

COURSE SYLLABUS

ST504: The Doctrine of Man and Sin

Course Lecturer: Roger R. Nicole, ThD, PhD

Former Distinguished Professor Emeritus of Reformed Theological Seminary

Prepared By: Frank T. Jones, MAR

About This Course



This course was originally created through the Institute of Theological Studies in association with the Evangelical Seminary Deans' Council. There are nearly 100 evangelical seminaries of various denominations represented within the council and many continue to use the ITS courses to supplement their curriculum. The lecturers were selected primarily by the Deans' Council as highly recognized scholars in their particular fields of study.

Course Description

As ambassadors for Christ and the gospel, we must understand the true nature of man and the magnitude of his sin. This course presents a critical and historical overview of positions regarding the nature of mankind: both as the image of God and as corrupted by sin. The course presents a distinct Reformed anthropology coupled with a fair treatment of differing views and objections. Important and controversial questions regarding the origin of evil, the nature of man, and the effects of sin on humanity are all considered, allowing students to draw informed conclusions on these and other key issues.

Course Objectives

Upon completion of the course, the student should be able to:

- Understand and define the key terms used in the discussion of anthropology.
- Explain the Reformed perspective on mankind as the image of God and as a fallen creation, and interact with views on the origin of evil.
- Interact with alternative viewpoints and offer arguments which support both sides of various issues.
- Understand the study of anthropology within its historical context.

Accessibility

If you have particular accessibility needs, please contact the CUGN Registrar at the beginning of the course. This will allow us to work directly with you to make efforts to accommodate your situation and ensure as full as possible accessibility to the course.

Course Lecturer



Roger R. Nicole, ThD, PhD (1915-2010)

Education:

- Wheaton College, DD
- Harvard University, PhD
- Gordon Divinity, STM and ThD
- Paris-Sorbonne University in Paris, France, MA
- Gordon Divinity, BD
- Gymnasie Classique in Lausanne, Switzerland, AB

Teaching Career:

- Distinguished Professor Emeritus, Reformed Theological Seminary
- Bedrock of Systematic and Christian Theology for Gordon and later Gordon-Conwell Theological Seminary (1945-1986), where he solidified his reputation as one of the leading Christian teachers, writers, and scholars in the world
- Taught and preached at the finest institutes and universities around the world on every continent
- Fluent in Dutch, English, French, German, Greek, Hebrew, and Latin

Other Career Highlights:

- Founding member, International Council on Bible Inerrancy and the Evangelical Theological Society (of which he was president in 1956)
- Associate Editor, *New Geneva Study Bible*
- Corresponding Editor, *Christianity Today*
- World-class bibliophile and distinguished librarian with a personal collection including Calvin's *Commentaries on the Gospels and Acts* published during Calvin's lifetime, a copy of the first edition of Heinrich Bullinger's *Decades* published in 1552, and many other rare volumes from the 1500s and 1600s
- Ordained Baptist minister

Publications:

- Assisted in the preparation of the *New International Version* (NIV)
- Approximately 100 articles and contributor to over 50 books and reference works
- *Standing Forth, Our Sovereign Saviour*, and *The Glory of the Atonement* are included among his most influential publications.
- Two books written honoring Dr. Nicole's life and works: *The Glory of the Atonement: Biblical, Historical & Practical Perspectives: Essays in Honor of Roger R. Nicole* and *Speaking the Truth in Love: The Life and Legacy of Roger Nicole*

Online Professor

If you are taking this course for credit, CUGN will assign one of its faculty members as the online professor for this course. This professor will contact you upon enrollment in the course and will guide your study. Your online professor will be available to you by email and, at set times, by chat room or other real-time technology. Your online professor will do the following in order to stimulate student involvement and facilitate effective learning:

- Evaluate and assign grades to all coursework.
- Provide assistance with technological problems that may occur.
- Answer questions that may arise.
- Issue your final grades.

Course Texts

Required:

The Lesson Assignments at the end of this syllabus present reading assignments which correspond to the lecture material. By the time the course is finished, the following books will have been read:

Berkhof, Louis. *Systematic Theology*. Edinburgh: Banner of Truth, 1996, 126-164 and 181-301.

Hoekema, Anthony. *Created in God's Image*. Grand Rapids: William B. Eerdmans Publishing Co., 1994.

Murray, John. *The Imputation of Adam's Sin*. Phillipsburg, NJ: P & R Publishing, 1992.

Collateral Reading

The student should read a minimum of **750 pages** from the General Bibliography at the end of the Study Guide.

Textbooks can be ordered through our online store at CUGN.org, through your local bookstore, or through your preferred eReader when available.

Academic Honesty

At CUGN, we believe all we do is “as unto the Lord” and we thus hold to a high academic standard of honesty; we do not tolerate plagiarism and cheating. Students found guilty of any form of academic dishonesty face consequences ranging from interaction with the Academic Dean to expulsion from CUGN.

Quizzes and Exams: Any student found guilty of cheating on a quiz or exam will automatically receive a score of zero for that quiz or exam. A second offense will result in automatic course failure and possible disciplinary action and/or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of cheating.

Plagiarism: If a student's work is found to be plagiarized, consequences will vary depending on the nature of the plagiarism.

If an offense is deemed unintentional, the student will have an opportunity to resubmit the work. A second offense will result in an automatic score of zero for that assignment, which may also result in failure of that course.

More serious plagiarism offenses could result in automatic course failure, disciplinary action, or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of plagiarism. If you have questions about plagiarism, or would like to request resources for learning how to avoid plagiarism, please contact our Registrar's Office at registrar@cugn.org or toll free at (888) 487-5376 ext. 3.

Course Methods

Throughout this course, a number of methods will be used to engage the students in learning and processing information, and applying the learning to their lives. These methods include the following:

Media/Materials

The course will include media presentations of lectures and supplementary materials to be listened to and/or read throughout the lessons of the course.

- **Audio-based teaching**

The primary teaching session in each lesson is provided in audio format. If available, we also provide the option of reading the lesson from a transcript of the audio lecture (found in the course Audio Lecture section).

- **Readings**

Reading from the required textbook(s) is assigned in this syllabus.

Mentor Relationship

Students are required to seek out a mentor with whom they can discuss the spiritual impact of the course on their life. The goal of this process is to facilitate the student's growth through interaction with a mature believer.

Spiritual Formation Project

Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection through the course's Spiritual Formation Project.

Course Requirements

1. **Time:** The student is required to spend a minimum of 120 hours in this course. All course requirements must be completed within 6 months of enrolling in the course.

2. **Recorded Lectures:** The student is required to listen to the twenty audio-recorded lectures by Dr. Nicole.
3. **Reading:** The student must complete all of the required readings.
 - a) Required Texts: The student must read the required texts in their entirety as assigned in the Lesson Assignments at the end of this syllabus. These reading assignments should be completed *before* listening to each lecture.
 - b) Collateral Reading: The student must complete at least **750 pages** of reading outside of the required text. These can be selected from the Bibliography at the end of the Study Guide and can include readings done for the research paper.

Reading Requirements Report: A reading statement is included with this Syllabus. At the conclusion of the course the student should return the form with the final exam, indicating what portion of the reading was completed. This includes supplemental reading for the research paper. The report should indicate the title of the book, author, publisher, date of publication, and the pages read.

4. **Study Questions:** The Lesson Assignments at the end of this syllabus include two to five study questions per lecture, which should be answered thoroughly and submitted in two installments: one prior to the midterm (Lectures 1-10) and the other prior to the final exam (Lectures 11-20).
5. **Research Paper:** The student must write a **12-15 page term paper**, which may be submitted at any time during the course. The paper should research and discuss **one topic or theme** of the course and should demonstrate a working knowledge of the lecture material, required readings, and supplemental readings. Suggested readings for various topics are given throughout the syllabus to aid in your research of the topic you choose.

The student's paper must be typed following the latest edition of K.L. Turabian's *A Manual for Writers of Term Paper, Theses and Dissertations*. Submit one copy to the instructor or proctor and keep a copy for reference.

6. Spiritual Formation Project

RATIONALE: Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection and interaction in a community of learning. With this in mind, CUGN includes in all courses a capstone project addressing these issues and facilitating interaction beyond the formal learning environment (ATS schools, note Standards 3.2.1.3; 4.1.1; 10.3.3.3).

Write a **five-to-six page reflective essay** and **interview a mentor**, discussing the spiritual impact of this course on your life. Identify your mentor early in the course, and submit the essay to your grader when you take the final exam. This last project should not be a summary of course content, but an application of course principles. Complete the following:

A. Personal Reflection and Evaluation: Reflect on the course – To integrate your academic studies with your walk of faith, reflect on the content of the course and evaluate your life in light of what you learned.

- i. Follow these steps in your reflection:

Step 1: What one theme, principle, or concept in the course is the most significant to you personally? Why is it significant?

Step 2: What portion(s) of the course brought this theme/principle/concept to light?

Step 3: Think about your past. Why is it vital now for you to deal with and apply this theme/principle/concept?

Step 4: How should this affect your thoughts and actions, and what specific steps should you take to concretely apply what you have learned?

- ii. Write your answers to the above questions in full paragraph form. (Recommended length for this reflection: approximately three pages)
- iii. Give a copy of this reflection to your mentor (see #2).

B. Community Reflection and Interaction: Interview a mentor – Since the Holy Spirit uses the input of others to guide and form His people, interview a mentor according to the following guidelines:

- i. Who should you interview? (1-3 are required; 4-6 are recommended)
 1. Someone with whom you have a reasonably close relationship.
 2. Someone who is a mature Christian ministry leader (i.e. a pastor).
 3. Someone who is not your grader or a family member.
 4. Someone who values the spiritual formation process.
 5. Someone who is familiar with and values the subject of the course.
 6. Someone who has experience using the content of the course in ministry.

NOTE: Identify your mentor early in the course, and give him/her the page entitled “Guidelines for Mentors.”

- ii. Focus of the interview – Your interview should focus on the issues and questions you raise in your essay. For example:
 - What feedback can your mentor give in response to your essay?
 - In light of the course content, are the conclusions you made appropriate? Why or why not?
 - What additional advice, deeper insights or broader applications might he/she suggest from his/her own life and ministry?

NOTE: Conduct this interview either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc). Suggested length: 45 minutes.

C. Synthesis and Application: Draw your final conclusions – Having reflected on the course and the discussion with your mentor, synthesize what you have learned in these three sections:

- i. Section 1: Begin your essay with the personal reflection from #1 above. This should be exactly what you gave your mentor for the interview.
- ii. Section 2: Comment on your interview, explaining what you discussed and the insights you gained from your mentor. Include the following:
 - What were the mentor’s comments regarding your essay?
 - What advice did he/she give?
 - How did his/her comments expand or correct your application of the course?
 - Include the person’s name, occupation, and the length of the interview.
- iii. Section 3: Conclude with a synthesis of what you have learned. Answer the following:
 - If your mentor corrected any thoughts in your “Personal Reflection and Evaluation”, how do you feel about these corrections? Do you agree or disagree? Why?
 - Synthesizing your thoughts from section one and your mentor’s insight in section two, what final conclusions have you reached? How is this different from section one?
 - In light of the interview and further reflection, what additional, specific changes need to occur in your life and what concrete steps will you take to implement them?

NOTE TO STUDENTS: Your effort in this assignment will determine its benefit. If by the end of this course you have not yet reflected critically on your life in light of what you have studied, allow this assignment to guide you in that process. The instructor for this course will not score your essay based on the amount of spiritual fruit you describe; so do not exaggerate (or trivialize) what you have learned. The primary grading criteria is that you have thoughtfully considered the principles of the course and realistically sought to apply them to your life. If you have done this and met the minimal requirements (as noted above), you will earn the full points for this assignment.

Note on confidentiality: Perhaps the Holy Spirit is dealing with you in some very personal areas of your life. Because of this, your grader will keep your essay entirely confidential and either return or discard it.

Objective: to stimulate reflection and interaction on course principles in order to enhance personal spiritual formation.

- 7. Examinations:** The student will take two exams, a mid-term and final, which are essay in format and cover material from the lectures and study questions. The mid-term should be taken after lectures 1-10 are completed (including the Study Questions), and the final should be taken after lectures 11-20. Both exams have a time limit of two hours.

Course Grading

Your grade for the course will be determined as follows:

Reading Requirements Report	10% of Course Grade
Study Questions	20% of Course Grade
Research Paper	20% of Course Grade
Spiritual Formation Project	10% of Course Grade
Examinations (20% ea.)	40% of Course Grade
Total	100%

Grades will be issued within two weeks of the end of the course.

Student Name: _____ Course: _____ Date/Time: _____

Guidelines for Mentors

(Students, give this sheet to your mentor for the Spiritual Formation Project.)

Thank you for your involvement in this student's CUGN coursework. We believe the Christian life is more than an academic exercise, so we encourage students to critically reflect on their life in light of what they learn and then apply those insights to the daily life of faith.

Therefore, students taking CUGN courses are required to complete a final assignment called the "Spiritual Formation Project." This assignment involves two parts: an essay and an interview:

The ESSAY: After completing their coursework, students reflect on the content of the course, evaluate their lives, and discuss the one theme, principle or concept that is most significant to them and why. Students are to identify specific ways this theme/principle/concept should apply to their lives and what action steps they plan to take in order to make these changes a reality.

The INTERVIEW: After writing this reflection, students give a copy to their mentor and meet with him/her to discuss their thoughts and get feedback. The goal of this interview is to facilitate the student's growth through interaction with a mature believer.

NOTES ON THE INTERVIEW:

- You do not need to be familiar with the course to participate in this interview. You will primarily respond to the thoughts of the student. (However, general knowledge of the subject matter of the course and/or experience applying it to ministry is valuable.)
- Prior to meeting with the student, read his/her "Personal Reflection and Evaluation" and prepare to discuss the following:
 1. What feedback can you give the student in response to his/her essay?
 2. Are the student's conclusions from the course appropriate? Why or why not?
 3. What additional advice, deeper insights or broader applications would you suggest from your own life and ministry?
- Meet with the student either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc.).
- Suggested length of the interview: 45 minutes

Thanks again for participating in this project! You have a real opportunity to guide this student in the application process and to help him/her connect academics to life – *a valuable process for all who wish to grow in Christ.*

NOTE: If the student's school makes any changes to this assignment, their requirements should replace those described here.

THE DOCTRINE OF MAN AND SIN

Reading Requirements Report

Sign to the right of each requirement as you complete it. If any given assignment was not completed, indicate the percentage read. Submit this sheet with your last assignment(s).

Hoekema, Anthony. *Created in God's Image*. _____

Murray, John. *The Imputation of Adam's Sin*. _____

Berkhof, Louis. *Systematic Theology*,
pp. 126-164 and 181-301. _____

Supplemental Reading: (At least 750 pages; list readings below)

I hereby certify that I have completed the reading indicated above.

Signature

Date

Lecture Schedule

1. Views of Anthropology and Creation
2. Creation and Elements of Humanity
3. Dichotomy vs. Trichotomy
4. The Image of God
5. The Image of God in the Elements
6. The Image of God in Freedom and Morality
7. The Fall of Man
8. Norms Concerning the Image of God
9. The Covenant Principle
10. Assessment of Covenant Theology
11. The Nature of Sin: Dualism
12. The Nature of Sin: Denial
13. The Origin of Evil: Scriptural Approach
14. Origin of Sin: Divine or Satanic?
15. The Impact of Sin on Humanity
16. Views on Original Sin and Depravity
17. Pelagianism
18. Semi-Pelagianism
19. Augustinianism
20. Adam's Sin and His Descendants

Lesson Assignments

Lecture 1: Views of Anthropology and Creation

Synopsis:

What is anthropology? What thoughts come to mind at the mention of this term? Dr. Roger Nicole begins the course by defining the field of anthropology in both the secular and religious sense. As is explained in the lecture, anthropology in the religious sense looks at our future as well as our past. Dr. Nicole then begins a discussion of the Creation account of Genesis, and addresses some of the most frequent questions that skeptics and Christians alike ask: *When did creation occur? How old is the earth?* Dr. Nicole ends the lecture with an explanation and critique of the theory of evolution, offering the most current scholarship on the soundness of Darwin's theory.

Preparation:

Read Louis Berkhof, *Systematic Theology*, pp. 126-164 and 181-190.

Read Anthony Hoekema, *Created in God's Image*, Chapters 1 and 2.

Listen to Lecture 1. You may choose to follow the course outline in the Study Guide.

Assignment:

Answer the following questions:

1. Compare and contrast secular and theological anthropology,
2. What are the stages of life concerning humanity that are revealed in Scripture?
3. What are some attempts to identify the time and method of the creation of man? What are some of the difficulties with these attempts?

A Closer Look:

For further reading on the Creation/Evolution debate, see the following books:

Johnson, Phillip. *Darwin on Trial*. Downers Grove, IL: InterVarsity Press, 1991.

Denton, Michael. *Evolution: A Theory in Crisis*. Adler and Adler, 1986.

Thaxton, Charles, Walter L. Bradley and Roger L. Olsen. *The Mystery of Life's Origin*. Dallas: Lewis and Stanley, 1984.

Kaiser, Christopher. *Creation and the History of Science*. Grand Rapids: Eerdmans, 1991.

Lecture 2: Creation and Elements of Humanity

Synopsis:

After a completion of the evaluation of evolution from Lecture 1, Dr. Nicole begins his analysis of the three lines of approach regarding the constituent elements of humanity. In short, what composes our being? Are we one substance only, as many of the pre-Socratic philosophers suggested? Or are we both body and spirit? Or further, can we distinguish soul from spirit as well? In this lecture, Dr. Nicole addresses the views known as monism and trichotomy, saving the more mainstream view of dichotomy for Lecture 3.

Preparation:

Read Louis Berkhof, *Systematic Theology*, pp. 191-201.

Listen to Lecture 2. You may choose to follow the course outline in the Study Guide.

Assignment:

Answer the following questions:

1. What are the classic distinctions between animals and humans?
2. What are three approaches to the constituent elements of humanity? Define these three approaches.
3. What are the defenses for belief in trichotomy? What Scripture supports this view, and what are the view's weaknesses?

Lecture 3: Dichotomy vs. Trichotomy

Synopsis:

The “body and soul” view of humanity’s composition, known as dichotomy, is defined and defended in the beginning of this lecture, and contrast is made with the trichotomist view. Dr. Nicole lays out the four possible positions that scholars have taken in this debate and gives suggestions for further reading.

Having established that man has a soul apart from the physical body, Dr. Nicole asks the next logical question: where does the soul come from? Three historical arguments are presented in this lecture: pre-existence, traducianism, and creationism.

Preparation:

Read Anthony Hoekema, *Created in God’s Image*, Chapter 11.

Listen to Lecture 3. You may choose to follow the course outline in the Study Guide.

Assignment:

Answer the following questions:

1. What are the defenses of the dichotomist view of humanity?
2. What are the three positions and their definitions regarding the origin of the soul?

3. What are the defenses of traducianism and the critiques of these defenses that are offered by the lecturer?
4. Describe and critique the argument offered in support of creationism.

A Closer Look:

For further reading on biblical anthropology and the constituent elements of mankind, the following books are recommended:

Berkouwer, G. C. *Man: The Image of God*. Grand Rapids: Wm. B. Eerdmans, English translation 1962.

Hughes, Philip E. *The True Image*. Grand Rapids: Wm. B. Eerdmans, 1989.

Lecture 4: The Image of God

Synopsis:

After a completion of Lecture Three's creationist argument, Dr. Nicole begins his discussion of the distinguishing feature of humanity: creation in God's likeness. What does it mean to be the image of God? In what way do we bear this image? Dr. Nicole expounds on the place of the image of God to provide us with the basic concepts for understanding human nature.

Preparation:

Read Louis Berkhof, *Systematic Theology*, pp. 202-210.

Read Anthony Hoekema, *Created in God's Image*, Chapter 3.

Listen to Lecture 4. You may choose to follow the course outline in the Study Guide.

Assignment:

Answer the following questions:

1. What are some more arguments for the creationism position? What are the implications of this position?
2. What is the distinguishing feature of humanity?
3. What are the places of the image of God that are examined in this lecture?

Lecture 5: The Image of God in the Elements

Synopsis:

What terms must we examine to fully describe the character of mankind? A few of these terms are previewed in this lecture. The realities of our physical and moral natures are brought into focus, and Dr. Nicole takes special note of the human powers of rationality. How are our powers of rationality analogous to God's, if at all? What is the relation of reason to revelation? Dr. Nicole answers these questions through a discussion of the philosophical positions of rationalism, evidentialism, and pre-suppositionalism.

Preparation:

Read Anthony Hoekema, *Created in God's Image*, Chapter 4.

Listen to Lecture 5. You may choose to follow the course outline in the Study Guide.

Assignment:

Answer the following questions:

1. What are some aspects of the physical element of humanity? Which commandments of the Decalogue refer to this element?
2. What are the significant elements of the rationality of man?
3. What are the supportive ideas of speech as an expression of humanity?

Lecture 6: The Image of God in Freedom and Morality

Synopsis:

Dr. Nicole continues his discussion of the constituent elements of humanity in this lecture, describing four more ways in which the image of God can be seen in man. First, as mentioned in the previous lecture, God's image in man is displayed in freedom and morality. Secondly, immortality is a distinct part of God's image in man. Thirdly, God displays His image in man's spiritual nature. Lastly, in keeping with Genesis 1:26, Dr. Nicole reminds us that mankind was made for relationship and dominion.

Preparation:

Read Anthony Hoekema, *Created in God's Image*, Chapter 12.

Listen to Lecture 6. You may choose to follow the course outline in the Study Guide.

Assignment:

Answer the following questions:

1. What is the lecturer's definition of freedom and what are the illustrations used to support this definition?
2. How is God's image in man displayed in immortality? What is the false charge often brought against the concept of immortality?
3. Describe the image of God manifested in man's spirituality.

4. How does the relational element of man reflect the image of God?

Lecture 7: The Fall of Man

Synopsis:

This lecture actually covers three broad topics relating to the constituent elements of humanity. The first part of the lesson deals with man's dominion and what manifestations this should take based on the fourth and eighth commandments. In the second part of the lecture, Dr. Nicole discusses the woman's share in the image of God. The final portion of the lecture discusses the Fall of Man. What was Adam's sin? How did the Fall affect the elements discussed in this and previous lectures? What violations are condemned in the Bible, and what are their punishments? Dr. Nicole explains the ways in which the mirror of God's image was shattered by the Fall.

Preparation:

Read Anthony Hoekema, *Created in God's Image*, Chapter 5.

Listen to Lecture 7. You may choose to follow the course outline in the Study Guide.

Assignment:

Answer the following questions:

1. How is humanity's dominion related to the Ten Commandments?
2. What is woman's share in the image of God in humanity?
3. What are the elements involved in the Fall of Adam and Eve, and what were the effects of the Fall?

Lecture 8: Norms Concerning the Image of God

Synopsis:

In this lecture, Dr. Nicole first summarizes some of the broad applications we should make in view of the material covered in the previous lessons. What does it mean for us today to be in the image of God? The second half of the lecture deals with the concept of covenant, and describes the ways in which God has entered into covenant with humanity. Can the relationship of God with Adam rightly be called a covenant? In what respects does a covenant appear to exist here? After a look at the Adamic relationship, Dr. Nicole begins to trace the concept of covenant throughout redemptive history.

Preparation:

Read Louis Berkhof, *Systematic Theology*, pp. 211-218 and 262-283.

Listen to Lecture 8. You may choose to follow the course outline in the Study Guide.

Assignment:

Answer the following questions:

1. What are the norms that we must maintain in order to live in keeping with the divine purpose?
2. What are some strengths and weaknesses of feminism?

3. Define, describe, and distinguish the concept and characteristics of the covenant.

Lecture 9: The Covenant Principle

Synopsis:

Is there any consistency in the covenants? How did God's relationship to man change after the Fall? In describing redemptive history and the people God came into covenant with, two basic approaches have been offered. The first of these, dispensationalism, is discussed in this lecture. Dr. Nicole presents the seven dispensations of God's dealing with man, discusses the advantages of the dispensational position and advances possible dangers as well.

Preparation:

Read Louis Berkhof, *Systematic Theology*, pp. 284-301.

Read Anthony Hoekema, *Created in God's Image*, Chapters 6 and 7.

Listen to Lecture 9. You may choose to follow the course outline in the Study Guide.

Assignment:

Answer the following questions:

1. What are the features of the broadened covenant in the New Testament?
2. What is the beneficial feature of the covenant view of the relationship between the Old and New Testament?
3. What are the seven dispensations? What are their advantages and dangers in viewing God's relationship to humanity?

Lecture 10: Assessment of Covenant Theology

Synopsis:

Three topics are presented in this lecture:

1. Covenant theology is presented in contrast to the dispensationalist view of God's relationship with man. As with the previous view, both strengths and possible weaknesses of the position are offered.
2. How are we to view the Garden of Eden? Is it a mythical place or a specific location? What was life like for Adam and Eve in the Garden? In this discussion, Dr. Nicole uses the evolutionary view of man as a contrast.
3. What is the nature and origin of sin? In this discussion, Dr. Nicole presents the philosophical concept of dualism, and explains how the historical positions of Manicheanism and Gnosticism exhibited this view.

Preparation:

Read Louis Berkhof, *Systematic Theology*, pp. 219-226.

Listen to Lecture 10. You may choose to follow the course outline in the Study Guide.

Assignment:

Answer the following questions:

1. What are the advantages and disadvantages of the covenant view of God's relationship with humanity?
2. What were some notable features of Eden?
3. What is of the utmost importance to a view of sin?
4. What is the chief manifestation of dualism, and what is the response to it?

Lecture 11: The Nature of Sin: Dualism

Synopsis:

In the previous lecture, Dr. Nicole presented a historical framework for the dualist line of thinking. In this lecture, the problems inherent in this dangerous but alluring approach are discussed. What sort of picture of the heavenly realms does this approach portray? What misrepresentations does it make about the constituent elements of humanity? Dr. Nicole sets up a logical framework that demonstrates the many Christian doctrines that dualism runs counter to.

Preparation:

Read Louis Berkhof, *Systematic Theology*, pp. 227-236.

Listen to Lecture 11. You may choose to follow the course outline in the Study Guide.

Assignment:

Answer the following questions:

1. What are some advantages and disadvantages of dualism?
2. What are some doctrinal differences with dualism?
3. How is dualism inadequate for an understanding of our lives?

Lecture 12: The Nature of Sin: Denial

Synopsis:

If the dualist theory of evil as a separately existing force is discounted, Christians are left with the explanation that God is in some sense responsible for evil. This has been a thorn in the side of theologians throughout the ages and hard to come to terms with; it has been said, 'If God is God, then God is not good, but if God is good, then God is not God.' Of course, Christians must assert that our Lord is both God and good. Yet explanations for the problem of evil still elude us.

Dr. Nicole addresses several approaches in this lecture toward an understanding of sin and evil. The views of Leibnitz, Spinoza, and Barth are explained, and their inadequacies are brought to light. Dr. Nicole ends the lesson with a biblical view of the nature and definition of sin.

Preparation:

Read Anthony Hoekema, *Created in God's Image*, Chapter 9.

Listen to Lecture 12. You may choose to follow the course outline in the Study Guide.

Assignment:

Answer the following questions:

1. What are some of the other views on the nature of sin?
2. List and describe the various scriptural terms for sin and something that they have in common.
3. What is sin and why is it such a serious matter?

Lecture 13: The Origin of Evil: Scriptural Approach

Synopsis:

How is the problem of evil presented in Scripture? Dr. Nicole takes several angles on these matters. A scriptural view of the reality of evil is portrayed through the use of Job as a case study. Other pertinent Scripture from Galatians, Genesis, Proverbs, and the life of Christ are also incorporated to round out the biblical data. The result is a scriptural outlook on suffering.

Preparation:

No reading assignment.

Listen to Lecture 13. You may choose to follow the course outline in the Study Guide.

Assignment:

Answer the following questions:

1. What are the problems associated with natural and moral evil? What do we call the attempt to deal with this problem?
2. What are the ways that Scripture seeks to deal with the problem of evil?
3. What is the relationship of Jesus to suffering?

Lecture 14: Origin of Sin: Divine or Satanic?

Synopsis:

Considering all that has been discussed in the previous lectures on sin, Dr. Nicole now comes to the conclusion of the matter. Has an answer been found to the reason for evil in the world? While we may never reach an understanding on this matter, we are left with several assertions which must be emphasized. In the face of questions hard to answer, Dr. Nicole explains those things of which we can be assured.

Preparation:

Read Anthony Hoekema, *Created in God's Image*, Chapter 8.

Read Louis Berkhof, *Systematic Theology*, pp. 237-243.

Listen to Lecture 14. You may choose to follow the course outline in the Study Guide.

Assignment:

Answer the following questions:

1. What is the relationship of the origin of evil and God?
2. What is the character of Satan as described in the Scriptures?
3. What are some necessary acknowledgments with respect to the problem of the origin of evil?

Lecture 15: The Impact of Sin on Humanity

Synopsis:

The doctrine of original sin asserts that there was a pervasive and total corruption extending to all parts of humanity. Where do we see these effects today? Dr. Nicole explains the impact of sin on our emotions, our will, our soul, our body, our conscience, and other areas. He elaborates through a look at the teaching of Paul on these matters, and explains the process of sanctification in light of original sin.

Preparation:

Read Louis Berkhof, *Systematic Theology*, pp. 244-254.

Listen to Lecture 15. You may choose to follow the course outline in the Study Guide.

Assignment:

Answer the following questions:

1. Using information from the last lecture and this one, describe what areas were impacted by sin and how they were impacted.
2. What effect does sanctification have on us with respect to the impact of sin?
3. What is the impact of sin with respect to the concept of responsibility before God?

Lecture 16: Views on Original Sin and Depravity

Synopsis:

When Achan was discovered after the siege of Jericho to have harbored some of the city's loot, Joshua 7 records that his entire family was punished by death, not even sparing his cattle.

Our culture today, with its emphasis on individual justice, has often balked at the idea of a corporate or solidaric responsibility; individual capability is a much easier pill to swallow. Modern readers might read the Achan story with some disdain, calling the punishment culturally bound to the legal code of ancient Israel, and denying any application to our situation today. Yet in reality we live in a situation remarkably like that of Achan's family; our forefather acted in ways that we feel the weight of today. How do we bear this responsibility? This is the aim of Dr. Nicole's discussion in this lecture.

Preparation:

Read Louis Berkhof, *Systematic Theology*, pp. 255-261.

Listen to Lecture 16. You may choose to follow the course outline in the Study Guide.

Assignment:

Answer the following questions:

1. How is the effect of corporate responsibility demonstrated in Scripture and in the world around us?
2. In what areas do we demonstrate the relational aspect of our humanity?
3. Briefly describe the three major positions regarding the connection between Adam's sin and that of his descendants.

Lecture 17: Pelagianism

Synopsis:

The doctrine of original sin in its fullness asserts that mankind has inherited both the guilt and the corruption of its forefather Adam. Yet varying positions have been held throughout the ages concerning the validity of this statement. Three of the more notable camps are those of Pelagius, Augustine, and the Semi-Pelagians who attempted to strike a compromise between the two. The ultimate goal of these final lectures is to determine the relationship that we assume with respect to Adam, as well as its consequences.

This lecture deals with the views of Pelagius and later like-minded thinkers, who denied the concept of original sin. In this view, humans are born into the world inheriting nothing that would impair the ability to choose right or wrong. Strengths and weaknesses of the position are offered.

Preparation:

Read John Murray, *The Imputation of Adam's Sin*, p. 5-21.

Listen to Lecture 17. You may choose to follow the course outline in the Study Guide.

Assignment:

Answer the following questions:

1. What are some of the emphases of the Pelagian view of humanity?
2. What are some of the advantages of Pelagianism? Who are some of its proponents?
3. What are some criticisms put forward with respect to Pelagianism?

A Closer Look:

For further reading on Pelagius, the following books are recommended:

Battles, Ford Lewis. *Pelagius: The Christian Life and Other Essays*. Pittsburgh: F.L. Battles, 1972, 4th Ed. 1977.

Evans, Robert F. *Pelagius: Inquiries and Reappraisals*. New York: Seabury, 1968.

Ferguson, John. *Pelagius*. Cambridge: W. Heffer & Sons, 1956.

Lecture 18: Semi-Pelagianism

Synopsis:

A second view regarding communal responsibility and original sin has been alternately called Semi-Pelagianism or Semi-Augustinianism. Vitalis of Carthage and a community of African monks circa 427 A.D. saw the arguments of Pelagius and Augustine as being extremes, and thus they strove for a more moderate approach. The result was a mix of components; in brief, with relation to communal responsibility, they claimed that while mankind inherits Adam's corruption, it does not inherit the guilt, but creates its own guilt through individual acts of sinfulness. In this view, corruption did indeed affect the constitution of human nature, but it did not consequently doom it inevitably to destruction or depravity; in fact, man still has the ability to choose God. Strengths and weaknesses of this position are discussed in this lecture and the next.

Preparation:

Read Anthony Hoekema, *Created in God's Image*, Chapter 10.

Read John Murray, *The Imputation of Adam's Sin*, pp. 22-41.

Listen to Lecture 18. You may choose to follow the course outline in the Study Guide.

Assignment:

Answer the following questions:

1. What are some of the different desires of the Semi-Pelagian approach? Who are some of its proponents?
2. What are the failures of the Semi approach?
3. What are some of the advantages of the Semi approach?

Lecture 19: Augustinianism

Synopsis:

Dr. Nicole begins this lecture by addressing more of the difficulties of the Semi-Pelagian approach discussed in the last lecture. What repercussions does this position set forth?

The solidly Reformed view in matters of corporate responsibility is that of Augustine, who formulated a doctrine of original sin which asserted both inherited guilt and inherited corruption. What scriptural support do we find for this view, and upon what is our connection with Adam based?

Preparation:

Read John Murray, *The Imputation of Adam's Sin*, pp. 42-70.

Listen to Lecture 19. You may choose to follow the course outline in the Study Guide.

Assignment:

Answer the following questions:

1. What are some of the continued criticisms of the Semi-Pelagian approach?
2. Describe some of the theories of the Atonement and imputation often associated with the Semi approach.
3. What is the Augustinian view of the impact of sin on humanity?

A Closer Look:

For further reading on Augustine's view of original sin, the following books are recommended:

Augustine. *Saint Augustine: Letters*, Vol. 3 (131-164). Trans. W. Parsons, *The Fathers of the Church*. New York: Fathers of the Church, Inc., 1953. (See especially Letter #157, "To Hilarius")

Warfield, Benjamin B. *Studies in Tertullian and Augustine*. New York: Oxford, 1930.

Lecture 20: Adam's Sin and His Descendants

Synopsis:

What connection between Adam and his progeny prompted the entail of Adam's sin to us? Two basic approaches have stemmed from the Augustinian line of thinking. One of these, realism, suggests a seminal, genetic presence of sin passed through the parents. The other, federalism, describes Adam and Christ as the representative heads of the old and new man, respectively. Which of these best expresses our connection to Adam? In this last lecture, Dr. Nicole solidifies the relationship using the testimony of 1 Corinthians 15 and Romans 5.

Preparation:

Read John Murray, *The Imputation of Adam's Sin*, pp. 71-95.

Listen to Lecture 20. You may choose to follow the course outline in the Study Guide.

Assignment:

Answer the following questions:

1. What are the features of the Covenant or Federal approach in God's dealing with humanity?
2. What are the features of the superabundance of grace in Romans 5:12-21?
3. What are the features of the parallel testimony of 1 Corinthians 15:22?

A Closer Look:

For further reading on Augustine's view of original sin, the following books are recommended:

Edwards, Jonathan. *The Great Christian Doctrine of Original Sin Defended*. A. Holbrook, Ed. New Haven: Yale University Press, 1970 Ed.

Luther, Martin and Dederius Erasmus. *Luther and Erasmus: Free Will and Salvation* (Luther's *The Bondage of the Will* and Erasmus' *The Freedom of the Will*) Eds., E. Gordon Rupp and Philip S. Watson. Philadelphia: Westminster Press, 1969.