

“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.”

Semester, Year	WINTER, 2026
Course Title	BIBLIAL STUDIES SEMINAR: THE DEATH OF JESUS AND ATONEMENT THEORIES
Course Code	BIBL 0718 1S
Date	From January 13, 2026 to April 7, 2026 EVERY TUESDAY
Time	From 8:15 AM to 11:05 AM
Delivery Format	SYNCHRONOUS ONLINE
Class information	The classes will be LIVESTREAMED on Tuesdays from 8:15 to 11:05 am.
Instructor	DUNCAN REID, PhD
Contact Information	Email: dreid@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext. 2273
Office Hours	By appointment only.
Course Materials	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

Beginning with the New Testament documents themselves, historical and theological reflection on the death of Jesus has always played a central role in the Christian faith. Diverse opinion and debate regarding Jesus’ death is as much alive today as at any time in church history. In addition to reviewing various atonement theories, this seminar will reflect critically on these theories by paying attention to the following: key philosophical-theological background concepts (e.g., justice, law, forgiveness and sacrifice); notions of salvation and atonement in the Old Testament and Second Temple Judaism; and historical and theological issues related to Jesus’ death in the New Testament. The overarching goal is an in-depth reflection on the nature of divine-human relationship as it relates to the theological implications of Jesus’ death.

Prerequisites: Biblical Interpretation (BIBL 0501); Old Testament Theology and History (OLDT 0511); New Testament Theology and History (NEWT 0522).

II. LEARNING OUTCOMES

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

1. Describe the main elements of various Christian atonement theories and give a summary of their strengths and weaknesses.
2. Explain and discuss the significance of key philosophical/theological concepts related to atonement theories (e.g., justice, law, forgiveness, sacrifice) and identify background concepts in the Old Testament and Second Temple Judaism.
3. Recognize and compare different presentations of the significance of Jesus' death in various New Testament books.
4. Interpret Scripture thoughtfully and responsibly in relation to historical and hermeneutical challenges raised by the text and highlighted by modern approaches to the Bible.
5. Summarize and evaluate a contemporary book on atonement in preparation for writing a book review and leading a class presentation and discussion.
6. Creatively and thoughtfully relate the significance of Jesus' death to contemporary spiritual formation and the mission of the church.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Pugh, Ben. [*Atonement Theories: A Way Through the Maze*](#). Eugene, OR: Cascade Books, 2014.

In addition to this required text, there are multiple assigned readings of articles or book chapters. These are listed below in the course schedule and made available on the course Moodle page in pdf format.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

For those who are looking for an additional text alongside Pugh, I recommend any of the following:

Gorman, Michael J. [*The Death of the Messiah and the Birth of the New Covenant*](#). Eugene, OR: Cascade, 2014. [A very readable book that seeks to integrate the various atonement images in the NT under the rubric of New Covenant with a concern for highlighting the personal, communal, and missional implications.]

Johnson, Adam J., ed. [*T&T Clark Companion to Atonement*](#). London; New York; Dublin: T&T Clark, 2017. [A relatively recent collection of over 100 short essays on a wide range of topics related to atonement.]

Green, Joel B., and Mark D. Baker. [*Recovering the Scandal of the Cross: Atonement in New Testament and Contemporary Contexts*](#). Carlisle: Paternoster Press, 2000. [Good readable introduction to atonement theories in the context of considering various texts in the NT.]

Schmiechen, Peter. *Saving Power: Theories of Atonement and Forms of the Church*. Grand Rapids, MI: Eerdmans, 2005. [A full discussion of 10 different atonement theories organized under four categories and often paying attention to one key proponent for each theory.]

Witt, William G., and Joel Scandrett. *Mapping Atonement: The Doctrine of Reconciliation in Christian History and Theology*. Grand Rapids, MI: Baker Academic, 2022. [A recent survey and evaluation of 8 different atonement theories and their representatives.]

Tyndale recommends [STEPBible](#) – 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. ASSIGNMENTS AND GRADING

The following assignments will be used to facilitate your full engagement with the course material and accomplish the learning outcomes listed above. Additional details will be provided in class and on the course page.

1. Weekly Journal and Class Participation (10% of course grade)

Due dates: Weekly journal is due on Wednesday April 8, 2026. Class participation is monitored throughout the semester.

Relevant learning outcomes: 1, 2, 3, 4, and 6

Weekly journal: You must keep an electronic journal of your course learning. This should be written in 12-point font, double spaced, and with 1-inch margins. In addition to a Title Page, this paper should contain one journal entry for each week of the course (twelve entries in total) and a bibliography of readings cited. Each weekly entry should be a **maximum one page** and should include the following: (1) a summary of key insights gleaned from the readings and class discussions; (2) one idea of practical relevance for the mission of the church today that relates to your insights and learning. Include a bibliography (at the end of your journal) for any works cited in your journal, and when citing use the in-text citation method (author, date, and page numbers in parentheses within your text – no footnotes).

Grading guidelines: This assignment will be graded according to the following criteria. If you consistently excel in fulfilling all the criteria, you will be eligible for an A grade. If you consistently fulfil most of the criteria, you will be eligible for a B grade. Anything less than this will be assigned a C grade or less.

- *Course content:* In-class contributions and journal entries demonstrate clear understanding of the course content and insightful reflection on its significance for theological understanding of Jesus' death. Demonstrates ability to creatively relate insights to individual discipleship and the mission of the church.
- *Diverse perspectives:* Both in-class contributions and journal entries demonstrate an ability to understand and appreciate differing perspectives of the readings and other students in a respectful and inquisitive manner. Simultaneously demonstrates an ability to critically reflect on the strengths and weaknesses of one's own and other's perspectives.
- *Class discussions:* Demonstrates excellent preparation and contributes consistently to class discussions through non-domineering, respectful, and thoughtful critical engagement with course/reading content and other students.
- *Journal format:* Journal is submitted on time and properly formatted according to above instructions including title page, 12 weekly entries, in-text citations and full bibliography (Chicago style).
- *Journal style:* Journal is written in clear error free prose in keeping with the guidelines for the submission of written work (below). Demonstrates clarity and succinctness of expression.
- *Journal content:* Journal clearly demonstrates critical reflection and awareness of personal learning as well as creative engagement with the course material in relation to personal discipleship and the mission of the church.

2. Presentation of Articles (30% of course grade).

Due dates: Variable and based on individual sign-up. Your pdf summary should be posted at least 48 hours in advance of class.

Relevant learning outcomes: 1, 2, 3, 4, and 6

Class format: In addition to instructor comments and book reviews (weeks 3–11), each class will be in a seminar format involving presentations and discussions of the assigned class readings. The readings are all listed under the Course Schedule (below) and include a mixture of both *required* (Pugh + others) and *optional* readings. *Every student* is expected to do the required reading. Only those who sign up are required to do the optional reading.

Student led discussion: Each student is expected to sign up to lead six different discussions over the course of the semester (a link to a google document sign-up sheet is posted on the course page). This selection must include three required readings (no more than one of these can be from Pugh) and three optional readings chosen from the lists under the Course Schedule. For each of the six readings that you sign up for, you need to post a one-page pdf document on the course page (*note: this can be single spaced and may use bullet points if preferred but not more than 12-point font*) which includes the following: (a) full bibliographical information for the reading (Chicago bibliography style); (b) a brief summary of highlights from the reading (make sure to catch the

main points); (c) a few initial observations on strengths and potential weaknesses; (d) 2-4 discussion questions. During the class you will be allotted some time to briefly present your summary (3-5 mins maximum) and facilitate class discussion of the reading.

Note re posting of discussion documents: the one-page pdf documents must be posted 48 hours in advance of the class in which they will be discussed.

Grading guidelines: This assignment will be graded according to the following criteria. If you consistently excel in fulfilling all the criteria, you will be eligible for an A grade. If you consistently fulfil most of the criteria, you will be eligible for a B grade. Anything less than this will be assigned a C grade or less.

- Pdf documents for leading discussions: When relevant (i.e., when leading a discussion) handouts are posted on time (48 hours before class) and provide clear, succinct, and accurate summaries of the assigned reading (including full bibliographical information). A few insightful and clearly articulated strengths and weaknesses are clearly identified. Discussion questions demonstrate thoughtful engagement with the assigned reading and help to facilitate maximal class learning and engagement.
- Leading weekly discussions: Makes excellent use of prepared pdf summary, critique, and discussion questions in leading a discussion that maximises class learning. Able to keep the discussion on track and facilitate representative engagement from the class.

3. Book Review and Presentation (20% of course grade).

Due dates: *Variable during weeks 3-11 (individual dates based on sign-up)*

Relevant learning outcomes: 5 (and possibly others)

Description: Each student will choose a different book from the list of books below (no two students can choose the same book; a google 'sign up' document is posted on the course page) and will prepare a book review. The review should be written in 12-point font, double spaced with 1-inch margins. It should include the following: (1) a title page including your name, course title and code, professor, due date, full bibliographic information for book being reviewed, and a single paragraph high-level summary ('abstract') of book (this summary should be single-spaced); (2) a summary of the book content (2.5 pages maximum and no more than about 50% of your overall review); (3) a critical analysis and review, indicating strengths and weakness of the book and incorporating insights from two or three other scholarly book reviews of this same book, ideally ones with different perspectives on the book (2.5 pages maximum); (4) a list of 2-5 discussion questions generated from your review (up to an additional half page).

Citing other reviews: Scholarly book reviews should be cited within the body of your paper using in-text citation, e.g., (Carr 2001, 306-7) (page numbers are optional if making a general reference to the review), with the full bibliographical information for the review appearing at the end of paper after your discussion questions, e.g., Carr, Amy. "Review of Ray, Darby

Kathleen. *Deceiving the Devil: Atonement, Abuse, and Ransom*. Cleveland: Pilgrim Press, 1998.” *Journal of Religion* 81 (2001): 306–07. No other secondary sources are necessary (beyond the 2-3 scholarly reviews), but if you do cite anything else, then use the same format.

Submission and presentation: Book reviews will be presented and discussed in class on weeks 3 through 11. Students must sign for a book (first come first served) and indicate preference of week (link to google document sign is posted on course page). Reviews must be submitted as pdf documents on the course page at least 48 hours before the date on which you are scheduled to present in class. You will be allotted time in class to briefly present a summary of your review and facilitate some discussion based on your prepared questions.

List of books for review: Each student will select a different book from the following list (alternatives, not on the list, can be arranged with the professor). The ‘A’ list books are typically longer and/or more challenging than the ‘B’ list books. Eligibility for an A grade in this assignment requires that you review a ‘A’ list book, BUT this does not guarantee an A grade (you must also meet all the grading requirements listed below).

‘A’ Grade Books

- Belousek, Darrin W. Snyder. *Atonement, Justice, and Peace: The Message of the Cross and the Mission of the Church*. Grand Rapids, MI Eerdmans, 2012.
- Boersma, Hans. *Violence, Hospitality, and the Cross: Reappropriating the Atonement Tradition*. Grand Rapids, MI: Baker Academic, 2004.
- Craig, William Lane. *Atonement and the Death of Christ: An Exegetical, Historical, and Philosophical Exploration*. Waco, TX: Baylor University Press, 2020.
- Eubank, Nathan. *Wages of Cross-Bearing and Debt of Sin: The Economy of Heaven in Matthew’s Gospel*. BNZW 196. Berlin: De Gruyter, 2013.
- Fiddes, Paul S. *Past Event and Present Salvation: The Christian Idea of Atonement*. Louisville: Westminster John Knox, 1989.
- Goldingay, John, ed. *Atonement Today*. London: SPCK, 1995.
- Gorringer, Timothy. *God’s Just Vengeance: Crime, Violence and the Rhetoric of Salvation*. Cambridge: Cambridge University Press, 1996.
- Heim, S. Mark. *Saved from Sacrifice: A Theology of the Cross*. Grand Rapids, MI: Eerdmans, 2006.
- Hill, Charles E., and Frank A. James, eds. *The Glory of Atonement: Biblical, Theological and Practical Perspectives*. Downers Grove, IL: InterVarsity Press, 2004.
- Jeffery, Steve, Michael Ovey, and Andrew Sach. *Pierced for Our Transgressions: Rediscovering the Glory of Penal Substitution*. Wheaton, IL: Crossway Books, 2008.
- Marshall, Christopher D. *Beyond Retribution: A New Testament Vision for Justice, Crime, and Punishment*. Grand Rapids: Eerdmans, 2001.
- McNall, Joshua M. *The Mosaic of Atonement: An Integrated Approach to Christ’s Work*. Grand Rapids, MI: Zondervan, 2019.

- Rutledge, Fleming. *The Crucifixion: Understanding the Death of Jesus Christ*. Grand Rapids, MI: Eerdmans, 2015.
- Schmiechen, Peter. *Saving Power: Theories of Atonement and Forms of the Church*. Grand Rapids, MI: Eerdmans, 2005.
- Stott, John R. W. *The Cross of Christ*. Leicester: InterVarsity Press, 1986.
- Stump, Eleonore. *Atonement*. Oxford: Oxford University Press, 2018.
- Swinburne, Richard. *Responsibility and Atonement*. Oxford: Oxford University Press, 1989.
- Vidu, Adonis. *Atonement, Law and Justice: The Cross in Historical and Cultural Contexts*. Grand Rapids, MI: Baker, 2014.
- Weaver, J. Denny. *The Nonviolent Atonement*. Grand Rapids, MI: Eerdmans, 2001.
- Wright, N. T. *The Day the Revolution Began: Rediscovering the Meaning of Jesus' Crucifixion*. New York: HarperCollins, 2016.

'B' Grade Books

- Anderson, Gary. *Sin: A History*. New Haven: Yale University Press, 2009.
- Aulén, Gustav. *Christus Victor: An Historical Study of the Three Main Types of the Idea of the Atonement*. New York: Macmillan, 1969.
- Baker, Sharon L. *Executing God: Rethinking Everything You've Been Taught About Salvation and the Cross*. Louisville: Westminster John Knox, 2013.
- Bash, Anthony. *Forgiveness and Christian Ethics*. Cambridge: Cambridge University Press, 2007.
- Beckwith, Roger T., and Martin J. Selman, eds. *Sacrifice in the Bible*. Eugene, Oregon: Wipf & Stock, 1995.
- Finlan, Stephen. *Options on Atonement in Christian Thought*. Collegeville, MN: Liturgical Press, 2007.
- Finlan, Stephen. *Sacrifice and Atonement: Psychological Motives and Biblical Patterns*. Minneapolis: Fortress Press, 2016.
- Gorman, Michael J. *The Death of the Messiah and the Birth of the New Covenant*. Eugene, OR: Cascade, 2014.
- Green, Joel B., and Mark D. Baker. *Recovering the Scandal of the Cross: Atonement in New Testament and Contemporary Contexts*. Carlisle: Paternoster Press, 2000.
- Grimsrud, Ted. *Instead of Atonement: The Bible's Salvation Story and Our Hope of Wholeness*. Eugene, OR: Cascade Books, 2013.
- Jersak, Bradley. *A More Christlike God: A More Beautiful Gospel*. Pasadena, CA: Plain Truth Ministries, 2015.
- McKnight, Scott. *A Community Called Atonement*. Nashville: Abingdon Press, 2007.
- Sanders, John, ed. *Atonement and Violence: A Theological Conversation*. Nashville: Abingdon Press, 2006.

Grading guidelines: This assignment will be graded according to the following criteria. If you have chosen a book from the 'A' list, you will be eligible for any grade up to A. If you have chosen a book

from the 'B' list, you will be eligible for any grade up to B. To receive the maximum eligible grade, you will be expected to meet all of the following criteria:

- **Format:** The review is submitted in the appropriate format as per the description above and posted to the course page at least 48 hours prior to when you are presenting.
- **Title page and abstract:** The title page includes all the relevant information (as above). The 'abstract' (single-spaced) represents a high-level, clear, and succinct summary of the overarching purpose and accomplishment of the book.
- **Style:** The review is written in clear and succinct prose, is free of grammatical and spelling errors, and is written according to the guidelines for written work below.
- **Summary:** The book summary constitutes no more than about 50% (maximum 2.5 pages) of your review. It provides a respectful, clear, succinct, and accurate summary of the overall structure, content, and key ideas of the book. The summary demonstrates that you have clearly understood what the author most wanted to communicate and facilitates a ready grasp of these key elements of the book for people who have not read the book.
- **Critique:** The critique constitutes no less than about 50% of your review (maximum 2.5 pages) and is written in a clear and respectful manner. It demonstrates careful and insightful appreciation of both strengths and weaknesses of the book. It pays attention to key areas of content but may also touch upon matters of style (especially if they impact communication) and smaller areas of detail. The critique carefully incorporates insights gleaned from reading (two or three) scholarly book reviews, explicitly indicating where those reviews have informed the critique.
- **Secondary sources:** Additional references beyond the required scholarly book reviews are not required and should only be used when it seems necessary to do so. Any secondary literature (including the book reviews) should be cited within the body of the book review (in parentheses) using in-text citation (author last name, date, page numbers) and with the full bibliographical detail in a bibliography at the end (not included in your page count).
- **Discussion questions:** Discussion questions demonstrate thoughtful engagement with the book under review and are well chosen to facilitate maximum class learning in relation to the key ideas in the book.
- **Class presentation and discussion:** In addition to posting your pdf version on the course page, you provide a clear and succinct summary (3-5 minutes maximum since people have opportunity to read your review in advance) in class and then make good use of your prepared questions to lead a discussion that maximises class learning in relation to your chosen book.

4. Research Paper and Final Class Presentations (40% of course grade).

Due dates: *Paper due on Friday April 3, 2026. Final class presentations posted by April 5 and presented on April 7.*

Relevant learning outcomes: potentially 1, 2, 3, 4, and 6

Description of research paper: Each student will write a research paper on any one of the topics listed below. This paper should be 15-20 pages in length (maximum 20) and should follow all the guidelines for the submission of written work including the use of footnotes (*not* endnotes) in keeping with the Chicago Manual of Style (see below). Once you select a topic for research, it will be necessary to formulate a specific research question to bring clarity and focus to your research project and paper. You may wish to speak with the professor to help clarify your question. Your final paper should include the following elements: (a) title page including the title of your paper, your name, course information (course title; course code; professor) and due date; (b) a brief introduction that includes your research question, an explanation of why you think the question is worth addressing, and an explanation of how you plan to address it; (c) the body of the paper in which you set out your research in an orderly manner using sub-headings as appropriate for different sections; (d) a conclusion in which you summarize your results and indicate the answer you have arrived at in relation to your research question; (e) a full bibliography of sources cited. Note that your title page and bibliography are not included in your page count.

Final class presentations: In addition to submitting your paper on the above due date, you will be expected to provide a short presentation on your research project during the final class (week 12). In preparation for this you need to submit a one-page pdf summary of your project and be prepared to present in class. The pdf summary should be submitted 48 hours before class. The length of the presentation and whether there is time for discussion will depend on the class size.

List of research topics: The following is a list of potential topics. Alternative topics can be arranged individually with the professor. While these topics encourage engagement across different disciplines (history; theology; philosophy etc.), it should be remembered that this is a biblical seminar course. Therefore, at some point, your paper should include some level of critical engagement with the Bible in a manner that naturally relates to your chosen topic/question. Remember (as above), once you have selected a topic you need to narrow it down to a specific research question to help provide a focus to your research paper.

- The significance of differing approaches to *law and justice* (ancient and/or modern) for understanding and evaluating atonement theories. This could be tied to a particular period or corpus from antiquity (e.g., Old Testament; Second Temple Judaism; New Testament, Greco-Roman world etc.) or to some point in church history (e.g., Anselm; Reformers; European justice systems etc.) with attention to how cultural, political and religious trends are engaging with the Bible (see Gorringer 1996 for a stimulating example of this).
- Evaluation of a *specific atonement theory* of your choice in relation to one or more of the following: its biblical/exegetical basis in the OT; historical and theological developments in Second Temple Judaism; its biblical/exegetical basis in the NT; the history of its development in the early church and through Christian history.

- The significance of (philosophical, theological, psychological, and/or sociological) reflections on *sacrifice* in antiquity for understanding and evaluating atonement theories. This should be brought into conversation with some aspect of scripture.
- The significance of (philosophical, theological, psychological, and/or sociological) reflections on *forgiveness* for understanding and evaluating atonement theories. This should be brought into conversation with some aspect of scripture.
- A biblical/exegetical paper focused on a particular text or biblical idea that has played a significant role in the history of atonement theories (there are too many to list, but here are a few to consider: Genesis 22; Passover; Levitical sacrifices; Psalms; Isa 53; Last Supper; Cry of Dereliction; Romans 3:21ff; 2 Corinthians 5; Prodigal Son).
- Historical considerations in relation Jesus' death and their impact on atonement theories (e.g., historical reasons for Jesus' death/execution; significance of crucifixion; Jewish martyrdoms; Greco-Roman background).
- A topical or thematic study of a particular book or corpus as it relates to a theology of Jesus' death (e.g., Matthew; Mark; Luke-Acts; John; Paul or one of his letters; Hebrews; Catholic Epistles; Revelation).
- Jesus' death and atonement in church history: a study of interpretations of Jesus' death and atonement theories in the history of the church with particular attention to how biblical texts have been variously interpreted in light of broader social-historical contexts.
- Implication of atonement theories for life and faith: Examination of the practical import of different atonement theories in comparison to one another and in relation to how scripture seems to talk about such implications. How might this impact the importance of getting the "theory" right?

Grading guidelines: This assignment will be graded according to the following criteria. A Paper that excels in meeting *all* the criteria will be awarded an 'A' grade. Papers that meet most of the following criteria will be awarded a 'B' grade.

- *Format:* Paper is submitted by the due date and follows the appropriate format as per the description above (title page; introduction; body; conclusion; footnotes and bibliography). It is well organized with a logical flow and good balance of its various sections.
- *Style:* Clearly and articulately written with few or no grammatical and/or typographical errors and in keeping with the guidelines for the submission of written work outlined below.
- *Citation of secondary sources:* Secondary sources should be cited using **footnotes** (*not endnotes*) in the body of the paper. There is a full bibliography of all secondary sources consulted. Footnotes and bibliography should conform to Chicago style (see guidelines for submission of written work below for links to the style manual).
- *Research question:* The research question is explicitly stated and its relevance clearly explained. The paper addresses the research question in a focused manner without straying of topic.

- **Research:** There is evidence of extensive research including at least 20 good quality and carefully selected scholarly/academic resources (e.g., peer reviewed journal articles; books; commentaries) that are clearly relevant to addressing your research question. Each of these resources is appropriately and consistently cited in footnotes and bibliography using the Chicago style.
- **Diversity:** Secondary sources are well chosen to represent a spectrum of opinions on the issue under investigation. All sources (including those you disagree with) are reported on in a manner that is respectful and balanced.
- **Evaluation of arguments:** Secondary sources and arguments are carefully weighed in an even-handed and logical manner that helps to expose the strengths and weaknesses of alternative perspectives.
- **Organization:** Incorporates and reports on research findings in a logical and organized manner that is easy to follow (often helped by sub-divisions with section titles).
- **Conclusions:** Conclusions are clearly and succinctly stated, indicating the answer you have arrived at for your research question (including situations where the answer to the research question remains ambiguous given evenly balanced or insufficient evidence). Conclusions obviously flow from body of the research paper, are clearly supported by the evidence you have collected and presented, and explicitly identify potential weaknesses in your arguments as well as areas for further research.

Submission guidelines and late penalties:

All assignments should be type written, *double-spaced, 12-point font Times New Roman (10-point font for footnotes), and one-inch margins*. Make sure to include page numbers and a title page (title of paper; your name; due date; course code and name of professor). They should be submitted in pdf format and uploaded to the appropriate portal on the course Moodle page.

Please label the file with your name and assignment (e.g., John Smith_Reading Pugh OR John Smith_Book Review Belousek OR John Smith_Research Paper). The deadline for submission is midnight on the due date.

It is expected that written work is submitted in a straightforward style of academic prose and demonstrates clear organization, argument and coherent thought. It ought to be free of spelling mistakes, punctuated correctly, and adhere to basic rules of grammar. Ensure that you have accurately and fully documented any secondary sources used in your paper (including footnotes and bibliography). If English grammar is difficult for you then you are expected to seek help (e.g., from the writing services of the Centre for Academic Excellence).

Artificial intelligence (AI) programs are useful research tools and are not off limits in the research process, but they should not be your sole means of research. You need to learn how to find first-hand academic resources and engage directly with them. AI must not be used to write your papers and, if detected, will be considered plagiarism. If you use AI to write your paper

and submit it as if you wrote it, it is not only a question of academic integrity and ethics, but you are also short-changing your learning experience.

See Section VI below for late penalty policy.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due Date	% of final grade
1. Weekly Journal and Class Participation	Journal due Wednesday April 8 Class Participation is Weekly	10%
2. Presentation of Articles	Due on weeks you have signed up	30%
3. Book Review and Presentation	Weeks 3-11 (individual dates TBD)	20%
4. Research Paper and Final Class Presentations	Friday April 3, 2026 (paper) Tuesday April 7 (presentations)	40%
Total Grade		100%

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Week 1: Jan 13

Seminar topic: Introduction and Overview of Atonement Theories

Required reading:

- Required reading (textbook): Pugh 1-25 (Ransom to Satan)
- Required reading (other): Anderson 2016; Brown and Parker 1989; Dever 2006; Willard 2010.
- Optional reading: Crane 2019; Jenson 2007; Packer 1974

Week 2: Jan 20

Seminar topic: The Nature of Divine Law and Justice

Required reading:

- Required reading (textbook): Pugh 26-41 (Recapitulation and Theosis)
- Required reading (other): Grimsrud and Zehr 2002; Hall 1983.
- Optional reading: Boersma 2003; Craig 2018; Garvey 2003; Johnson, Li, Cohen and Okun 2013; Levad 2016; Osakabe 2016; Soltis 2011; Tasioulas 2006.

Week 3: Jan 27

Seminar topic: Understanding Divine Forgiveness

Scheduled individual 'Book Review' presentations

Required reading:

- Required reading (textbook): Pugh 43-62 (Satisfaction Guaranteed: Anselm)

- Required reading (other): Minas 1975; Warmke 2017a; Warmke 2017b.
- Optional reading: Fincham 2020; Strabbing 2017; Talbott 1993; Warmke 2017c.

Week 4: Feb 3

Seminar topic: Understanding Sacrifice

Scheduled individual 'Book Review' presentations

Required reading:

- Required reading (textbook): Pugh 63-82 (Luther and Calvin)
- Required reading (other): Dewey 2011; Romerowski 2006; Ulluci 2015.
- Optional reading: Rives 2014; Klawans 2001; Klawans 2002; Overman 2014; Sklar 2012.

Week 5: Feb 10

Seminar topic: The death of Jesus in Historical Context

Scheduled individual 'Book Review' presentations

Required reading:

- Required reading (textbook): Pugh 83-92 (The Nineteenth Century)
- Required reading (other): Rubio 2016; Sweeney 2003.
- Optional reading: Antwi 1991; Broer 2007; Cook 2011; Dunn 2007; Galvin 1980; Harley 2019; Okonkwo 2019.

FEB 17 – READING DAYS – NO CLASS

Week 6: Feb 24

Seminar topic: The Death of Jesus in Mark

Scheduled individual 'Book Review' presentations

Required reading:

- Required reading (textbook): Pugh 93-121 (Twentieth- and Twenty-First-Century Developments)
- Required reading (other): Collins 2009; Dowd and Malbon 2006; Driggers 2010.
- Optional reading: Breytenbech 2014; Gamel 2012; Jensen 2019; Hickinbotham 1944; Medley 1994; Meyer 2002; Scaer 2008.

Week 7: Mar 3

Seminar topic: The Death of Jesus in Matthew

Scheduled individual 'Book Review' presentations

Required reading:

- Required reading (textbook): Pugh 123-150 (Part Three – Subjective Theories)
- Required reading (other): Blanton 2013; Moscicke 2018.
- Optional reading: Eubank 2013; Gibbs 2008; Hamilton 2008; Huizenga 2009; Moffit 2006; Nel 2017; Repschinski 2006.

Week 8: Mar 10

Seminar topic: The Death of Jesus in Luke-Acts

Scheduled individual 'Book Review' presentations

Required reading:

- Required reading (textbook): Pugh 151-166 (Part Four: A New Option? Anthropological Theories)
- Required reading (other): Kimbell 2012; van Zyl 2002; Kodell 1979.
- Optional reading: Carpinelli 1999; du Plessis 1994; Moffitt 2016; Sterling 2001; Tabb 2015; Whitaker 2017; Zehnle 1969.

Week 9: Mar 17

Seminar topic: The Death of Jesus in the John

Scheduled individual 'Book Review' presentations

Required reading:

- Required reading (other): Dennis 2006; Matera 1988
- Optional reading: Ahn 2017; Neyrey 2001; Nielson 1997; Skinner 2004; van Belle 2005

Week 10: Mar 24

Seminar topic: The Death of Jesus in Paul

Scheduled individual 'Book Review' presentations

Required reading:

- Required reading (other): Cousar 1998; Daly 2007; Eberhart and Schweitzer 2012; Koontz 2021.
- Optional reading: Bell 2002; Hultgren 2019a; Hultgren 2019b; Kasemann 1971; McLean 1992.

Week 11: Mar 31

Research Paper (Assignment #4) due on April 3

Seminar topic: The Death of Jesus in Hebrews and other NT books

Scheduled individual 'Book Review' presentations

Required reading:

- Required reading (other): Jamieson 2017; Nelson 2003.
- Optional reading: Eisenbaum 2013; Joseph 2021; Kibbe 2014; Ribbens 2018; Scheffler 2007.

Week 12: April 7

Seminar topic: Conclusion and Presentations of Research

Presentation of 'Research Papers'

Journal (Assignment #1) due on Thursday April 8

V. SELECTED BIBLIOGRAPHY

The following is a selection of important bibliographical items and includes all those referenced above in the syllabus. A more complete bibliography will be posted on the course Moodle page.

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VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. 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.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (SYNCHRONOUS ONLINE COURSE ONLY)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

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. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

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 must review the policies and procedures regarding Artificial Intelligence (AI) outlined in [Academic Calendar](#) and consult guidance from their course instructors.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for policies and expectations on Attendance and Classroom Expectations, Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at [classes.tyndale.ca](#). Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via [classes.tyndale.ca](#) course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

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 (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or

prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete (“I”) may be granted by the Registrar. Once an extension is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

E. 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.

F. LIBRARY RESOURCES

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

G. GRADING SYSTEM & SCALE

For each course’s grading rubric, please refer to your course syllabus or [classes.tyndale.ca](#). For general grading guidelines, refer to Seminary [Grading System & Scale](#).