due date will receive a 1/3 grade deduction (i.e., B+ to B) per day (or part thereof) following the due date (to a maximum of 1.5 GP deduction per week). This late policy will apply to all assignments for which no extension has been granted. Extensions will be granted only for serious personal, family, or health situations.

Last Possible Date to Submit Assignments (no extensions possible beyond this date)**:**

From the Registrar's Office: Professors may NOT grant an extension to a student past the last day of exams (April 15, 2024). Requests for extensions past this date may be granted only by the Registrar. Students should submit an Extension Request Form to the Registrar's Office latest by April 15, 2024.

Formatting:

Assignments must be double-spaced, typed in 12 pt Times New Roman font (10-pt for footnotes), with 1" margins. The standard citation method for theological papers uses footnotes (not parenthetical citations or endnotes) with a complete bibliography in the Chicago style (not APA style). For proper citation style, consult the tip sheet, "Documenting Chicago Style" (Tyndale e-resource) or the full edition of the *Chicago Manual of Style* Online, especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the tip sheet, "How to Cite Sources in Theology".

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors, using false information (including false references to secondary sources) in an assignment, improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the Academic Integrity website for further details.

Students are encouraged to consult Writing Services. Citation and other tip sheets.

Students who are not familiar with Tyndale's policies on academic integrity and plagiarism should review Academic Integrity documents on Moodle under Student Resources on the top menu.

For tips on how to conduct proper research, how to do proper citations, and how to quote and paraphrase the work of others legitimately and effectively, please see the following videos provided by Tyndale's Centre for Academic Excellence:

- Video on proper citations and referencing
- Video on use of proper quotations
- Video on effective paraphrasing

Students should also consult the current *Academic Calendar* for academic polices on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics
All course-based assignments involving human participants requires ethical review and may require approval by the Tyndale Research Ethics Board (REB). Check with the Seminary Dean's Office (aau@tyndale.ca) before proceeding.

H. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Please complete all readings in preparation for the lectures. NOTE: All readings not found in Kärkkäinen or in the *T&T Clark Handbook* (*TTCH*) are posted in Moodle (classes.tyndale.ca).

Week 1	**Introduction to the Course**
(Jan. 8)	**Sources & Methods for Theological Anthropology, Part I**
	Read:
	Kärkkäinen, chapter 9 *TTCH*, chapter 1

Week 2	**Sources and Methods for Theological Anthropology, Part II**
(Jan. 15)	Read:
	TTCH, chapters 2-3 Franklin, "The Human Person in Contemporary Science and Theology" Reimer, "Why Aren't Canadians Listening to Christian Leaders?"
	DUE: Online Forum Discussion #1 (in Moodle)

Week 3   **Image of God, Part I**

(Jan. 22)   <u>Read</u>:

Kärkkäinen, chapter 11
TTCH, chapter 5, chapter 27 (just pp. 338-40)
Franklin handout, 'Image' Passages in the Bible
(Optional: *TTCH*, chapters 6 and 27)

Week 4   **Image of God, Part II**

(Jan. 29)   <u>Read</u>:

Grenz, "The Social God and the Relational Self"
Resch, "Christ and Contemplation"

<u>**DUE**</u>: Online Forum Discussion #2 (in Moodle)

Week 5   **Human Dignity and the Sacredness of Human Life**

(Feb. 5)   <u>Read</u>:

UN Declaration on Human Rights (preamble)
Moltmann on Human Dignity
Gushee, "The Sacredness of Life"

(Feb. 9)   <u>**DUE**</u>: Personal Reflection Paper on Smith

Week 6   **SIN & the Tragic, Part I**

(Feb. 12)   <u>Read</u>:
Kärkkäinen, chapter 15; *TTCH*, chapter 9 (pp. 99-105a)
St. Augustine, *Confessions* (excerpt)

<u>**DUE**</u>: Online Forum Discussion #3 (in Moodle)

Feb. 19-23   **Family Day & Reading Days; No Class**

Week 7   **SIN & the Tragic, Part II**

(Feb. 26)   <u>Read</u>:

Kärkkäinen, chapter 16; TTCH, chapter 8 (pp. 105b-110)
Gutiérrez on liberation theology (excerpt)
(Optional: *TTCH*, chapter 28)

Week 8   **Human Ontology**

(Mar. 4)   <u>Read</u>:

Kärkkäinen, chapter 12 (optional: chapter 14)
Croasmun, "Emergence"
Farris, "What am I" (chapter excerpt)

DUE: Online Forum Discussion #4 (in Moodle)

Week 9   **Human Origins, Part I: Beyond 'Creation' versus 'Evolution'**

(Mar. 11)   View before class lecture: Lamoureux lecture (link provided in Moodle)

Read:

Kärkkäinen, chapter 10
Brooks, "What is a human?" (humans as evolved yet unique)
Lamoureux, *The Bible and Ancient Science* (excerpts)
(Optional: Kärkkäinen, chapter 6)

(Mar. 15)   **DUE**: Theological Reflection on Perry

Week 10   **Human Origins, Part II: Reflecting Theologically on Evolution**

(Mar. 18)   Read:

Smith, "What Stands on the Fall? A Philosophical Explanation"
Franklin, "Understanding the Beginning in Light of the End"

DUE: Online Forum Discussion #5 (in Moodle)

Week 11   **Gender and Sexuality #1**

(Mar. 25)   Read:

Review: Grenz from week 4 ("Social God, Relational Self, pp. 50-57 only)
Pierce, "Biblical Equality and Same-Sex Marriage"
Smith on 'cultural liturgies'

Week 12   **Gender and Sexuality #2**

(Apr. 1)   Read:

Jelsma, "An Attempt to Understand the Biology of Gender and Gender
Dysphoria: A Christian Approach"
Eddy and Rhodes, "Understanding Transgender Experiences & Identities"
Sprinkle on sensitivity re. trans and emerging gender identities
Sax on intersex conditions and whether sex is a binary or a spectrum

(Optional: Stock, "A Brief History of Gender Identity")
(Optional: Cheng, "Contributions from Queer Theory")

(Fri. Apr. 5)   **DUE**: Research Paper

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Anderson, Ray S. *On Being Human: Essays in Theological Anthropology*. Pasadena: Fuller Seminary Press, 1982.

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See Also: Bibliography on Sex and Gender posted in Moodle.

OTHER ONLINE RESOURCES

Tyndale has an excellent online Christian Theology Reading Room, which has extensive links to material available as full text eBooks, as well as partial-text books available on Google Books. Reading rooms have also been established on the Doctrine of the Trinity, as well as theologians Dietrich Bonhoeffer, Eberhard Jüngel, John Howard Yoder, Jürgen Moltmann, and Karl Barth.

To search topically for relevant journal articles, book reviews or collected essays, use the comprehensive *ATLA Religion Database*, or the *Proquest Religious Database, Religious and Theological Abstracts* and *JSTOR.* Full-text versions of many theological journals and book reviews can be downloaded from these databases.

For **detailed bibliographies** to support *Christian Theology: An Introduction*, a **glossary** of theological terms, and **details of theologians** from *The Christian Theology Reader*, cf. Alister McGrath at Wiley.