



BIOLA UNIVERSITY

Theology 1 BBST 251 - Online Spring 2021 – Kevin Lewis

COURSE DESCRIPTION

BBST 251: Introduction to Christian Theology 1

The Biblical doctrines of God, Christ, humanity, and sin, with reference to the history and development of Christian theology. Units: 3. Offered every semester.

PROFESSOR & CLASS INFORMATION

Professor: Kevin Lewis

<u>Course Title</u>	Theology I	
<u>Course Code:</u>	BBST 251	<u>Credit Hours & Units:</u> 3 Units
<u>Term:</u>	Spring 2021	<u>Class Days & Time:</u> Online
<u>Location:</u>	Online	<u>Dept. Admin:</u> Cristina Roberts
<u>Office Phone:</u>	562-903-6000 X4819	<u>Secretary Email:</u> cristina.roberts@biola.edu
<u>Office Hours:</u>	By Appointment	<u>Office Location:</u> Talbot East
<u>E-Mail:</u>	kevin.lewis@biola.edu	<u>Office Mailing Address:</u> Biola University, 13800 Biola Avenue, La Mirada, CA 90639
<u>Course Website:</u>	canvas.biola.edu	<u>Discussion:</u> http://canvas.biola.edu
<u>University Website:</u>	www.biola.edu	

EMAIL ETIQUETTE

1. Use your Biola email account for all communications for this course.
2. Please treat your emails as formal communications. Use complete sentences. Do not use a “texting” style for your messages.
3. Be certain to include your full name and the course name in each email.

DISABILITY SERVICES

Disability Services exists 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 that 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.

REQUIRED TEXTS & RESOURCES

Wayne A. Grudem, *Systematic Theology*. Grand Rapids: Zondervan, 1994.

Michael Reeves, *Delighting in the Trinity*. Downers Grove: InterVarsity, 2012.

Coursepack Notes

A good translation of the Bible (ESV, NASB, NIV, NKJV)

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.

DIVISION OF BIBLICAL & THEOLOGICAL STUDIES (B&TS) MISSION STATEMENTS

A strong emphasis in Biblical & Theological Studies has always been at the core of Biola's curriculum. It is intended that all students regardless of major will graduate with a working knowledge of the Scriptures and a Christian worldview, integrated with academic learning as well as personal and professional living. The mission of Biola's Biblical and Theological Studies Minor is to teach Christian undergraduate students to view all of God's world through the perspective of God's Word, the Bible. This biblical worldview involves understanding and applying the Bible as the foundation of the Christian faith, values, and virtues—both historically and presently. The goal is that students will lead lives of integrity and will engage the world of ideas, their vocations, their local church communities, and their society as responsible citizens, being faithful stewards of God's gifts to them and, empowered by His Spirit, carrying out Christ's commission to make disciples of all nations.

COURSE ALIGNMENT WITH PROGRAM LEARNING OUTCOMES

BBST 251— Theology 1 is a required core course for the Bible Minor and the Biblical Studies Major ideally designed to be taken within the second year of the program. Successful completion of this course, as outlined in this syllabus, will prepare students to demonstrate a beginning (B), developing (D), or mastery (M) level of proficiency toward the accomplishment of the following program learning outcome(s):

2. **THEOLOGY:** Explain the major doctrines of Christianity from an evangelical perspective, including their biblical basis and contemporary relevance (ULO 1).

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

By the completion of this course including class participation, class assignments (referred to as "Tasks"), class readings and group interaction, the following objectives and learning outcomes will be assessed and demonstrated (these are from the IDEA course evaluation tool used at the end of the course):

IDEA Objective 1: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories) (Essential emphasis)

IDEA Objective 3: Learning to apply course material (to improve thinking, problem solving, and decisions) (*Important* emphasis).

IDEA Objective 11: Learning to analyze and critically evaluate ideas, arguments, and points of view (*Important emphasis*).

IDEA Objective #1: The student will gain a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories) (Essential).

Student Learning Outcomes - The student will demonstrate satisfactory fulfillment of IDEA Objective #1 by being able to:

Recall the basic theological terms, concepts, and texts explained in class (Primarily fulfilled by lectures and exams).

IDEA Objective #3: The student will learn to apply course material (to improve thinking, problem solving, and decisions) to his or her personal walk with the Lord in light of the doctrines covered in this class. (Important).

Student Learning Outcomes - The student will demonstrate satisfactory fulfillment of IDEA Objective #3 by being able to:

Interpret & Apply four key Bible passages, corresponding to the four major doctrines of the course, to his or her personal walk with God. (Primarily fulfilled by the paper assignment in concert with class lectures.)

IDEA Objective #11: The student will learn to analyze and critically evaluate ideas, arguments, and points of view (Important).

Student Learning Outcomes - The student will demonstrate satisfactory fulfillment of IDEA Objective #11 by being able to:

Understand and Evaluate differing perspectives and interpretations of Scripture pertaining to the doctrines covered in class (Primarily fulfilled by lectures, reading, and exams).

ASSIGNMENTS & GRADING

PLEASE NOTE: It is the student's responsibility to know and understand the requirements and due dates for this course. Ignorance of the required assignments, due dates, or grading expectations will not constitute an adequate excuse for reconsidering your grade on any assignment. If you are unclear about something, ask and get clarity BEFORE you turn in the assignment.

1. READING THE COURSE OUTLINE: WEIGHT (0%)

Students shall carefully read the entire course outline prior to the commencement of the course. Please email me using your Biola email account if you have any questions.

2. EXAMS (MIDTERM AND FINAL): WEIGHT (65%)

Description: There will be 2 objective (e.g., multiple choice, true & false, matching) tests administered—a midterm and a final (the final will not be cumulative). These exams will test your understanding of the most important concepts from the class lecture and assigned reading. Each test will cover the material up through the previous class lecture and reading assignment.

Assessment: The exams will be taken online under a time limit. *You may use your Lecture Notes for these quizzes (they are open notes) but you will not have time to look up every answer since the quizzes are timed. So, you should study as if you are not going to be able to use your notes at all. You may not work in groups or with someone else while taking the quiz (they are not "open friend"). Working together will constitute academic misconduct and the answers are randomized so that it will not be beneficial in any case.*

See the Course Calendar below and Canvas for due dates.

3: REACTION PAPER: WEIGHT (30%)

Description:

The student will write a reaction paper to the Michael Reeves, *Delighting in the Trinity* textbook.

For the paper, please observe the following procedure:

Guidelines & Assessment

- a. The student must read the entire Reeves text.
- b. The word count for the paper should be 750 words (+ or – 50). Place the word count on the first page of your report.
- c. Note that the student may elect to include or exclude the headers, footnotes, and student information in the reported word count.
- d. The paper must be typed, double-spaced with one-inch margins, using a 12-point font. It must have page numbers at the bottom of each page.

- e. **Headers:** Use appropriate headers to make your paper's structure evident at a glance. This means each of the three sections of the paper should have a header.
- f. **Format:** The student must submit papers in the format specified in this course outline. At the top of the page, type the title of the assignment, your name, student number, course information (e.g., Theology 1, *et al.*), and the word count (e.g., 750). See the example below for formatting details.
- g. Spelling and grammar count. See the explanation, *infra*, for details.
- h. **Footnotes:** Be certain to footnote your work. That is, when you directly quote or allude to any portion of the book or syllabus, properly reference your material.

Substantive Content of the Reeves Reaction Paper – Read Carefully Here!

- a. Select the three (3) most important facts, issues, truths, arguments, or principles you learned from reading the Trinity text.
- b. Here “important” can mean that they had the greatest impact on you or you thought they were the most important points or issues raised or, perhaps, they were the most helpful to you in some way.
- c. For each of the three points you select:
 - (1) Describe and explain the specific fact, issue, etc. you selected.
 - (2) Explain why the point was helpful, important, or impactful to you.
 - (3) Each of the three sections should be approximately 250 words. Give the word count for each of the three sections.
- d. Do not include either an Introduction or Conclusion section in this paper.
- e. See the sample outline and sample paper at the end of this document for an example before writing your paper.
- f. See the Course Calendar below and Canvas for due dates.

4. PERSONAL INTRODUCTION (DISCUSSION BOARD): WEIGHT (5%)

The student shall give a brief introduction of himself or herself on the Canvas discussion board before the due date.

Note I will keep the Canvas discussion board open for voluntary student interactions throughout the semester, but it will not be mandatory for students after you complete your introductions.

See the Course Calendar below and Canvas for due dates.

5. VOLUNTARY ONLINE ZOOM DISCUSSIONS: WEIGHT: (0%)

Description: As the professor of this online course, I will make myself available for students to discuss issues and ask questions about the materials via Zoom.

The Zoom meetings will not be mandatory.

I will schedule these meetings throughout the semester based on student interest and availability.

Please check the Canvas announcements for information related to the Zoom discussions.

CLASS POLICIES & UNIVERSITY POLICIES

1. PARTICIPATION

Participation is critical for success in understanding the concepts presented in this class.

2. SUBMISSION OF ASSIGNMENTS

All assignments are to be uploaded to Canvas. Essays, reading report forms and the like must be saved and may only be submitted in .doc, or .docx. Other formats will not be accepted and will not be counted on time.

3. LATE WORK

All assignments must be submitted on time. Late assignments will be reduced one percentage point for each calendar day they are tardy.

Only in the case of extreme emergencies will an exception to this policy be granted.

4. COURSE COMMUNICATION POLICY

I will use the Canvas system and Biola Email for course communication. Typically, on weekdays, I will respond to inquiries within 48 hours. Generally, however, I do not review student communications on weekends.

It is your responsibility to ensure you receive all Canvas communications. Failure to receive a message through Canvas will not be considered an excuse. The Using Canvas Guide under Modules will help you set up your notifications.

5. GRADING STANDARDS FOR ALL WRITTEN WORK

Whereas Biola University desires to maintain the highest standards with respect to the composition of all written work, any student paper exhibiting poor grammar, spelling errors, typographical errors, or other substandard academic expression shall have the overall grade for that paper reduced accordingly. Generally, a paper will be deemed substandard and ineligible to receive an "A" grade when it averages three or more compositional errors per page. Moreover,

at the discretion of the professor, the substandard paper may be returned to the student for correction and resubmission with appropriate grade penalties. Graduate papers are expected to demonstrate a higher level of academic expression than undergraduate papers. Students deficient in writing skills may seek assistance at the Biola Writing Center.

6. ACADEMIC HONESTY

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.

As Christians, we should take dishonesty of every kind very seriously. If you have been dishonest or have plagiarized, copied, or cheated on any assignment, essay or exam in this course you should confess it to me immediately. When un-confessed cases of plagiarism and academic misconduct are found, I fail those students for the class. The student MAY be granted an opportunity to receive a zero on the assignment and, therefore, a chance to pass the class by:

- 1) admitting the plagiarism or academic misconduct with a signed, written note
- 2) rewriting and resubmitting the assignment by the new date.

If you have a question about what constitutes plagiarism, copying, or cheating, ask me BEFORE you turn in the questionable assignment. I will work with you toward better understanding in advance. I will not modify this policy for a student who claims that they did not know that plagiarism or cheating had occurred.

<https://studenthub.biola.edu/undergraduate-student-handbook-academic-integrity>

7. RESPECT FOR DIVERGENT VIEWPOINTS

Students are to show appropriate respect for each other even when divergent viewpoints are expressed. Disrespect for other *persons* will not be tolerated. Such respect does not require agreement with or acceptance of divergent *viewpoints*. Indeed, respectful treatment of other persons means that you can criticize problems with a particular point of view without maligning persons who may hold the critiqued viewpoint. The professor will fairly summarize relevant perspectives where appropriate, and will also seek to provide his best understanding of what he believes the truth to be, per Paul's charge to Titus: "But as for you, speak the things which are fitting for sound doctrine." Ultimately, then, no matter what the divergence in viewpoints might be, we will all desire and seek to be submissive to the Word of God.

It should additionally be noted that if students feel they have been sinned against or treated disrespectfully by the statements of others in the class, they are responsible to make their situation known to the perceived offender (even if it be the professor) with the goal of pursuing interpersonal reconciliation (which need not result in theological agreement), per the command from Jesus in Matt 18:15 – "If your brother sins against you, go and tell him his fault, between

you and him alone.” If a student comes to me with a “beef” about a discussion partner, the first question I will ask is: “Have you sought out the person in question first before coming to me?”

8. NON-DISCRIMINATION POLICY

The University opposes the unjust treatment of individuals based on race, gender, socio-economic status, age, physical disability, or cultural differences. Employees and members of the student body should embrace the expectation of Scripture to love God with all their being and their neighbors as themselves.

9. CONFIDENTIALITY AND SEXUAL MISCONDUCT:

The instructor is responsible to help create a safe learning environment at Biola. This responsibility in the role of faculty member includes sharing information heard regarding sexual harassment, sexual assault, domestic violence, dating violence, stalking, sexual exploitation, and sex-based discrimination with the Title IX Coordinator and/or the Campus Safety Response Team. Confidential resources available to students on campus include the Biola Counseling Center (562-903-4800) and the Student Health Center (562-903-4841). Both the Title IX Coordinator and the Campus Safety Response Team understand the sensitive nature of these situations and can provide information about available on and off-campus resources, such as counseling and psychological services, medical treatment, academic support, university housing, safety measures and other forms of assistance. Additional resources and detailed information on the [Non-Discrimination and Sexual Misconduct Policy](#) is available online.

10. ADDITIONAL UNIVERSITY AND/OR DEPARTMENT POLICIES:

All university and departmental policies affecting student work, appeals, and grievances, as outlined in the Undergraduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

11. GRADE SCALE

A	94-100 = truly exceptional work that exceeds expectations
A-	90-93 = excellent work; careful thinking and/or writing
B+	87-89 = very good work
B	84-86 = good work; satisfies basic requirements
B-	80-83 = decent work; a few shortcomings
C+	77-79 = fair; fails to meet some requirements
C	74-76 = did enough to get by; more errors present
C-	70-73 = mix of some fair work with much substandard work
D+	67-69 = more substandard than fair
D	64-66 = substandard work; incomplete satisfaction of the requirements
D-	60-63 = poor work; barely passing
F	59 or below = fails to meet necessary requirements for credit

12. INCOMPLETE

In virtually every case that students do not meet the course requirements and when required course tasks are not submitted to the professor, such students should anticipate receiving a failing grade. In rare and unusual situations (e.g., serious illness of the student or illness or death of a student's immediate family), the student may formally request an "IN" through the Registrar's Office. A temporary mark of "IN" (Incomplete Grade) will be issued in special cases when approved by the Associate Provost of Academic Administration for undergraduate students or the dean of the respective graduate school. "IN" grades course assignments are normally completed no later than five weeks after the end of the term. In the event of the inability of a student to complete the coursework by the approved deadline, the Office of the Registrar will assign the grade which the student has earned by the end of term. To read more about Biola's policies and procedures regarding absences, view [Biola's Student Handbook](#).

13. CANVAS

A number of resources (e.g. coursepack, syllabus, rubrics, gradebook, etc.) will be kept on Canvas for this course. You are responsible for accessing and using these materials as appropriate. Failure to do so may result in a negative impact on the student's grade. In addition, the Biola Library's website provides access to thousands of electronic books and journal articles for your research. The library's home page is available at: <http://library.biola.edu>

14. DISCLAIMER AND COPYRIGHT

This syllabus is intended to reflect accurately the items mentioned above. During the course of the class however, the professor reserves the right to modify any portion of this syllabus to fit the educational needs of our particular class in whatever way I deem necessary.

No part of this course, including the syllabus, handouts, web pages, and presentation software files, may be reproduced or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the professor. If permission is sought and granted, the professor must be acknowledged as the source of the material.

COURSE CALENDAR

Please complete your assignments according to this calendar. All assignments deadlines are designated in Pacific Time. The assignments with firm due dates are listed in **bold text**. Please email me if you have questions about the due dates.

Week #	Assignments
Week 1 Begins 1/25	ORIENT Yourself to the course, by: (1) Reading the Course Outline, the Getting Started, and the Course Instructions (3) Viewing the Introductory Matters Videos (2) Completing the “Personal Introduction” post on Canvas: DUE DATE 1/31/21
Week 2 Begins 2/1	View the Knowing God Videos this Week
Week 3 Begins 2/8	View the Incommunicable Attributes videos this Week
Week 4 Begins 2/15	
Week 5 Begins 2/22	View the Communicable Attributes Videos this Week
Week 6 Begins 3/1	View the Trinity Videos this Week View the Test Preparation Video for next Week’s Midterm
Week 7 Begins 3/8	Midterm Exam: DUE DATE 3/14/21
Week 8 Begins 3/15	View the Works of God Videos this Week
Week 9 Begins 3/22	View Doctrine of Humanity Videos this Week
Week 10 Begins 3/29	
Week 11 Begins 4/5	View Doctrine of Sin Videos this Week
Week 12 Begins 4/12	
Week 13 Begins 4/19	Trinity Reaction Paper: DUE DATE 4/25/21
Week 14 Begins 4/26	View Christology Videos this Week
Week 15 Begins 5/3	Final Exam: DUE DATE 5/5/21

ADDITIONAL GENERAL CLASS INFORMATION & PROFESSOR POLICIES

1. Doctrinal Expectations: Biola's Articles of Faith & Statement of Biblical Principles

Since its inception, Biola has been a conservative evangelical protestant institution. Biola's theological views are affirmed in its Articles of Faith & Statement of Biblical Principles (AFSBP), which function as the doctrinal standard for the university. This course is taught with a presumption that these doctrines are true. As such, students may not actively argue against Biola's doctrinal views in this course. Biola's AFSBP can be viewed at <http://www.biola.edu/about/doctrinal-statement/>.

Since Biola's AFSBP does not address every possible theological issue, the university permits a diversity of opinion on issues not covered by the AFSBP, such as the doctrines involved in the Calvinism-Arminianism debate.

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.

2. Lectures, Syllabus & Copyright

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).

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.

3. Fairness to All Students

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.

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.

4. Email Etiquette

Use your Biola email account for all communications for this course.

Please treat your emails as formal communications. Use complete sentences. Do not use a "texting" style for your messages.

Be certain to include your full name and the course name in each email until I direct you to do otherwise.

Sample Reaction Paper

(Note: This is an “A” Paper, but for another course.)

Civil Government

By Robert Culver

Student Name: Luther Martin

Student Number: 103117

Theology of Civil Government

Spring 1517 – Professor Kevin Lewis

Culver Reaction Paper

Word Count (Excluding Headers, Footnotes, and Student Information): 799

Fact #1: Paul Was a Shrewd Evangelist in Deciding Where to Travel (Word Count: 274)

1. Issue. Culver’s explanation of the four levels of Roman society—slave, *peregrinus*, *Latinus*, and *civitas*—and their corresponding legal rights was quite enlightening.¹ For example, it helped me to better understand why Paul, a full citizen (*civitas*), was exempt from crucifixion and therefore beheaded, while Peter, a free man but only a provincial *peregrine*, was crucified.²

Even more fascinating, however, was Culver’s observation that “Paul was careful to move not only within the bounds of the empire (long observed), but within certain administrative districts and municipalities. . . . [W]herever Christianity had been preached, Roman authorities had come forward to restrain the evil forces seeking to destroy it.”³ I was unaware that Paul concentrated his ministry on the most fully “Romanized” elements in the population of the cities he visited.⁴ I was also unaware that Paul intentionally *avoided* particular cities during his travels (e.g.,

¹ Robert D. Culver, *Civil Government: A Biblical View* (Eugene, OR: Wipf and Stock, 2000), 212.

² *Ibid.*

³ *Ibid.*, 220, 239.

⁴ *Ibid.*, 221.

Commagene), specifically those where the Roman rule of law was less likely to be followed, and that he targeted Roman cities where his legal rights would be upheld.⁵

2. Importance. It was instructive to see the shrewd manner in which Paul made use of the legal rights and protections granted to him by the Roman government.⁶ Given Jesus' execution at the hands of Pontius Pilate and Nero's brutal persecution, I was surprised to learn that Rome's system of religious tolerance, due process of law, and orderly civil government was the church's *ally* during its early decades. Sadly, these same religious liberties that faded in the first century are now beginning to fade in the West. Nevertheless, I came away with some practical biblical guidance for utilizing secular legal protections when conducting ministry.

Fact #2: Romans 13:1–7 Can Be Squared with the American Revolution (Word Count: 268)

1. Issue. Culver states that Romans 13:1–7 is the most important text for understanding “the subject of the place of human civil government in the providence of God.”⁷ Culver interprets this passage as “a strong demand that every Christian must obey the *de facto* government”⁸ in the region where he lives, because “resistance to constituted government is resistance to God’s ordinance.”⁹

What then of the American Revolution? As Englishmen, the American colonists still retained a number of legal rights and freedoms.¹⁰ Moreover, King George III never demanded from his

⁵ Ibid., 221.

⁶ Ibid., 222.

⁷ Ibid., 244.

⁸ Ibid., 248.

⁹ Ibid., 251.

¹⁰ “[T]he American colonists fought for freedom as some of the freest and most prosperous people of their time.” Os Guinness, *A Free People’s Suicide: Sustainable Freedom and the American Future* (Downers Grove, IL: InterVarsity, 2012), 45.

subjects the devotion that belongs to God alone. Nevertheless, American ministers were essential in convincing the American population to support independence. As William McLoughlin observes, the American Revolution was “a Religious Revival,”¹¹ and among Protestant sermons “religious motives were paramount.”¹² How is this consistent with Romans 13:1–7?

Culver offers a clue in his earlier chapter on Messianic expectations: “[T]he American Revolution [was] [a] conservative revolution[], not [a] radical one[]. . . [It was] the act[] of official civil authorities who thought of themselves as acting in the interests of and as agents of orderly, legal government[.]”¹³

2. Helpfulness. What stands out to me is the distinction between *forceful resistance* to legitimate government, such as the *coup d'état* of the Bolshevik revolution, and peaceful civil disobedience. Those who signed the Declaration of Independence took up arms *after* the British attacked, not before, and sought “to preserve the values and established order of the past rather than to destroy them.”¹⁴ It seems that the Founders launched the *right kind* of revolution, and in doing so they acted consistently with Romans 13:1–7.

Fact #3: Rehabilitation Theories of Criminal Punishment Are Flawed (Word Count: 257)

1. Issue. One of my legal casebooks remarks that “utilitarian ideas [such as rehabilitation] were absorbed into a religiously inspired humanitarian reform movement that

¹¹ Ibid., 109, citing William G. McLoughlin, “The American Revolution as a Religious Revival,” *New England Quarterly* 40 (March 1967): 99–110.

¹² Culver, *Civil Government*, 109, citing Alan Heimert, *Religion and the American Mind from the Great Awakening to the Revolution* (Cambridge: Harvard University Press, 1966), x, 668.

¹³ Culver, *Civil Government*, 108.

¹⁴ Ibid.

identified punishment with penance and spiritual redemption.”¹⁵ As Culver notes, this thinking is deeply misguided: “The state is not to shape [men’s] opinions. Nor should the state forgive their crimes. This is God’s prerogative. . . . Civil government by itself cannot reform individuals.”¹⁶

2. Helpfulness. I thought Culver did an excellent job of marshalling the biblical data to demonstrate that the government has no legitimate role in *reforming* criminals. Culver’s warning that “government cannot make [men] industrious, wise, or good, for government powers cannot touch the heart of man wherein lie the springs of emotion”¹⁷ is a sound one. Consequently, I agree that the government “should never be in direct charge of moral instruction.”¹⁸ While we should expect the government to restrain violent men and provide legal protections for life and property, only the church and families can serve as reformatory agents for criminals, for these are God’s intended vehicles of transformative grace.¹⁹

Culver’s theology of civil government therefore has significant implications for prosecutors, defense counsel, criminal jurisprudence, prison reform, sentencing guidelines, and the like. Government efforts at rehabilitation are not noble; they wrongly blend criminal justice with spiritual redemption in an act of secular hubris that is doomed to fail. Should I ever find myself in a position to shape public policy, Culver has provided me with sound reasons for advocating retributive theories of justice that reflect the proper relationship between God, man, and state.

¹⁵ John Kaplan, Robert Weisberg, and Guyora Binder, *Criminal Law: Cases and Materials*, 6th ed. (New York: Aspen Publishers, 2008), 32.

¹⁶ Culver, *Civil Government*, 275.

¹⁷ *Ibid.*, 275–76.

¹⁸ *Ibid.*, 276.

¹⁹ *Ibid.*

Reaction Paper Example Outline

DELIGHTING IN THE TRINITY REACTION PAPER

Student Name: Dean Winchester

Student Number: 11223345

BBST 251-Theology 1

Spring 2021 - Lewis

Word Count: 749

A. Header : Argument/Point/Truth/Etc. One: Title (Word Count: 247)

This section will be a brilliant, but concise summary of one of your selected best arguments, etc. followed by the reasons why you believe it was a persuasive and helpful argument.

1. Summary of the Argument/Point/Issue

2. Reasons Why the Argument/Point/Issue was Helpful/Important/Impactful

B. Argument/Point/Truth/Etc. Two: Title (Word Count: 253)

This section will be a brilliant, but concise summary of one of your selected best arguments, etc. followed by the reasons why you believe it was a persuasive and helpful argument.

1. Summary of the Argument/Point/Issue

2. Reasons Why the Argument/Point/Issue was Helpful/Important/Impactful

C. Argument/Point/Truth/Etc. Three: Title (Word Count: 249)

This section will be a brilliant, but concise summary of one of your selected best arguments, etc. followed by the reasons why you believe it was a persuasive and helpful argument.

1. Summary of the Argument/Point/Issue

2. Reasons Why the Argument/Point/Issue was Helpful/Important/Impactful

NOTE: Do not forget to footnote your work!