



**BIOLA**  
UNIVERSITY

## CULTS OF AMERICA

CSAP 653, TTTH 726 & TTHT 726 (3 Units)

Course Outline • Spring 2015 • Kevin Lewis

### I. PROFESSOR & CLASS INFORMATION

*Professor: Kevin Lewis*

<u>Course Title:</u>	<b>Cults of America</b>	<u>Credit Hours/Units:</u>	3 Units
<u>Course Code:</u>	TTTH, TTHT 726, CSAP 653	<u>Class Days &amp; Time:</u>	Monday 10:30-1:20
<u>Term:</u>	Spring 2015	<u>Dept. Secretary.:</u>	Sandra Orr or Christy Giannestras
<u>Location:</u>	Biola Campus – Meyers 102	<u>Admin. Email:</u>	<a href="mailto:sandra.orr@biola.edu">sandra.orr@biola.edu</a>
<u>Office Phone:</u>	562-903-6000 X5506	<u>Admin. Email:</u>	<a href="mailto:christy.brown@biola.edu">christy.brown@biola.edu</a>
<u>Office Hours:</u>	By Appointment	<u>Prof. Office Location:</u>	Biola Professional Building
<u>E-Mail:</u>	<a href="mailto:kevin.lewis@biola.edu">kevin.lewis@biola.edu</a>	<u>Office Mailing Address:</u>	
<u>Course Website:</u>	<a href="http://www.theolaw.org">www.theolaw.org</a>		Talbot School of Theology
<u>Dept. Website:</u>	<a href="http://www.talbot.edu">www.talbot.edu</a>		13800 Biola Avenue, La Mirada, CA 90639
<u>School Website:</u>	<a href="http://www.biola.edu">www.biola.edu</a>	<u>ITL Website:</u>	<a href="http://www.itlnet.org">www.itlnet.org</a>

### II. DISABILITY SERVICES

Disability Services exist to assist any student who thinks he or she may need such assistance. Students desiring accommodations for this class on the basis of physical learning, psychological and/or emotional disabilities are to contact The Learning Center which houses both learning assistance and disability services. The Learning Center is located in the Biola Library, Upper Level, Room U-137, and this department can be reached by calling 562.906.4542 or by dialing extension #4542 if calling from on campus.

### III. NON-DISCRIMINATION POLICY

As Christian scholars, we are keenly aware of the power of language, and believe in treating others with dignity. As such, it is important that our language be equitable and prejudice free. Good writing and speech do not make unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, sex, or sexual orientation. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the Biola community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of invitation.

Avoid the use of stereotypes or terminology that demeans persons or groups based on age, disability, ethnicity, gender, race, language or national origin. Avoid drawing attention to irrelevant identifiers of race or gender. Avoid gender-specific language when referencing people in general. Avoid terms that assume the universality of human experience, and in particular presume the normativity of the socially dominant group. (Biola Policy Statement)

## IV. BIOLA UNIVERSITY MISSION STATEMENT

### TRUTH~TRANSFORMATION~TESTIMONY

The mission of Biola University is biblically-centered education, scholarship, and service; equipping men and women in mind and character to impact the world for the Lord Jesus Christ.

## V. COURSE DESCRIPTION

**TTHH 726 – Cults of America:** “The distinctive features of the Cults of America with their significance in the development of religious thought and with particular reference to their treatment of the central features of orthodox Christian doctrine.”

(This course is offered every school year on the Biola Campus.)

## VI. PROGRAM LEARNING OUTCOMES

**Cults of America TTHH 726:** This master’s-level course is a core course required of M.A. Theology students. Offered as needed during the spring semester and sometimes in other school terms. Successful completion of this course will prepare students to demonstrate proficiency toward the accomplishment of relevant Program Learning Outcomes listed in the next section.

### Theology & Apologetics Program Learning Outcomes

1. To Build an intellectual framework, to demonstrate students’ understanding of the faith; and to formulate responses to future challenges
2. Display and practice Christ-like character, so as to present and defend the gospel in a winsome manner and gracious spirit
3. Argue effectively to correct misconceptions about historic Christianity; to answer the perennial problems that are offered to discredit Christianity intellectually; and make the case proactively that it is reasonable to put one’s faith in Christ

## VII. COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

*By completion of this course including class participation during lectures, lecture materials, assigned readings with assigned student questions, and the practical application of doctrines learned, students will accomplish the following objectives and the following learning outcomes will be assessed and demonstrated:*

**IDEA Objective #1:** Gaining factual knowledge (biblical and theological facts, terminology, and topics) about Cult Groups, Doctrines, and Practices (*Essential* emphasis).

**STUDENT LEARNING OUTCOMES** (The learner will demonstrate that he or she has satisfactorily fulfilled IDEA Objective #1 by being able to):

1. **Identify, define** and **investigate** essential terminology in Cult Groups, Doctrines, and Practices. (Fulfilled by classroom lectures, reading, and the exams.).
2. **Investigate** some selected ideas about cults. (Fulfilled by Zondervan text readings.).

**IDEA Objective #2:** Learning Bible doctrines about Cult Groups, Doctrines, and Practices and interrelating these doctrines into a defensible theological system (*Essential* emphasis).

**STUDENT LEARNING OUTCOMES** (The learner will demonstrate that he or she has satisfactorily fulfilled IDEA Objective #2 by being able to):

1. **Explain** briefly the major doctrines of Cult Groups, Doctrines, and Practices. (Fulfilled by the Zondervan Readings, Lectures, and Exams).

**IDEA Objective #4:** Developing skills in communicating doctrines about the assigned theological topics in written form (*Important* emphasis).

**STUDENT LEARNING OUTCOMES** (The learner will demonstrate that he or she has satisfactorily fulfilled IDEA Objective #4 by being able to):

1. **Produce** appropriate theological responses to theological questions and be able to state the essence of a particular theological doctrine by means of the Zondervan Text reading, Lectures, Assessment Paper, and Exams
2. **Develop** in written form an inventory of the student's own ability to argue for these doctrines by means of their performance on the Exams.

## VIII. ACADEMIC HONESTY

Biola University is committed to ethical practice in teaching, scholarship, and service. As such, plagiarism and other forms of academic dishonesty will not be tolerated. Please see the undergraduate/graduate student handbook and/or the departmental/program/school policy on academic honesty. It is imperative that you present all written, oral, and/or performed work with a clear indication of the source of that work. If it is completely your own, you are encouraged to present it as such, taking pleasure in ownership of your own created work. However, it is also imperative that you give full credit to any and all others whose work you have included in your presentation via paraphrase, direct quotation, and/or performance, citing the name(s) or the author(s)/creator(s) and the source of the work with appropriate bibliographic information. To do otherwise is to put oneself in jeopardy of being sanctioned for an act or acts of plagiarism that can carry serious consequences up to and including expulsion from the university.

<http://studentlife.biola.edu/handbook/policies-procedure/academic-integrity/>

<http://plagiarism.org/plagiarism-101/overview/>

## IX. REQUIRED & RECOMMENDED TEXTBOOKS

### A. REQUIRED TEXTS

1. Beisner, E. Calvin. *"Jesus Only" Churches*. Grand Rapids: Zondervan, 1998.
2. Bowman, Robert M. *Jehovah's Witnesses*. Grand Rapids: Zondervan, 1995.
3. Ehrenborg, Todd. *Mind Sciences*. Grand Rapids: Zondervan, 1995.
4. Gomes, Alan W. *Unitarian Universalism*. Grand Rapids: Zondervan, 1998.
5. Gomes, Alan W. *Unmasking the Cults*. Grand Rapids: Zondervan, 1995.
6. Lewis, Kevin. *Cults of America Syllabus* (Spring 2015 Version: Available online at my faculty webpage at [www.theolaw.org](http://www.theolaw.org))
7. Rhodes, Ron. *New Age Movement*. Grand Rapids: Zondervan, 1995.
8. Van Gorden, Kurt. *Mormonism*. Grand Rapids: Zondervan, 1995.
9. Yahweh. The Bible.<sup>1</sup>

### B. RECOMMENDED TEXTS

1. Elwell, Walter A., Ed. *Evangelical Dictionary of Theology*. 2nd ed. Grand Rapids: Baker, 2001.
2. Martin, Walter. *Kingdom of the Cults*. Revised & Updated edition, Bethany, 2003.
3. Muller, Richard A. *Dictionary of Latin & Greek Theological Terms*. Grand Rapids: Baker, 1985.

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<sup>1</sup>The preferred translation for this course is the New American Standard Bible. However, the NIV, KJV, NKJV and other translations are acceptable. Please avoid paraphrased versions such as Phillips or the Living Bible. Please note that the *New World Translation*, *The Urantia Book*, *The Book of the Supreme Magical Unicorn*, and the *Joseph Smith Inspired Version* are not acceptable translations; they are abominations (i.e., Per-Version!).

## X. LEARNING TASKS (ASSIGNMENTS)

### A. COURSE OUTLINE

The student *must* carefully read the entire course outline prior to the commencement of the course.

### B. ATTENDANCE & PARTICIPATION

The student must regularly attend the class and be prepared to participate in class discussions. See the course policies below for an expanded discussion of the attendance requirements.

### C. EXAMS

There will be three in-class exams.

1. *Exam #1*: The first exam will include materials solely from three of the Zondervan textbooks: *Unmasking the Cults*, *Mormonism*, and *Jehovah's Witnesses*. Study questions for the books are given at the end of this course outline.
2. *Exam #2*: The second exam will include materials solely from four of the Zondervan textbooks: *Unitarian Universalism*, *"Jesus Only" Churches*, *New Age Movement* and *Mind Sciences*. Study questions for the books are given at the end of this course outline.
3. *Exam #3*: The final exam will include materials from the course syllabus, handouts, and class lectures. The final exam will *not* include materials from any of the course textbooks. A study guide for the questions related to the course syllabus, handouts, and class lectures will be distributed prior to the final exam in class, on my faculty webpage at <http://www.theolaw.org>.

## XI. IMPORTANT DUE DATES

Week	Date	Events & Assignments Due
1	1/26	Course Introduction / Lecture
	2/02	Lecture
	2/09	Lecture
	2/16	Lecture
5	2/23	Exam #1 / Lecture
	3/02	Lecture
	3/09	Lecture
	3/16	Lecture
	3/23	Lecture
10	3/30	Exam #2 / Lecture
	4/06	Easter Week – No class today
	4/13	Lecture
	4/20	Lecture
	4/27	Lecture
15	5/04	Lecture
	5/11	Exam #3 / Lecture
	5/18	To be announced

## XII. ASSESSMENT (GRADING)

### A. GRADING CHART (ASSIGNMENT WEIGHT)

The value of each assignment as it relates to your final grade can be seen in the following scale:

Assignment	% of Final Grade
<b>Exam #1</b>	<b>33%</b>
<b>Exam #2</b>	<b>33%</b>
<b>Exam #3</b>	<b>34%</b>

### B. GRADING CRITERIA

#### 1. Following Instructions & Grade Penalties

- a. The grade for all student assignments will be reduced if the student fails to follow the directions listed in this course outline. Please consult the course outline when completing your assignments.
- b. Note that the grade for all assignments will be *reduced one point* for each instance of a failure to conform to the guidelines.
- c. Note that all of the requirements listed in the course outline are *mandatory*, not *discretionary*, for students. All assignments will be graded according to the criteria listed in this course outline.
- d. Please check your work carefully before you submit it for grading.

#### 2. Late Work

- a. All assignments must be submitted on time. All late assignments will be *reduced one percentage point* for each calendar day they are tardy.
- b. Only in the case of *unanticipated* emergencies will an exception to this policy be granted. If you believe you meet the requirement for an exception, submit a detailed explanation to the professor via email.

### C. GRADING SCALE (LETTER GRADE CUT-OFFS)

Final grades will be awarded according to the following scale:

Graduate	Scale
A = 96-100 points (Excellent)	C = 78-80 points (Average)
A- = 93-95 points	C- = 75-77 points
B+ = 90-92 points	D+ = 73-74 points
B = 87-89 points (Above Average)	D = 71-72 points (Below Average)
B- = 84-86 points	D- = 69-70 points
C+ = 81-83 points	F = 0-68 points (Fail)



## **XIII. GENERAL CLASS INFORMATION & PROFESSOR POLICIES**

### **A. DOCTRINAL EXPECTATIONS FOR STUDENTS: BIOLA'S DOCTRINAL STATEMENT & EXPLANATORY NOTES**

1. Since its inception, Biola has been a conservative evangelical protestant institution. Biola's theological distinctives are affirmed in its Doctrinal Statement and Explanatory Notes (DSEN), which function as the doctrinal standard for the university. Both Talbot School of Theology and the M.A. Christian Apologetics Program expect all graduate students to affirm all of the precepts in the DSEN. The only exception to this policy is for those students who have requested and received an exception on the DSEN's Eschatology and Spiritual Gifts statements. This decision for an exception is made at the time of admission. And if an exception is granted in the aforementioned areas, the student may not actively argue against Biola's teaching position while they are students. Biola's DSEN can be viewed at <http://www.biola.edu/about/doctrinal-statement/> .
2. Since Biola's DSEN does not address every possible theological issue, the university permits a diversity of opinion on issues not covered by the DSEN, such as the doctrines involved in the Calvinism-Arminianism debate. However, apart from the exceptions listed above, Talbot School of Theology and the M.A. Christian Apologetics Program do not permit students to hold views contrary to the DSEN, such as Theistic Evolution, Open Theism, any view that rejects the full inspiration and inerrancy of Scripture, any view that rejects the full deity or full humanity of Jesus Christ, or any view that rejects eternal conscious punishment for the unsaved.
3. Given the school's policies on these matters, it is an expectation for this course that enrolled students affirm the required views of the DSEN. The purpose for this requirement is to establish true unity and avoid unnecessary dissention on these important theological issues in our university community. As well, this policy helps to foster the best possible discipleship experience for all students in Biola's diverse conservative evangelical protestant learning environment.
4. Finally, note that this expectation is not intended to hinder important reflection, discussion, or queries on these matters. Students are encouraged to engage in candid discussions, ask questions about any theological issue, raise counterarguments they have encountered, or even express genuine doubts or confusion about these items. The goal is to foster genuine camaraderie, unity, and *koinonia* among students as fellow travelers in their theological education.

### **A. LECTURES, SYLLABUS & COPYRIGHT**

1. The course syllabus, handouts, Power Point presentations, and class lectures are the intellectual property of the professor. As such they are subject to the protections of Federal Copyright Law (Title 17 of the United States Code).
2. Students desiring to copy course materials, printed or electronic, or record lectures must first obtain permission from the professor. The professor reserves all rights unless explicitly waived.



## **B. MISCELLANEOUS POLICIES**

### **1. *Fairness to All Students***

- a. Please do not request an exemption from the rules or to have a deadline extended unless there is an unanticipated emergency. It is presumed that all students and faculty are busy with jobs, church, family and other issues. Students must adjust their schedules to meet the deadlines. If not, they will receive the appropriate grade penalty.
- b. Please do not ask me to change your grade unless I have made an error in calculating the grade. There is a single grading standard for all students. I will not create a different grading standard for any individual student.

### **2. *Email Etiquette***

- a. Please treat your emails as formal communications. Use complete sentences. Do not use a “texting” style for your messages.
- b. Be certain to include your full name and the course name in each email until I direct you to do otherwise.
- c. Be certain to include the program in which you are enrolled such as Talbot, or the M.A. Apologetics Program.

### **3. *Technology in the Classroom (During Lectures)***

- a. *Cell Phones:* Please turn off or set to silent mode all devices, electronic or otherwise, that may cause a distraction in class. Items include, but are not limited to, cell phones, PDAs, iPods, and pagers. It is an expectation that both faculty and students will neither take calls, nor leave the classroom to take calls during class—except in the case of emergencies.
- b. *Computers:* Computers and PDAs may be used during class for note taking purposes. Any other use, such as for email, is not permitted. Students must wait for breaks or the end of class to use their computers for non-note taking purposes.

### **4. *Minimizing Interruptions and Distractions***

- a. *Talking:* Please do not talk in class. It is a distraction for me and your fellow students.
- b. *Work:* Please do not work on assignments for other classes while in the classroom.
- c. *Punctuality:* Please try to be punctual.
- d. *Leaving Early:* If a student must leave the class before the scheduled ending time, the student must inform the professor of this fact and sit as close to the door as possible to minimize the interruption to the class when she leaves.

### **5. *Classroom Etiquette***

- a. Do not interrupt either the professor or a fellow student when they are talking.
- b. Students must raise their hands to ask a question. Often, I will not answer a question immediately if I am in the middle of a lecture. When I have finished a particular section of the lecture, I will ask for questions.

### **C. ATTENDANCE (LECTURES)**

1. Regular attendance is required. I will take attendance in each class session to verify your presence or absence.
2. Per University policy, if you miss more than 20% of the class sessions for a course you will not be able to receive credit for the course.
3. Arriving late or leaving early counts as a partial absence in proportion to the time you missed.
4. Note that the professor has no discretion to grant an exception to this policy.

### **B. THE PRIVACY ACT**

In order to comply with the Privacy Act, professors are not able to leave graded papers and exams in offices or designated areas for the purpose of returning those items to students.

**XIV. ZONDERVAN TEXT STUDY QUESTIONS****CULTS OF AMERICA**

Spring 2015 • Kevin Lewis

**ZONDERVAN TEXTBOOK STUDY QUESTIONS****XV. EXAM #1 STUDY QUESTIONS****A. UNMASKING THE CULTS (BY ALAN W. GOMES)**

1. Memorize the preferred definition of a cult (p. 7). Know the key elements of this definition. (See the questions below related to this definition.)
2. Why does the definition use the expression “cult of Christianity” rather than simply “cult”? What does this expression emphasize? What is wrong with the expression “Christian cult”? (pp. 7-8)
3. According to the book, is Islam a “cult”? Why or why not? (pp. 8-9)
4. What does the expression “central doctrines of the Christian faith” mean? Know the central doctrines listed in the book on p. 10. How do these doctrines relate to one’s personal salvation? (See p. 10, point 6.a.[5])
5. How many central doctrines must a group deny before it is considered a cult? (p. 11)
6. What factors figure into sociological definitions of cults? (p. 12, III.A.1)
7. What are the two problems listed with sociological definitions? (p. 13, point 3.a and 3.b)
8. Is the occult the same as the cults? How does it differ? (p. 16)
9. Roughly speaking, how many Mormons are there? (p. 19) How many Jehovah’s Witnesses? (p. 22)
10. Are aberrant theological characteristics ever found in genuinely Christian groups? (p. 24, point I.D.)
11. Be able to state the doctrine of the Trinity in one sentence. (p. 25, point II.A.1.a)
12. Is the Jehovah’s Witnesses’ denial of the Trinity implicit or explicit? The Mormon denial? How do the Mormons in particular deny the Trinity? (p. 25) In what way do the United Pentecostals deny the Trinity? (p. 26)
13. Do most cults deny salvation by grace? (p. 26) How do they teach that we are saved instead? (p. 26, point B.1.b)
14. Know the general ways in which the cults devalue the work of Christ. (pp. 27-28, point C.1)
15. What is the most common way in which the cults deny the bodily resurrection? (p. 29, point D.1.c) Name the two groups that are cited as examples of this kind of denial. (p. 29, point D.2)
16. What are the 4 ways that cults reduce the absolute authority of Scripture? (pp. 29-30, point E.1.a-d)
17. Unity School of Christianity’s *Metaphysical Bible Dictionary* is cited as an example of what theological characteristic of cults? (p. 31, point F.2.a)
18. Do the cults tend to teach an exclusivistic belief system? How does this differ from genuine Christian exclusivism? (p. 32)
19. What are the two main options (listed in the book) that the cults substitute in place of the biblical doctrine of hell? (p. 34, point I.1.a-b)

20. Do some cults emphasize experience over doctrine? Is there an appropriate place for experience in the Christian life? (pp. 35-6).
21. In what way do some cults deny the “priesthood of the believer”? (p. 41, point N.1.b)
22. Know that one of the theological characteristics of the cults is that they typically employ unsound hermeneutical principles of interpretation. (p. 42)
23. Define “syncretism” (p. 43)
24. What is the basic thesis of those who hold to the “mind control” model? (pp. 50-51, point A) What is the distinction that some people make between “brainwashing” and “mind control”? (p. 51, point B.2) Be able to state the 7 arguments given against the mind control model (pp. 55-59, points E.1-7. **Note:** You don’t need to memorize all of the sub points under these 7; just know the 7 points themselves. E.g., point 1 = “Classic brainwashing performed under ideal conditions simply did not work.”)
25. Be able to list the 14 sociological characteristics of cults (pp. 62-80, points IV.A-N). On the exam you will not actually be asked to *list* them, but you should be able to *identify* all 14, as well as to be able to reject anything listed as a sociological characteristic that is not given in points IV.A-N. You do not need to memorize the subpoints that illustrate these characteristics but you should understand what is meant by these characteristics, generally speaking. Also, be generally aware of the “qualifications” to each of these points. For example: You should know that “authoritarianism” is a common sociological characteristic of cults, but you should also know that not all forms of authority in religious groups is necessarily cultic (e.g., the practice of church discipline).
26. In general, why do people join cults? (p. 81, point I.A). Is it typically for doctrinal reasons? (p. 81, point I.B.)
27. Be able to list the 7 needs that people seek to meet by joining a cult (pp. 83-85, points II.A-G). Again, you do not need to memorize all of the detail in the subpoints but you should be able to list the needs themselves and understand generally what they mean. On the exam you will not actually be asked to *list* them, but you should be able to *identify* all 7, as well as to be able to reject anything listed as a need that is not given in points II.A-G.

**B. MORMONISM (BY KURT VAN GORDEN)**

1. Who is the founder of Mormonism? (p. 7, point I.A)
2. Who (supposedly) appeared to Joseph Smith in his so-called “first vision”? (p. 7, point I.A.2.a) What was he told by these “personages” in this vision? (p. 8, point I.A.2.a.(4))
3. What is the name of the angel who supposedly appeared to Joseph Smith? What did the angel supposedly reveal to him? (p. 8, point b)
4. What year was the Mormon Church officially founded? (p. 11, point 6)
5. What is the name of the well-known and powerful leader who was Joseph Smith’s successor? (p. 12, point B)
6. What are the Mormon restrictions on food and drink? (pp. 17-18, point F.2)
7. What is the name of the largest Mormon splinter group? (p. 18, point G.1)
8. Know the distinction between a branch, ward, stake, and area. (p. 19, point II.A.1-4)
9. Be able to list the 5 elements of Mormon church government. (pp. 20-21, point B.1-5)
10. List the 4 elements that comprise the 4 Mormon “standard works.” (p. 23, point I.A.1 a-d)
11. State briefly the Mormon doctrine of God. (p. 31, point II.A; II.B.1) What is the relationship between the gods and men? (p. 31, point II.A.2) What does the expression “image of God” prove about both the nature of God and the nature of man? (p. 31, point II.A.6)
12. According to Mormonism, what is the significance of the Hebrew word “Elohim”? (p. 31, point II.A.5; p. 32, point II.B.3)
13. Do Mormons teach that God the Father has a body? What kind of body is it? (p. 31, point II.B.1)
14. Previous to the creation of this earth, where was God the Father located? (p. 31, point II.B.1.c)
15. According to Mormonism, how many gods are there? (p. 32, point II.B.2)
16. Know why the Hebrew word “Elohim” *does not* support the Mormon idea that there are many gods. (p. 34, point C.1)
17. How does Colossians 1:15 refute the idea that the “image of God” is physical. (p. 35, point 2)
18. Understand the logical problem with the Mormon claim that there are an infinite number of gods. (p. 35, point 3)
19. Know that Isa. 43:10; 44:6; and 45:21 are very clear verses that can be used to refute Mormon polytheism. (p. 38, point D.1.a.(2))
20. Know the two passages presented that prove that God is not a man. (p. 39, point D.3.a-b)
21. How do the Mormons understand the “Trinity”? (p. 39, point III.A.1) How are the members of the Trinity “three” and how are they “one”? (p. 39, points III.A.2-3)
22. According to the Mormons, Elohim and Jehovah are the personal names of whom? (p. 40, point 4) How is this refuted? (p. 41, point C.1)
23. In Mormonism, what are the 4 things that are truly eternal, absolute, and without beginning? (p. 44, point IV.A.1)
24. In Mormonism, is Jesus “eternal”? In what sense is he and is he not? (p. 44, point IV.A.2; p. 45, point B.2)
25. How many times was Jesus begotten of his Father? Where? (p. 45, point B.3)
26. In Mormonism, what is Jesus’ relationship to Lucifer? (p. 45, point B.4)
27. What do Mormons teach about the “virgin birth”? Who “sired” Jesus as to his earthly existence? How? (p. 47, point V.A.1-3)
28. According to Mormonism, was Jesus begotten of the Holy Ghost? (p. 47, point V.A.2)
29. In Mormonism, did Jesus marry when he was on earth? Was he married to only one woman or more than one (polygamy)? (p. 47, point V.A.4)
30. According to Mormonism, what does the expression “only begotten Son” mean? (p. 49, point

- 5.a) What does the word “only begotten” actually mean, when properly interpreted? (p. 50, point 3.a.(1))
31. In Mormonism, what is the distinction between the “Holy Ghost” and the “Holy Spirit”? Do Mormons today still tend to make this distinction? (pp. 51-52, point VI.A.1-3)
32. Before a person’s existence on earth, in what form does he or she exist? (p. 54, point VII.A.1) How does he/she come into being in this form? (Hint: it has to do with “heavenly parents.”) (p. 54, point VII.A.2)
33. What role does a person’s “probationary period” on earth play? (p. 54, point VII.A.3)
34. What took place in the great heavenly war? How does this relate to certain racial differences among mankind? (p. 54, point VII.A.4)
35. What did Brigham Young teach about Adam and his relationship to God? To Jesus Christ? (pp. 55-6, point 3)
36. Was Adam’s transgression a sin? (p. 56, point 4) Does the “guilt” of Adam’s sin in any way pass on to his descendents? (p. 56, point 5)
37. The Mormon view of the “preexistence” can be refuted by pointing out a logical absurdity. What is this logical problem? (pp. 57-8, point C.1)
38. According to Mormonism, what are the two effects of the atonement of Jesus? (p. 61, point VIII.A.1) Where did this atonement take place? (p. 61, point VIII.A.2)
39. The purpose of Christ’s atonement was for whose transgression only? (p. 61, point VIII.A.3)
40. Individual salvation is begun by Christ’s atonement but how is it completed? (p. 61, point VIII.A.4)
41. Know the distinction between “general” and “specific” salvation in Mormonism. (p. 62, points B.1.a-b)
42. List the 3 degrees of heaven in Mormonism. Know them in order, from the lesser to the greater. (pp. 64-5, points 5.a-c)
43. What is the Mormon doctrine of “baptism for the dead”? (p. 65, point 6)
44. According to official Mormon teaching, when did the original church fall away from the truth? (p. 70, point IX.A.1) Was this apostasy partial or total? (p. 70, point IX.A.2)
45. Do Mormons claim that their church is the restoration of the true church? (p. 70, point IX.A.3) How is it recognizable as the true church? (p. 70, point IX.A.4)
46. The authority of the restored church lies in what two priesthoods? (p. 71, point 3) Which of the two is the higher? (p. 71, point 3.a)

**C. JEHOVAH'S WITNESSES (BY ROBERT M. BOWMAN, JR.)**

1. Who founded the Jehovah's Witnesses? (p. 9)
2. Who was the second major Watch Tower leader? (p. 10, point B).
3. Know the personal practices that J.W.s are prohibited from participating in. (p. 13, point II.A.1-3)
4. What do J.W.s teach about the authority of the Watchtower? (p. 17, point I.A). In particular, know how they use Matt. 24:45-47 to prove this (p. 17, point I.B.2.a)
5. In brief, what do the J.W.s teach about the Trinity, Jesus, and the Holy Spirit? (p. 20, point II.A)
6. What do J.W.s say about the historical development of the Trinity? (p. 20, point II.B.1.a)
7. How do J.W.s use Ps. 82:1 to prove that Jesus is not God Almighty? (p. 21, point 2.a) How is this understanding to be refuted? (p. 24, point c.(3))?
8. In what sense do J.W.s believe that Jesus is "god"? (p. 21, point 2.b).
9. What do J.W.s believe that John 1:1 teaches? How do they translate it? How do they attempt to justify this translation? (p. 21, point 2.b.(2)) How is it to be refuted? (pp. 24-25, point b.(2))
10. How do J.W.s attempt to evade the force of John 20:28? (p. 20, point 2.b.(4)) How can this be refuted? (p. 26, point (4))
11. What do the J.W.s believe that Col. 1:15 and Rev. 3:14 teach about Christ? (p. 22, point c.(2)-(3)). How is this to be refuted? (p. 27, point c.(2)-(3))
12. Summarize the J.W. view of the Holy Spirit. (p. 22, point 3.a-b)
13. What do the J.W.s believe happens at death in terms of one's personal existence? (p. 30, point III.A.1) How do they use Ecclesiastes 9:5, 10 to prove this? (p. 31, point B.1.c) How can their understanding of Eccl. 9:5, 10 be refuted? (p. 32, point C.1.c)
14. Do J.W.s believe that there is an immaterial personal soul or spirit? (p. 30, point III.A.2). How do they understand the meaning of "soul"? "Spirit"? (pp. 30-31, point III.A.2.a-b)
15. What do J.W.s teach about the "intermediate state"? (p. 31, point III.A.3)
16. What is the J.W. understanding of "hell"? What do they think the Bible means when it speaks of hell? What is the final state of the wicked, according to the J.W.s? (p. 31, point III.A.4)
17. How do the J.W.s use Matt. 10:28 to disprove the doctrine of eternal punishment? (p. 32, point 4.c) How is this interpretation refuted? (p. 34, point 4.c)
18. What do the J.W.s teach about Christ's resurrection? (p. 39, point IV.A.1) How do they use 1 Cor. 15:45 and 1 Pet. 3:18 to prove this? (p. 39, point IV.B.2) How is their interpretation of these verses to be refuted? (pp. 40-41, point C.2.a-b)
19. Know how to use Lk. 24:39 to refute the J.W. view of Christ's resurrection. (p. 44, point 3)
20. According to the J.W. view of salvation, how many "classes" of Christians are there? What are these two classes and what characterizes their respective destinies? (pp. 48-49, point V.A.1)
21. What are the requirements for salvation, according to the J.W.s? (p. 49, point A.2).
22. What do the J.W.s teach about the "144,000"? What is the relationship between the 144,000 and the "anointed class"? (p. 49, point A.3)
23. Know how Jn. 3:3-5 refutes the J.W. contention that only the 144,000 are "born again." (p. 58, point 3.a) Likewise for 1 Pet. 1:3, 22-23 (p. 59, point d).
24. What do J.W.s teach about Christ's "presence" on earth? When did it begin? (p. 60, point VI.A.1-2)
25. How do the J.W.s use the Greek word "parousia" to prove their understanding of Christ's "presence"? (p. 60, point B.1.b) How does this differ from his "revelation"? (p. 61, point 1.e)

## XVI. EXAM #2 STUDY QUESTIONS

### A. NEW AGE MOVEMENT (BY RON RHODES)

1. Be able to state the definition of the New Age Movement (NAM) given on p. 7, point I.A.1.
2. What 3 elements comprise the common worldview that New Agers share? (p. 7, point I.A.2)
3. According to the author, should the NAM be classified as a cult? (p. 7, point I.A.3)
4. Is there both unity and diversity in the NAM? (p. 7, point I.B)
5. Know the 9 characteristics of the NAM (pp. 8-11, points C.1-9). Know generally what they mean. Although you will not be asked to list these on the exam you will need to be able to identify them.
6. Is the NAM a “conspiracy”? (p. 11, point 10)
7. What is the relationship between the NAM and neopaganism? (p. 12, point D.3)
8. Understand the impact of the NAM on ethics (pp. 16-17, point C)
9. What does the NAM have to say about “one world government”? (p. 20, point E.2)
10. Has the NAM made some inroads into public school education? (p. 21, point F.1)
11. What is “confluent education”? “Values clarification”? (pp. 22, points e. and f)
12. What is the relationship between the NAM, the human potential movement, and business? (p. 23, point G.1) What are 3 popular NAM seminars found in business? (p. 24, point 2.a)
13. Know the 5 factors giving rise to the NAM (pp. 24-28, points III.A-E). You do not need to memorize all of the details under these points but you should know generally to what they refer.
14. What approach to New Agers take to interpreting the Bible? (p. 33, point I.A) What worldview do New Agers claim the Bible supports? (p. 33, point I.A.2)
15. How does Jesus model and establish the New Age method of biblical interpretation? (pp. 33-4, point 2)
16. What are two problems in particular with the NAM method of biblical interpretation? (pp. 36-7, points 4 and 5)
17. What is the NAM view of revelation? Does revelation come through Jesus alone? Are there other sources of revelation? (p. 40, point II.A)
18. What are the “core truths” found in the revelations from the various world religions? (p. 40, point II.A.2) How does the author refute this? What doctrine in particular does he cite in proof? (p. 42, point C.1.a)
19. What is “channeling”? What function do “channelers” perform? (p. 41, point 4) What does the Bible teach about channeling? (p. 43, point 2.a) Are departed humans available for contact? (p. 43, point 2.b)
20. What are the “Akashic Records”? (p. 42, point c.)
21. How would we classify the NAM view of God? Be able to describe this view. (p. 45, point III.A)
22. What do revelations through spirit entities (via channeling) teach about God? (p. 45, point B.1)
23. According to the NAM, what view of God did Jesus himself teach? (p. 46, point 2)
24. Know the 5 problems with pantheism. (pp. 46-47, points C.1-5)
25. What does the NAM teach about “Jesus” as opposed to “the Christ”? (p. 50, point IV.A) What is the source of this teaching? (p. 50, point IV.A.2)
26. According to the NAM, to where did Jesus travel and what did he do when he got there? (p. 50, point IV.A.3)
27. According to the NAM, how does Jesus compare to other great religious figures? (p. 50, point IV.A.4) How can this be refuted? (p. 54, point C.3)



28. What does the NAM teach about God? How are man and God related? On what is this teaching based? (p. 58, point V.A.1-2; p. 58, point V.B.1)
29. According to the NAM, what are the limits of human potential? Can he create his own reality? (p. 58, points V.A.3-4)
30. According to the NAM, did Jesus teach that human beings are God? What two verses do they commonly use to prove this? (p. 59, point 3)
31. According to the NAM, do human beings have a problem with sin? If not, what is their primary problem? (p. 64, point VI.1-2)
32. According to the NAM, do human beings need salvation? Did Jesus die on the cross for their sins? (p. 64, points VI.A.3-4) If not, what is it that people need? (p. 64, point VI.A.5)
33. According to the NAM, how are people ultimately reunited to God? (p. 64, point VI.A.6)
34. How does the NAM worldview relate to their denial of sin's reality? (p. 64, point VI.B.1.a-b) What do revelations "from the other side" say about the reality of sin? (p. 64, point VI.B.2)
35. What are some of the other words used to describe New Age "enlightenment"? (p. 66, point 6.a) How can one attain this enlightenment? (p. 66, point 6.b)
36. Does the NAM teach the literal "second coming" of Jesus of Nazareth? (p. 70, point VII.A.1)
37. What are the two basic views held by New Agers of Christ's "Second Coming." (p. 70, point VII.A.2-3) Be able to describe generally both views (pp. 70-73, points B.1-2)

**B. UNITARIAN UNIVERSALISM (BY ALAN W. GOMES)**

1. What do the names “Unitarian” and “Universalist” in this group’s title mean? Understand the meaning of these terms in their historical context. (p. 9, point I.B)
2. What are some of the religious positions found within the pluralism of the UUA? (p. 10, point I.C; see also p. 32, point I.B.4)
3. Although UU beliefs are quite diverse there is also a certain unanimity that one finds. What is this unanimity? (see p. 11, point II.B.2)
4. What were/are the main theses of “humanism”? (p. 19, point III.F.1.d) What was the “Humanist Manifesto I” of 1933? How were the Unitarians involved? What did it teach? (p. 19, point III.F.2)
5. What important historical event took place in 1961? (p. 20, point III.G.1)
6. The UUA continued to become increasingly liberal, as shown by some significant decisions made since 1970. Know the decisions cited to illustrate this. (p. 20, point III.G.3). Be able also to state the areas of social activism in which the UUA has shown significant involvement (pp. 28-29, point IV.C)
7. Roughly how many UUs are there in terms of their official membership statistics? Unofficially? (p. 21, point IV.A)
8. Know the significance of the social status and prestige of the UUs in comparison to members of other religious groups. (p. 22, point IV.B)
9. Know the current trend toward “evangelism” in the UUA, and know how this differs from their typical approach in the past. (p. 25, point V.A)
10. Know the current trend toward “spirituality” in the UUA, and know how this differs from their typical approach in the past. (pp. 26-28, point IV.B)
11. Be able to state the UU position on religious freedom, tolerance, and pluralism. (p. 30, point I.A). What is their attitude toward creeds? (The specific quotes that illustrate this are in point I.B).
12. How does the UU view of truth relate to their views on tolerance, pluralism, and exclusivism? (p. 31, point I.B.3)
13. Does UUA tolerance and pluralism mean, according to them, that one can believe anything one wants and still be a UU? (pp. 32-33, point I.B.5).
14. What is/are the UUA attitude(s) toward the Christian faith? (pp. 33-34, point I.B.6)
15. What two issues do UUs confuse in their advocacy of tolerance and pluralism? (p. 34, point I.C.1)
16. In what way is the UU argument against religious exclusivism self-refuting and otherwise illogical? (p. 34-36, point I.C.2)
17. How can we refute the UU charge that exclusivistic truth claims are arrogant? (p. 36, point I.C.3)
18. What are some of the problems related to the UU attack on creeds? (pp. 37-38, point I.C.5)
19. In what sense are true Christians actually “inclusivistic”? How does this differ from being “pluralistic”? (pp. 38-39, point I.C.7; p. 40, point I.D.4)
20. What is the Old Testament attitude toward religious “pluralism”? That of the New Testament? (pp. 39-40, point I.D.1)
21. According to the UUs, what three factors serve as the final judges of all religious truth claims? (p. 41, point II.A.1; pp. 41-42, point II.B.1)
22. Summarize the UU position on the Bible. Do they regard it as “inspired” as Christians do? How do they believe it should be interpreted and why? (p. 41, point II.A.2-5; p. 43, point II.B.5)
23. What do UUs think about the Bible’s uniqueness? How does it compare in its spiritual value

- to other religious literature? (p. 42, point II.B.20)
24. What do UUs believe about the Bible's infallibility? (pp. 42-43, point II.B.4)
  25. In what ways do UUs misapply reason in their rejection of orthodox Christian truth? (pp. 43-44, point II.C.1)
  26. What are the problems with making conscience the final arbiter of religious truth claims? (pp. 44-45, point II.C.2)
  27. What are the problems with making religious experience the final arbiter of religious truth claims? (pp. 45-46, point II.C.3)
  28. In what ways is the Bible qualitatively different from all other so-called sacred books? (pp. 46-47, point II.C.4)
  29. In what way are the UUs inconsistent in their own use of the Bible? (p. 49, point II.C.8)
  30. Contrary to the UU claims, how should the Bible actually be interpreted? How did Jesus himself actually model this for us? (p. 50, point II.D.5)
  31. Refute the idea that the Bible is a "myth." How does the Bible differ from myth? (pp. 50-51, point II.D.6)
  32. What are some of the views of God that one finds in the UUA? (p. 51, point III.A.1-6; pp. 51-53, points III.B.1-6)
  33. What do UUs say about the Trinity? (p. 51, point III.A.7) On what grounds do they base this conclusion? (p. 53, point III.B.7.a) Is the doctrine of the Trinity important to modern UUs? (p. 53, point III.B.7.b)
  34. How can we show from the Bible that God is personal? (p. 56, point III.C.3)
  35. What are the various views that UUs have about Jesus Christ? (pp. 57-8, point IV.A)
  36. In what sense do some UUs regard Jesus as divine? How does this compare to our own "divinity"? (p. 58, point IV.B.1-2)
  37. What do UUs think about such issues as Christ's miracles, the virgin birth, bodily resurrection, etc.? (p. 59, point IV.B.3)
  38. Do all UUs honor Jesus as a great teacher of morals? If not, what is the view of those who would deny this? (p. 59, point IV.B.6)
  39. What do UUs typically teach about human origins? (p. 64, point V.A.2 and p. 65, point V.B.2)
  40. What is the UU position on the biblical doctrine of "original sin"? On the ability of human beings to do good? (p. 64, point V.A.3-4 and p. 65, point V.B.3-4)
  41. What are the various UU positions on "salvation"? (p. 69, point VI.A)
  42. In what sense do some UUs regard Jesus as "a savior"? (p. 70, point VI.B.3)
  43. What do UUs think about the claim that Jesus is the only way of salvation? (p. 70, point VI.B.4)
  44. For some UUs, what is the relationship between salvation and life in this present world? (pp. 70-17, point VI.B.5)
  45. Do most UUs believe in an afterlife? What are the various positions that one finds in the UUA on this question? (pp. 73-74, point VII.A; p. 74, point VII.B.1-3)
  46. What do UUs believe about the bodily resurrection? (p. 74, point VII.B.5)
  47. What do UUs believe about a future judgment? (p. 74, point VII.B.6-7)

**C. “JESUS ONLY” CHURCHES (BY E. CALVIN BEISNER)**

1. Which doctrines distinguish Oneness Pentecostalism (OP) from Orthodox Pentecostalism? (7)
2. How many OP denominations exist? In how many different countries? (8)
3. How many OP church members? (8)
4. Know the OP view of “the fullness of the Deity.” (11)
5. Know the OP view of temporary sonship. (11)
6. Know how the OP distinguish the two natures of Christ. (12)
7. Know the biblical arguments for eternal sonship. (14-15, 20-23)
8. Be able to recognize the orthodox teaching on the two wills of Christ. (17-18)
9. Know the orthodox position on Christ becoming flesh. (18-19)
10. Know the OP arguments and the biblical refutation of the OP view that Jesus is the Father and Holy Spirit (26-28, 32-36)
11. Know the OP arguments and the biblical refutation of the OP view that the Trinity is illogical (28-29, 36-38)
12. Know the OP historical arguments and refutation of the OP view that the Trinity is pagan and the early church did not believe it. (29-31, 39-42)
13. Know the orthodox arguments from reason and tradition that prove the Trinity. (47-51)
14. Know the OP arguments and the biblical refutation of the OP view that new birth is achieved by faith, repentance, water baptism, and baptism in the Holy Spirit. (52-55, 55-64)
15. Know the orthodox view that faith and repentance follow new birth. (65)
16. Know the orthodox view that faith results in justification. (65-66)
17. Know the orthodox definitions of: definitive sanctification, adoption, progressive sanctification, perseverance in holiness, and glorification. (66-67)
18. Know the orthodox view of water baptism (68-72 (a-f)).

**D. MIND SCIENCES (TODD EHRENBORG)**

1. Who was the “Discoverer and Founder” of Christian Science? (p. 7, point I.A.1)
2. Who was the true “father” of the Mind Sciences? What was his background? (pp. 7-8, point I.B) How was Eddy influenced by him? (p. 8, point I.C.1)
3. What important book did Eddy publish in 1875? (p. 9, point I.C.1.b)
4. What is the name of the church that Eddy founded? (p. 9, point I.C.3)
5. What controversy/controversies embroiled the Christian Science Church in the 1990s? (p. 12, point II.B.3)
6. What major pieces of literature and other media (e.g., books, newspapers, magazines, TV, radio, etc.) are produced by the Christian Science Church? (pp. 13-14, point II.C)
7. What is the Christian Science (CS) doctrine of Revelation and Scripture? (p. 15, I.A and I.B.) Specifically, how does *Science and Health* figure into this? What is the relationship between CS and the Bible? How should the Bible be interpreted?
8. How does Jesus’ teaching relate to the teaching of CS? (p. 16, I.B.3)
9. What are the problems with the metaphysical interpretation of the Bible? (p. 17, point I.C.2-3) How did Jesus and the New Testament writers consistently interpret the Old Testament? (p. 19, point I.D.3)
10. Know the 5 points about the CS doctrine of God and the Trinity (p. 19, point II.A.1-5; see also discussion of each at point II.B.)
11. What does CS teach about God’s personality? (pp. 19-20, point II.B.1)
12. In CS, to what does the “Trinity” refer? (p. 20, point II.B.2.c)
13. Describe the CS view of the Holy Spirit? Is the Holy Spirit a person? If not, what is it? (p. 20, point II.B.2.d)
14. What is the CS view of matter? (p. 21, point II.B.3)
15. Where does the CS view of dualism come from? (p. 23, point II.C.6)
16. What question ought we to ask the Christian Scientist concerning the existence of matter? (p. 23, point II.C.7.b)
17. Know the CS view of Jesus. Do they affirm his humanity? How important is Christ’s humanity in CS? (p. 27, point III.B.3.e) His “deity”? In what sense do they regard him as “divine”? (p. 26, point III.A1)
18. Does CS regard Jesus as the Son of God? As God the Son? (p. 26, point III.A.2)
19. Is Jesus the Christ? If not, then what is the “Christ” according to CS? What is Jesus? (p. 26, point III.A.3; p. 27, III.B.3) Give the CS definition of “Jesus.” (p. 26, point III.A.4) Did Jesus ever claim to be the Christ? (p. 27, point III.B.3.c)
20. Is Jesus the savior? If not, then what role does he fulfill? (p. 26, point III.A.5)
21. According to CS, why cannot God be a person, nor become man? (p. 26, point III.B.2.b)
22. Respond to the CS claim that Jesus is not the Christ. (pp. 28-29, point III.C.2-3) Also, how would you refute the claim that Jesus was more than a “way-shower”? (p. 29, point III.C.5)
23. What does CS teach about man’s materiality? (p. 30, point IV.A.1; p. 31, point IV.B.1) His sinfulness? (point IV.A.2; IV.B.2) His relation to God? (point IV.A.3; IV.B.3)
24. What does CS teach about Jesus’ death on the cross? (p. 33, point V.A.1) His bodily resurrection? (point V.A.2) Why? (V.B.1-2)
25. What does CS say about the reality of sin, matter, evil, disease, and death? (p. 35, point VI.A.1; p. 36, point VI.B.1)
26. According to CS, how can man have attain salvation and escape the final judgment? (p. 35, point VI.A.2; p. 36, point VI.B.2) Who must save us? (point VI.A.3; p. 37, point VI.B.5)
27. What is the CS definition of “salvation”? (p. 35, point VI.A.4; p. 36, point VI.B.3) What is the only way to enter the kingdom of heaven? (p. 36, point VI.A.6; p. 37, point VI.B.6)

28. According to CS, did Jesus pay for our sins on the cross? If not, then what did he do? (p. 36, point VI.A.5; pp. 36-7, point VI.B.4)
29. Who is the founder of Religious Science? (RS) (p. 41, point I.A) What important organization did he and his brother found in 1917? (p. 41, point I.B.1)
30. What important book did Holmes publish in 1926? (p. 41, point I.B.3) To what sources were its teachings parallel or otherwise similar? (p. 41, point I.B.3.b)
31. What are the characteristics of the RS philosophy? (I.C.4) What view does it take of Christianity over and against other religions? (I.C.5)
32. What does RS teach about the “Bibles” of the various religions? (p. 44, point I.A.1; I.B.1) How must these “Bibles” be interpreted? (point I.A.2; I.B.2) How is Ernest Holmes regarded by RS in this regard? (point I.A.3; I.B.3)
33. What does RS teach about Jesus and his teaching in relation to the views of RS? (p. 44, point I.A.5; p. 46, point IB.5)
34. Be able to state the RS view of God (p. 48, point IIA.1-3; pp. 48-49, point II.B.1-3). What is the relationship between God and the universe? (p. 48, point II.A.4; p. 49, point II.B.4)
35. How does RS define the Trinity? (p. 48, point II.A.5; p. 49, point II.B.5) The Holy Spirit? (p. 48, point II.A.6; pp. 49-50, point II.B.6)
36. What does RS teach about the divinity of Jesus? Is his divinity unique compared to other humans? (pp. 50-1, point III.A.1; III.B.1)
37. Does RS teach that Jesus was the Christ? How is the connection between Jesus and the Christ similar or different between our own relationship to the Christ? (pp. 50-51, point III.A.2-3; III.B.2-3).
38. According to RS, is man a sinner? (p. 52, point IV.A.1; IV.B.1) What is man’s main problem? (point IV.A.3; p. 53, IV.B.3)
39. How are man and God related in RS? (p. 52, point IV.A.2; IV.B.2)
40. What does RS teach about Jesus’ death on the cross? (p. 53, point V.A.1; pp. 53-54, point V.B.1) His bodily resurrection? (V.A.2; p. 54, point V.B.2)
41. What does RS teach about sin, evil, disease, and death? (p. 55, point VI.A.1; VI.B.1)
42. Does man need salvation? (p. 55, point VI.A.2; pp. 55-6, point VI.B.2) Who must save him? (p. 55, point VI.A.3; p. 57, point VI.B.4) Of what does salvation consist? (p. 55, point VI.A.4) How does Jesus figure into this? (p. 55, point VI.A.5; point VI.B.5)
43. Who were the founders of Unity School of Christianity (USC)? (p. 58, point I.A) What is the significance of the name “Unity”? (p. 60, point I.D.1.d)
44. What elements does the USC worldview include? (p. 61, point II.B.4). How does it differ from other mind science approaches? (p. 61, point II.C.1)
45. What does USC say about the existence of matter? How does this compare to Christian Science? (p. 62, point II.C.2)
46. What does USC say about reincarnation? (p. 74, point VI.A.7; p. 75, point VI.B.7) How does this compare to the other mind science groups? (p. 62, point II.C.3)
47. What does USC say about the Scriptures of the world’s great religions? (p. 64, point I.A.1; I.B.1) How are they to be interpreted? (p. 64, I.A.2; I.B.2)
48. What does USC say about the teachings of Jesus and about Jesus as a teacher? (p. 64, point I.A.6; p. 66, point I.B.6)
49. What is the USC doctrine of God? (p. 67, point II.A.1-2; II.B.1-2) What is his relation to matter? (p. 67, point II.A.3) To love? (p. 67, point II.A.4; II.B.3)
50. What does USC say about the Trinity? (p. 67, point II.A.5; p. 68, point II.B.4)
51. What is the relationship between Jesus and the Christ according to USC? (p. 68, point III.A.1-2; p. 69, point III.B.1-2) What was the mission of Jesus? (p. 68, point III.A.3; p. 69, point III.B.3)

52. Know the USC doctrine of man (p. 70, point IV.A.1-4; pp. 70-71, points IV.B.1-4), including what they say about man's divinity, his body, and his perfection.
53. What does USC say about Christ's death and resurrection? Why do they say this? (p. 72, point V.A.1-2; V.B.1-2). In what sense do they affirm that Jesus was raised? (p. 72, point V.A.3; V.B.3) What do they believe about our own resurrections? (p. 72, point V.A.4; p. 73, point V.B.4)
54. Did Jesus experience reincarnation? (p. 72, point V.A.5; p. 73, point V.B.5)
55. What does USC believe about sin, evil, disease, and death? (p. 74, point VI.A.1; VI.B.1) About heaven and hell? (p. 74, point VI.A.2; VI.B.2)
56. Who will be saved, according to USC? (p. 74, point VI.A.3; p. 75, point VI.B.3) How? (p. 74, point VI.A.4; p. 75, point VI.B.4) Who provides salvation? (p. 74, point VI.A.5; p. 75, point VI.B.5) Is Jesus the savior? (p. 74, point VI.A.6; p. 75, point VI.B.6)
57. Know the USC teaching of reincarnation (p. 76, point VII.A.1-5). What are some biblical verses that they use in support? (p. 77, point VII.B.1) What is the ultimate goal of reincarnation? (p. 77, point VII.A.5)