



SYDNEY  
College of Divinity  
An Australian University College



**PBC**  
PERTH BIBLE COLLEGE

**Perth Bible College**

# T9210

# Christology and Soteriology

TRIMESTER ONE, 2024

**Teaching Staff:**

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Consultation times:	Tuesdays 2-4 pm



## T9210 Christology and Soteriology

### Trimester One, 2024

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<b>Credit value:</b>	9 credit points
<b>Mode of study:</b>	Face to face weekly attendance; online
<b>Pre-requisite units:</b>	T8101 Introducing Theology or T8105 Basic Christian Doctrines
<b>Co-requisite units:</b>	Nil
<b>Units excluded:</b>	T7210 The Person and Work of Christ

**NB A survey unit at a lower level should not exclude a more focused specialist unit at a higher level**

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**Scheduled times and Venues:** (free text)

<b>Teaching Staff:</b>	Name:	Dr Andre van Oudtshoorn
	Position & Qualifications:	Senior Lecturer
	Phone:	92432000
	Email:	andre@pbc.wa.edu.au
	Consultation times:	Tuesdays 2-4 pm

**Learning Management System:** [PBC Online \(Moodle\)](#)

<b>Workload:</b>	Total Workload for unit:	143 hours
	Allocation of Workload:	Face to face: time spent at lectures, tutorials; online: engaged with online or other learning package assessable & non-assessable tasks]

### Background and Context

To think about Christ in the context of soteriology is to come to a place of awe and worship. It is here that we can catch a glimpse into the very depths of God's being, and it is here that we are brought to a deeper understanding of ourselves. Here, we see the relationship between the Holy God of love and sinful humanity brought to its surprising climax.

This unit is of supreme importance for everybody wishing to be in the gospel service. Unless we understand who Jesus is and the full significance of what he has done for us, we will never experience the full richness of the gospel of Christ. And unless we understand the relationship between Christ and the Spirit, we will not discern God's continuing work in the church and our lives.

This unit will provide foundational knowledge on which to practically build our lives and the church in worshipful service to God.

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## **Contribution to Graduate Attributes**

Graduate attributes are the generic qualities expected to be attained by graduates of a course, regardless of content or area of specialisation. These attributes relate to both the general course level and the distinctives of the discipline in which the unit is located. This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes.

## **Contribution to Award**

The unit forms part of the SCD awards at AQF Level 9.

The unit serves as an Advanced unit within a Specialisation in Theology or as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- developing a critical understanding of a classical body of theological knowledge
- developing expert skills of critical investigation, analysis and synthesis of complex theological concepts
- developing the capacity to interpret and transmit complex knowledge through sustained argument in relation to theological knowledge
- developing the capacity to justify and interpret theoretical conclusions to a range of audiences.

## **Curriculum Objectives**

This graduate course unit is designed to provide students with an understanding of the person and saving work of Jesus Christ. It seeks to explore this understanding in the light of contemporary Christian thought and life.

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>analyze the historically significant development of Christian theological and ethical thought and liturgical practice</i>	<i>articulate and defend clear statements of theological and ethical belief and practice</i>	<i>evaluate contemporary expressions of belief and practice in terms of theological and ethical criteria</i>	<i>engage with appropriate levels of scholarship in the critical reading of primary and secondary texts</i>
<b>Course Outcomes</b>				
<i>understanding of classical and contemporary knowledge of biblical and theological concepts and ministry practices</i>	✓	✓		
<i>mastery of theoretical knowledge and reflect critically on theory and ministry practice or scholarship</i>	✓	✓	✓	✓
<i>investigate, analyse and synthesise complex information, problems, concepts and theories at an abstract level</i>	✓	✓	✓	✓

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## Learning Outcomes

At the end of this course unit, students should be able to:

1. Outline the key biblical material that provides the foundation for a theological understanding of the person and saving work of Christ
2. Explain the significance of the various strands of Christological and soteriological thought
3. Analyse critically a range of primary and secondary texts by relevant theological thinkers
4. Use appropriate methods of critical theological reflection to interpret the major doctrines in Christology and Soteriology
5. Apply insights from their study to Christian life and ministry within their particular context

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## Content and Learning Activities

1. Methodological issues and/or foundational concepts in Christology and Soteriology
2. Christological and Soteriological themes in the New Testament
3. The evolution of Christological and Soteriological doctrine
4. The development of the theological understanding of the person and saving work of Jesus Christ
5. Contemporary issues in Christology and Soteriology Implications for Ecclesiology and the Christian life

# Learning Resources

## Essential Texts

- Fee, G.D. (1996). *Paul, the Spirit and the people of God*, Peabody, MA: Hendrickson.
- van Oudtshoorn, D.A. (2019). *Jesus the Reconciler (Academic)*. Perth: Snowgoose.
- Kärkäinen, V. (2016) *Christology: A Global Introduction*, Baker Academic

## Recommended Texts

The following textbooks may also be referred to.

1. Baker, Mark David & Joel B. Green. *Recovering the Scandal of the Cross: The Atonement in New Testament and Contemporary Contexts*. 2nd. ed. Downers Grove: InterVarsity Press, 2011.
2. Bird, Michael F. *Evangelical Theology: a Biblical and Systematic Introduction*. Grand Rapids: Zondervan, 2013.
3. Collins, Kenneth J. *The Theology of John Wesley: Holy Love and the Shape of Grace*. Nashville: Abingdon Press, 2007.
4. Collins, Paul M. *Partaking in divine nature: deification and communion*. London: T&T Clark, 2010.
5. Crisp, Oliver D. and Fred Sanders, eds. *Locating atonement: explorations in constructive dogmatics*. Grand Rapids: Zondervan, 2015.
6. Gorman, Michael J. "Classical theism, classical anthropology, and the Christological coherence problem." *Faith and Philosophy Journal* 33:3 (2016), 278-92.
7. McNall, Joshua M. *The Mosaic of Atonement: An integrated approach to Christ's work*. Grand Rapids: Zondervan, 2019.
8. Treat, Jeremy R. *The crucified king: atonement and kingdom in biblical and systematic theology*. Grand Rapids: Zondervan, 2014
9. Vickers, Jason. "The Scripture Way of salvation: an inter-disciplinary forum." *Wesleyan Theological Journal* 51:1 (2016), 202-223.
10. Wellum, Stephen. *Christ alone – the uniqueness of Jesus as savior: what the Reformers taught and why it still matters*. Grand Rapids: Zondervan, 2017.
11. Wright, N.T. *The day the revolution began: reconsidering the meaning of Jesus's crucifixion*. New York: Harper, 2016.
12. Wu, Jackson. "How Christ saves God's face...and ours: a soteriology of honor and shame." *Missiology* 44:4 (2016), 375-87.

## Online Resources

Library

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## Assessment

All students must complete all assessment requirements as set, and conform with SCD Policy requirements.

### Assessment Schedule

Type of Assessment Task	Value (%)	Date due	Unit Learning Outcome(s) assessed
Critical written theological responses to lectures	40%	Week 6, 11	1-6
Essay	40%	7	2, 4
Presentation	20%	10	1,2, 3

### Detailed information on assessment tasks and assessment standards

1. Critical Written Theological Responses Value: 40 % Word Length: 250 words X 10 = 2,500 words Due: Lectures 1-5 Week 8, and Lectures 6-11 week 14

Title:

Description: General Description and Scope of Assessment Type: This assessment provides an extensive and wide-ranging evaluation of the student's understanding of, and critical engagement with, the views developed in the lectures and the textbooks. It provides opportunities for subjective reflection, critical consideration of the lecture and reading contents, group discussion, and independent research. Due to its scope, the assessment carries a significant proportion of the marks. The students must engage the range of topics covered in class and be expected to develop an integrated response to the course as a whole.

Assessment Type Calibrated for AQF 900 level: References: Students must reference at least twelve sources (including three journal articles). Students must engage with a topical issue relevant to the church and the life-world of believers. Students must demonstrate knowledge gained from various sources. Students must take a critical theological position and understand differing views on the topic. Students must take a critical theological position and demonstrate knowledge of differing views on the topic. Students must consider and respond to practical case studies and demonstrate independent thinking. Students must integrate knowledge from other theological fields to respond to more complex issues. Students should incorporate practical theological analysis of the praxis to substantiate their arguments in the Feature Article. This assessment contributes to the Master of Theology Graduate Outcomes. As per the key and on the relevant AQF level, the Generic Course Outcomes are reflected in the marking matrix.

### MARKING RUBRIC CRITICAL THEOLOGICAL RESPONSES

#### GENERAL

A holistic mark will be allocated utilising the following categories and assessment criteria

1. Class Notes
2. Critical interaction with other scholars
3. Consideration of the implications for ministry practice
4. Voice

5. Existential engagement			
CRITERIA	PASS	CREDIT	DISTINCTION
<b>CLASS NOTES VALUE:</b>	The students give evidence of grasping the main idea of the lecture and critical arguments employed to substantiate the lecturer's position.	The students give evidence of grasping the main idea of the lecture and critical arguments employed to substantiate the lecturer's position. They have noted some ideas from other students.  They can link the ideas developed in different classes together.	The students can articulate the central issue and supporting evidence in each lecture and set these in relationship to previous classes to develop and present a coherent overall perspective of the contents. Students engage critically with the views of other students and evaluate them within the context of their and the lecturer's arguments.
<b>ENGAGEMENT WITH OTHER SCHOLARS VALUE:</b>	Students show evidence of engaging with the Bible and the required references, including the prescribed texts.	Students show evidence of engaging with the Bible, the required number of references, including the prescribed texts, and utilising these to engage critically with some aspects of the class lectures.	These students engage responsibly with the Bible as the primary text. They also show evidence of interacting critically and in-depth with a broad range of sources who do not necessarily agree to advance a coherent argument for or against the position taken in class by the lecturer.
<b>MINISTRY REFLECTION VALUE</b>	The students provide evidence that they have considered the implications of the lectures for the church's ministry practices.	The students provide evidence that they have considered the implications of the lectures for the church's ministry practices.  The students show a necessary awareness of their bias and how this may affect their engagement with the lecture contents and prescribed reading.	The students can consider a wide range of ministry scenarios where the lecture contents may be significant.  They can identify possible problems from the praxis for the theory and the dissemination and application of the theory to the praxis.  They can consider their presuppositions and how they influence their position on the lectures.
<b>VOICE VALUE</b>	The student has indicated how they have been affected emotionally and spiritually by the lecture contents.  The students indicate that they are interacting with the lecture contents in the context of their faith, hope and love for God and others. The student takes up a considered position on one or more issues raised in the lectures.	The student has identified critical instances of how his or her understanding of-and engagement with-, God, the church and other people may be affected by the lecture contents or prescribed readings.  The students indicate that they are interacting with the lecture contents in the context of their faith, hope and love for God and others. The student takes up a considered position on one or more issues raised in the lectures.  The student can articulate clear arguments for this position while also showing evidence of where their views were modified or changed through the subject contents.	The student engages with the subject contents in the context of their faith, hope and love for God and others and can indicate how the subject contents may result in specific changes in the praxis.  The student takes up a considered position on one or more issues raised in the lectures.  The student can articulate clear arguments for a position while also showing evidence of instances where their views have been challenged, modified or changed through the subject contents.  The student has identified and critically considered the presuppositions underlying their emotional response to the

			lecture contents and the prescribed reading. The student has considered how embracing a new theological position may impact their relationship with God, the church, and others.
<b>IDENTIFYING GAPS IN UNDERSTANDING</b>	The student has identified issues in the class lectures or prescribed reading that they did not fully understand.	The student has identified issues in the class lectures or prescribed reading that they did not fully understand and has researched further.	The student has identified issues in the class lectures or prescribed reading that they did not fully understand and has done critical research to develop insight.
<b>DEVELOPING FURTHER RESEARCH VALUE</b>	The student has identified some issues requiring further research in light of the class lectures and prescribed reading	The student has identified significant issues requiring further research in the class lectures and prescribed reading.	The student has identified some critical issues requiring further research in light of the class lectures and prescribed reading and has articulated the potential significance of doing this research in light of the insights gained in the class lectures or readings.

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## 2. Essay Value: 40 % Word Length: 2000 Due: Week 7

### Title:Reconstructing the Historical Jesus

Description Critically discuss the search for reconstructing the historical Jesus with special reference to the work of N.T. Wright.

General Description and Scope of Assessment Type: An essay is primarily a tool for applying "knowledge" to construct a critical, logical response to a particular problem or issue. Essays differ from reports in that they require more advanced writing and thinking skills to create consistent and coherent arguments.

Assessment Type Calibrated for AQF 900 level Students must write a coherent essay that critically analyses a complex topic. The topic should be involved, requiring cohesive, logical arguments to advance the theme and sub-themes of the issue. The student should take up a strong independent voice. The essay should contain a good introduction and conclusion. It should develop critical arguments with scholars representing a range of different views for and against the position taken up by the student. This assessment contributes to the Master of Theology Graduate Outcomes. As per the key and on the relevant AQF level, the Generic Course Outcomes are reflected in the marking matrix.

<b>MARKING RUBRIC REPORTS AND ESSAYS ALTERNATIVE</b>			
<b>CONTENT:</b>			
<b>TOTAL VALUE (30% - 10% per criterium)</b>			
<b>DISTINCTION:</b> Value 7-10	<b>CREDIT:</b> Value 6-7	<b>PASS:</b> Value 5-6	<b>FAIL</b> Value 1-4
The writer has successfully analysed the topic to identify and has addressed all the critical issues	The writer has analysed the topic to identify and has addressed most of the critical issues	The writer has analysed the topic to identify and address some of the critical issues	The writer has misunderstood the topic and has not identified or address the critical issues

The author developed a clear thesis statement and engaged a voice to defend the thesis.	The writing has a clear thesis statement but may sometimes digress from it.	The central thesis is not consistently clear throughout the paper.	The thesis is generally unclear.
The author has identified and has engaged critically with various ideas on the topic to bring out different perspectives on the topic	The author has identified and has engaged critically with some alternative views on the topic	The author has identified and has engaged critically with a limited number of alternative views on the topic	The author has failed to identify and engage critically with different ideas on the topic
<b>TOTAL</b>			
<b>ORGANISATION &amp; IMPACT TOTAL VAULE 20% - 10% per criterium)</b>			
The ideas are arranged logically to support the thesis or argument, and they flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.	The ideas are arranged logically to support the central thesis or argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.	The writing is generally arranged logically, although occasionally ideas fail to makesense together. The reader is fairly clear about what writer intends.	The writing is not logically organized. Frequently, ideas fail to make sense together, and the reader cannot identify a line of reasoning and loses interest.
The writing is compelling. It hooks the reader and sustains interest throughout.	The writing is generally engaging, but has some dry spots. In general, it is focused and keeps the reader's attention.	The writing is dull and unengaging. Though the paper has some interesting parts, the reader finds it difficult to maintain interest.	The writing is cumbersome and boring. The reader quickly loses interest and stops reading.
<b>TOTAL</b>			
<b>EDITING: TOTAL VALUE (15% - 5% per criterium)</b>			
The writing is free or almost free of errors.	There are occasional errors, but they don't represent a significant distraction or obscure meaning.	The writing has many errors, and the reader is distracted by them.	There are so many errors that the meaning is obscured. The reader is confused and stops reading.
Sentences are well-phrased and varied in length and structure. They flow smoothly from one to another. Appropriate punctuation marks are applied consistently.	Sentences are well-phrased and there is some variety in length and structure. The flow from sentence to sentence is generally smooth. Appropriate punctuation marks are applied generally	Some sentences are awkwardly constructed so that the reader is occasionally distracted. Appropriate use of punctuation marks is sometimes lacking.	Errors in sentence structure are frequent enough to be a significant distraction to the reader. Appropriate use of punctuation marks is sometimes lacking.
Word choice is consistently precise and accurate.	Word choice is generally good. The writer often goes beyond generic words to	Word choice is merely adequate, and the range of words is limited.	Many words are misused, confusing the reader.

	find more precise and effective expressions.	Some words are misused.	
<b>TOTAL</b>			
<b>CITATIONS: TOTAL VALUE (10%)</b>			
The information is scholarly, relevant, and contemporary. The information has been gleaned from authoritative sources representing a wide range of different perspective.	The information is primarily scholarly, relevant, and contemporary.  The information has been gleaned from authoritative sources representing different perspectives.	The information is adequately scholarly, relevant, and contemporary.  The sources primarily represent a particular point of view.	The information is not based on scholarly, relevant, and authoritative sources.  The information only supports one position.
Employed the required number of citations from books and journal articles	Nearly met the required number of citations from books and journal articles	Lacked citations from books or journal articles but did cite critical sources.	Failed to meet the required number of citations.
The writer effectively summarised and presented other authors' ideas in words	Summarised and presented other scholars' ideas in their words.	Adequately summarised and presented other scholars' ideas in their words.	Did not summarise and convey other scholars' ideas in their words.
The writer consistently applied correct referencing conventions	Consistently uses proper referencing conventions with a few exceptions.	Inconsistently applies correct referencing conventions	Does not apply proper referencing conventions
The bibliography correctly reflects all the sources referred to in the writing.	Bibliography indicates the sources referred to in the writing mostly correctly.	Bibliography cites the sources referred to in the writing with significant mistakes.	Bibliography incomplete, absent, or employs incorrect conventions
<b>TOTAL</b>			
<b>STRUCTURE TOTAL VALUE (15% - 5% per criterium )</b>			
<b>The Introduction sets out:</b> the problem to be addressed;  the thesis statement;  and effectively summarises the major arguments	The Introduction reflects most of the conventions required.	The Introduction contains some of the conventions required.	The Introduction does not identify the problem or thesis statement, and it does not summarise the central arguments in support of the thesis statement.
<b>The conclusion summarises:</b>  The problem, thesis and main arguments in support of the thesis in such a way that it leads the reader to appreciate the value of the research.  It contains no new information or arguments	The conclusion summarises the problem, thesis and main arguments supporting the thesis.	The conclusion adequately summarises the problem, thesis and main arguments supporting the thesis.	The conclusion does not summarise the problem, thesis and main arguments supporting the thesis.  It contains new information or arguments

	It does not contain new information or arguments but fails to develop the significance of the research.	It does not contain new information or arguments	
<b>Body – Each paragraph contains:</b> <ul style="list-style-type: none"> <li>• one idea</li> <li>• a sentence linking it to the previous or following paragraphs</li> <li>• a topic sentence (mini-thesis statement) that sets out the argument or central point of the paragraph</li> <li>• links showing how each mini-thesis supports the central thesis of the paper</li> <li>• supporting arguments as evidence for the mini-thesis statement</li> <li>• a concluding sentence or two which summarise the arguments in support of the mini-thesis as well as the thesis of the paper</li> </ul>	Paragraphs have adequate structure and clarity but at times lack cohesion or coherence	Paragraphs have adequate structure and clarity but lack coherence and cohesion	Paragraphs lack structure, clarity, cohesion and coherence.
<b>TOTAL</b>			
<b>Word Count:</b> (please insert the word count for the paper)			

### 3. Presentation Value: 20 % Word Length: 20 min Due: Week 10

#### Evaluate the different views in understanding salvation

## Course Unit Revision

## Extension Policy

Students must submit all assignments by the due dates set by the lecturer and published in the course unit profiles.

## Late Penalty

Late assignments without an approved extension will attract an automatic penalty deduction of 5% of the marks available for the item of assessment for every day (including weekends and holidays), or part thereof, beyond the date and time of submission (or any extension granted).

Assignments submitted without an approved extension beyond 10 days after the due date will receive a zero mark and NOT be annotated by the lecturer.

## **Example:**

*Student submits an assignment worth 50 marks 4 days late.*

*Total mark available=50*

*Penalty: 4 days late = 5% of 50x4 = 10 mark penalty*

*The student's original mark is 40.*

*Final mark =40-10=30*

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## **Grounds for Extension**

An extension of an assignment's due date may be granted on the following grounds: medical illness (certified by Medical Certificate); extreme hardship; and compassionate grounds.

In such cases an extension of up to 28 days may be granted without penalty but only if requested before the assignment due date. The student should submit an "Application for Extension" including supporting documentation to the Member Institution for authorising and signing by the Lecturer / Registrar /Academic Secretary prior to the due date. The student will then be informed of the result of the request.

In extreme cases, extensions beyond 28 days may be granted. Such extensions must be applied for in writing, including supporting documentation, to the Teaching Body setting out the extreme circumstances. The Teaching Body's appropriate committee will consider such an unusual extension and notify the student of the outcome in writing.

If the unit assessment includes an examination and an extension is granted arrangements will be made for an alternative examination to be given to the student within the extension period.

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## **Plagiarism**

Plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use or paraphrasing of another person's work, and the inappropriate unacknowledged use of another person's ideas. For more information on plagiarism and other forms of academic misconduct refer to the SCD Handbook.

SCD Academic Board has mandated that Studiosity is the only online study assistance permitted within the SCD. Studiosity is supplied free of charge to SCD students, and it can be accessed through [INSERT ACCESS, e.g. the MI Learning Management System.]

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## **Intellectual Property**

The Course Unit Outline from which this Course Unit Booklet is derived is the property of the Sydney College of Divinity. The particular interpretation, amplification, and extension of the Course Unit Outline that expresses the theological values of the Member Institution and meets the needs of its stakeholder are the property of the Member Institution.

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