

# THEOLOGY OF THE CROSS

## ET/TH 3DO3 ET/TH 6DO6

McMaster Divinity College  
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Fall 2010 (Term 1)  
Tuesday 3:30-5:20  
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### Course Description

Reconciliation with God and one another through the person and work of Jesus Christ is central to the Christian tradition, yet the role of the cross in that atonement has been described in many different ways. In this course we will evaluate nine major atonement theories and consider how to best describe the work of the cross today.

### Course Objectives

#### **Knowing**

discover and evaluate what past theologians have contributed to our understanding of the cross and atonement theory

consider the ramifications of different atonement theories for our understanding of God's character, salvation, evangelism, discipleship...

#### **Being**

begin to appreciate and incorporate in our lives the implications of the cross

#### **Doing**

articulate theories of the cross and atonement in a way understandable and compelling for today's contexts

### Required Texts

Beilby, James and Paul R. Eddy. *The Nature of the Atonement: Four Views*. Downers Grove, IL: InterVarsity, 2006.

Heim, S. Mark. *Saved from Sacrifice: a theology of the cross*. Grand Rapids: Eerdmans, 2006.

Jersak, Brad and Michael Hardin, editors. *Stricken by God?* Grand Rapids: Eerdmans, 2007.

Richardson, Don. *Peace Child*. YWAM, 2007.

The required textbooks are available at the College's book service- READ On Bookstore, Room 218, McMaster Divinity College. They may be purchased on the first day of class on site. READ On Bookstores, 304 The East Mall, Suite 100, Etobicoke, ON M9C 5K1; phone 416-620-2934; fax 416-622-2308; email [books@readon.ca](mailto:books@readon.ca) can also arrange advance purchase.

## **Assignments and Evaluation**

Twelve percent for consistent and thoughtful participation in class

Twelve percent for providing 1) at the start of an assigned class a film clip or novel/play reading of six minutes or less that illustrates the theory of the cross assigned for that day, 2) present the excerpt with needed context, and then 3) serve as a class resource on that perspective for the ensuing discussion.

Twenty-four percent for your presentation which will include a brief summary of key points concerning two orienting questions for the atonement perspective considered that day:

- 1) what is the barrier to reconciliation that is removed by the cross?
- 2) how does God use the cross to remove that barrier?

Twelve percent for your assigned in-class first response to the film clip and presentation on the two centered questions.

Forty percent for your term paper.

## **Paper Instructions**

In the first paragraph state what your paper will accomplish. This is your thesis. A thesis is not a topic or an area of exploration. It is an assertion that you will attempt to prove. Also in the first paragraph tell your reader how you will prove your thesis, and why it is worth the attention of you and your reader. Stating and evaluating alternatives with fairness will strengthen your essay. Do not merely repeat material presented in this class or another course. This is your opportunity to pursue in more depth an investigation of particular importance to you.

There is not a required number of references, however, it is unlikely that you will be the first person ever to reflect on your theme. It is to your advantage to learn from others rather than starting from scratch. Your analysis will be stronger for it. Whoever you learn from as you think through your issue should receive credit.

The paper should be typed, single spaced, well presented, page numbered, and no more than 2500 words in a Word format. You will be given in class an email address to send it to. A receipt will be sent in return. You are welcome to turn the paper in as soon as it is complete. The paper is due by 7 pm on December 2. Out of fairness to all in the class, it is important that each participant has the same time frame to write the paper and that there is enough time to respond to each paper thoughtfully. So beginning after 7 pm December 2 and then each additional day late the paper loses one letter gradation per twenty-four hours or fraction of a new day. That would be A to A-, B+ to B... All papers should be submitted according to the *Chicago Manual of Style* or the MacDiv Style Guide, which can be found on the web at:  
<http://www.macdiv.ca/students/documents/MacStyleGuideApr1508.pdf>

As an important part of clarity in your own mind and communication to others, please use standard English. Note the following checklist:

*Block quote any quotation more than three lines long. Block quotes are single spaced with indented margins and no quotation marks.*

*Use footnotes. They may be in any standard format provided all of the relevant information is included and you are consistent throughout the paper. The Chicago Manual of Style is the most widely used authority for works in theology and philosophy.*

*Book and journal titles receive italics. Article titles are placed in quotes.*

*Do not use no double negative.*

*Verbs has to agree with their subjects.*

*Make each pronoun agree with their antecedent*

*Do not write run on sentences since they are hard to follow and understand for those who are reading your thoughts and seeking to gain from your insights born of experience and careful reflection in this academic endeavor we rightfully treasure highly, as well we should.*

*About them sentence fragments.*

*Just between you and I, case is important too.*

*Try to not often, or maybe even never, split infinitives.*

*Ones apostrophe's should be used correctly.*

*Don't use contractions in a formal essay.*

*Corect speling iz eesencheal. Withot it yure righting iz hard to reed and givs the empresheeon that yu do not no wat yu ar doeeng.*

### **Advanced Degree Students**

Advanced degree students will complete all course assignment at a second degree level. They will also present and give a first response twice rather than once, list a further 5000 pages of reading (appended to research paper), and write a longer research paper of 7500 words that is due as above under paper instructions. The evaluation proportions will be 12% participation, 12% first presentation, 12% second presentation, 12% responses, 12% reading list, and 40% research paper.

### **Academic Honesty**

Academic dishonesty is a serious offence in the academic world that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on the transcript, and/or suspension or expulsion from the College. Students are responsible to understand what constitutes academic dishonesty. Please refer to the Divinity College Statement on Academic Honesty at [www.macdiv.ca/regs/honesty.php](http://www.macdiv.ca/regs/honesty.php).

### **Gender Inclusive Language**

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected. The NRSV and TNIV are examples of the use of inclusive language for human beings. It is expected that inclusive language will be used in chapel services and all MDC assignments.

## **Sexual Harassment**

Sexual harassment is a violation of the integrity of persons in the form of unsolicited, unwelcome, verbal or physical behavior, which discriminates on the basis of gender about a person's body, attire, gender, marital status or economic status. Among faculty, staff, and students, sexual harassment of any kind will not be tolerated.

## **Class Schedule**

### **September 14 Welcome, syllabus, and introduction**

We will also sign-up for film clip, presentation, and first response dates. A different class order will be used for each sign-up, so that those who have one of the last choices for one assignment will have one of the first choices for another assignment.

### **September 21 Substitution to Propitiate**

"Since we are now justified by his blood, much more shall we be saved from God's wrath" Romans 5:9

Study before class Schreiner in Beilby/Eddy, pp. 67-116

Clip by \_\_\_\_\_

Presentation by \_\_\_\_\_

First response by \_\_\_\_\_

### **September 28 *Cur Deus Homo* and Expiation**

"For the Son of man came not to be served but to serve, and to give his life as a ransom for many" Mark 10:45

Study before class Jersak parts I-II

Clip by \_\_\_\_\_

Presentation by \_\_\_\_\_

First response by \_\_\_\_\_

### **October 5 Christus Victor**

"...nailing it to the cross, he disarmed the principalities and powers and made a public example of them, triumphing over them" Colossians 2:14-15

Study before class Boyd in Beilby/Eddy pp. 23-65

Clip by \_\_\_\_\_

Presentation by \_\_\_\_\_

First response by \_\_\_\_\_

**October 12 Solidarity and Vindication**

“Thanks be to God, who gives us the victory through our Lord Jesus Christ” 1  
Corinthians 15:57

Study before class Jersak part VI

Clip by \_\_\_\_\_

Presentation by \_\_\_\_\_

First response by \_\_\_\_\_

**October 19 Revealing God and Us**

“God shows his love for us in that while we were yet sinners Christ died for us” Romans  
5:8

Study before class Jersak parts III and IV

Clip by \_\_\_\_\_

Presentation by \_\_\_\_\_

First response by \_\_\_\_\_

**October 26 Example for us to follow**

“Have this mind among yourselves, which you have in Christ Jesus, who...humbled  
himself and became obedient unto death, even death on a cross” Philippians 2:5-8

Study before class Jersak part V

Clip by \_\_\_\_\_

Presentation by \_\_\_\_\_

First response by \_\_\_\_\_

November 2 no class during CTRF/AAR

**November 9 the final Scapegoat**

“And Aaron shall present the goat on which the lot fell for the Lord, and offer it is a sin offering” Leviticus 16:9

Study before class all of Heim

Clip by \_\_\_\_\_

Presentation by \_\_\_\_\_

First response by \_\_\_\_\_

**November 16 Incarnation and Recapitulation**

“As in Adam all die, so in Christ will all be made alive” 1 Corinthians 15:22

Study before class Jersak part VII

Clip by \_\_\_\_\_

Presentation by \_\_\_\_\_

First response by \_\_\_\_\_

**November 23 Peace Child**

“For God so loved the world that He gave his only Son, that whoever believes in him should not perish, but have eternal life” John 3:16

Study before class Richardson

Clip by \_\_\_\_\_

Presentation by \_\_\_\_\_

First response by \_\_\_\_\_

**November 30 Contemporary communication**

“Men of Athens, as I observed the objects of your worship, I found an altar to the unknown god. What you worship as unknown, I now proclaim to you” Acts 17:22-23

Study before class Green in Beilby/Eddy, pp. 157-201

Clip by \_\_\_\_\_

Presentation by \_\_\_\_\_

First response by \_\_\_\_\_

**December 2 (7 pm) Paper due**

**December 7 Last questions and discussion**

### **Bibliography**

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