



UGANDA BAPTIST SEMINARY

BACHELOR OF THEOLOGY PROGRAMME

VERSION 1.4

OCTOBER 2021

## TABLE OF CONTENTS

1	RATIONALE.....	3
2	BRIEF HISTORY .....	4
3	LEARNING OBJECTIVES AND OUTCOMES.....	5
	3.1    OBJECTIVES.....	5
	3.2    OUTCOMES.....	5
4	TARGET GROUPS.....	5
5	ENTRY REQUIREMENTS .....	6
6	HUMAN RESOURCES.....	6
	6.1    FULL-TIME FACULTY .....	6
	6.2    ADJUNCT FACULTY: .....	7
7	ASSESSMENT.....	7
	7.1    COURSE EVALUATION .....	7
	7.2    CLASSIFICATION OF AWARDS FOR BACHELOR OF THEOLOGY .....	7
	7.3    INDIVIDUAL COURSE ASSESSMENT.....	8
	7.4    MISCELLANEOUS COURSE POLICIES.....	8
8	REQUIREMENTS FOR AWARD OF CERTIFICATE.....	10
9	BACHELOR OF THEOLOGY CURRICULUM STRUCTURE.....	10
10	BACHELOR OF THEOLOGY COURSE DESCRIPTIONS.....	13
	10.1    OLD TESTAMENT .....	13
	10.2    NEW TESTAMENT .....	21
	10.3    CHURCH HISTORY .....	46
	10.4    THEOLOGY .....	54
	10.5    RELIGION .....	65
	10.6    MINISTRY & MISSIONS .....	74
	10.7    ENGLISH.....	87
	10.8    MINISTRY FOUNDATIONS AND PREACHING LABS.....	93

# 1 RATIONALE

The Bachelor of Theology programme is designed for students who are already serving in Church ministry. The aim of the programme is to enhance the student's theoretical understanding of God and ministry and to improve their practical application in their communities. A wide range of current thought, tools, and skills will be accessible to the students to help them produce mature and profitable citizens in their communities.

Uganda Baptist Seminary operates on a semi-residential basis. Because our students are already working within their respective fields, it is our goal to have shorter, more concentrated terms, so as to reduce the students time away from their families and communities. Therefore, our terms are four-week terms, with three to four terms per year. The daily schedule is Monday to Saturday from 7:30 am to 5:00 pm. With this schedule, we are able to both meet the NCHE requirements for credit hours, and quickly return students to their ministries, where they can put into practice that which was learned. In addition, every student is able to remain with their families and continue their jobs and home responsibilities throughout the duration of their studies. Since we do not operate on a semester schedule, individuals, or families, do not have to be uprooted to our location for the entirety of their studies, but only a month at a time.

Uganda Baptist Seminary has been operating since 1988, and this methodology has proven enormously successful. The Bachelor of Theology programme was initiated in 2000 under the category of an Advanced Diploma. On 30 March 2016 the NCHE awarded UBS with a license to offer the BTH programme as a Private Other Degree Awarding Institution. We have continued to improve and update our programme to ensure we are offering an effective and valuable education. The hundreds of men and women who have completed the programme can attest to its quality.

## 2 BRIEF HISTORY

- 1988 The Baptist Mission of Uganda and the Baptist Union of Uganda sent a request for a theological educator. Rev. Jack Frost answered that request and moved to Uganda to start a seminary in Jinja, Uganda. The first class, held in a classroom of Nile Baptist Church, began with a Diploma course.
- 1989 Nile Baptist Church was given a donation to locate UBS in Jinja Town. Land of 2.6 acres was secured on Plot 13-17 Bishop Willigers Road, Rubaga Hill, Jinja, Uganda.
- 1996 UBS Board of Governors was established, including members from the Baptist Mission of Uganda, Baptist Union of Uganda, and World Venture Uganda.
- 2003 UBS joined the National Council of Higher Education.
- 2005 Southeastern Baptist Theological Seminary (SEBTS), in North Carolina, USA, initiated a partnership with UBS to offer Master of Theology degree; UBS enrolment reached 150 students.
- 2006 NCHE awarded provisional license to offer Diploma level award at UBS.
- 2010 NCHE awarded full accreditation for Diploma education; classrooms and dormitories were expanded.
- 2011 UBS sent out three national missionaries within Uganda.
- 2012 SEBTS continued its masters level partnership; additional classroom/chapel constructed.
- 2014 Peak enrolment of 495 students is reached.
- 2015 UBS continued to expand the faculty. UBS employed 4 full-time faculty, 15 part-time lecturers and 23 staff, the majority of whom are Ugandans. Students attended from all neighbouring countries including South Sudan, Kenya, Tanzania, Rwanda, Burundi, DRC and Uganda.
- 2016 NCHE awarded license to offer a Bachelor of Theology degree.
- 2017 UBS celebrated having graduated 1,000 students.
- 2018 UBS celebrated its 30th Anniversary.
- 2019 The dining hall was expanded to seat more students and was renamed: The Godby Dining Hall.
- 2020 UBS, like the rest of the world, must suspend their ministry due to COVID-19. The faculty and administration begin looking for new ways to reach their current and

future students, including online and distance learning and planting trees to benefit Uganda and students in the future.

### **3 LEARNING OBJECTIVES AND OUTCOMES**

#### **3.1 OBJECTIVES**

The objectives of the Bachelor of Theology programme are as follows:

- Instruct students, through word and deed, that the Bible is not only useful for knowledge, but also should be a transformative instrument in our lives and our communities.
- Train and expose our students in the various methods of theological interpretation, both current and historical.
- Assist our students to be able to discern and interpret the ever-increasing complexity of our world today.
- Shape the students to be effective and practical in meeting the needs and issues found in their respective communities.
- Produce proficient practitioners of the ministry of the Gospel.

#### **3.2 OUTCOMES**

By the end of the programme, successful students will attain the following outcomes:

- Be equipped to practice and teach Biblical exposition and apply the lessons thereof to one's own personal life and ministry.
- Be equipped to analyse, interpret, and evaluate current trends and practices in the theological community; as well as answering the perplexing questions of their church members, neighbours, and organizations.
- Be equipped to investigate and identify issues in their churches and communities and apply relevant counselling with the pursuant appropriate outcomes.
- Be equipped to illustrate relative proficiency in the practice and verbal communication of the tools and skills learned while under instruction at Uganda Baptist Seminary.

### **4 TARGET GROUPS**

The raison d'être of Ugandan Baptist Seminary is the training of pastors and church leaders (e.g. evangelists, youth leaders, worship leaders, women's leaders, etc.). Whilst

primarily this consists of those who are members of the nation's Baptist churches, we also train members of other evangelical protestant churches, without restriction.

## **5 ENTRY REQUIREMENTS**

The minimum requirement for entry into the Bachelor of Theology programme:

- A UACE with two principals at one sitting plus a UCE with five passes at one sitting.  
or
- A Diploma Award from an accredited institution.

## **6 HUMAN RESOURCES**

### **6.1 FULL-TIME FACULTY**

Mr. Anthony Shelton, Ph.D. (Princeton), Principal and Professor. His areas of teaching specialty are Theology, Philosophy, New Testament, and Biblical Greek.

Mr. Eric Lockhart, Th.M. (SEBTS), First Deputy Principal for Academic Affairs and Associate Professor. His areas of teaching specialty are Hermeneutics, Homiletics, and Pastoral Ministries.

Mr. Moses Mulago, M.T.S. (SEBTS), Second Deputy Principal for Finance and Administration and Senior Lecturer. His areas of teaching specialty are Worship and Music, Marriage and Family Counselling, and Ethics.

Mr. Agustav Odonyo, M.T.S. (SEBTS), Dean of Students and Senior Lecturer. His areas of teaching specialty are Homiletics, Church Administration, Evangelism, and African Church History.

Mr. Robert Masereka, M.T.S. (SEBTS), Director of Library Sciences and Senior Lecturer. His areas of teaching specialty are English, Islamic Studies, Research Projects, and World Religions.

Mrs. Misti Shelton, M.T.S. (SEBTS), Senior Lecturer. Her areas of teaching specialities are English and Pedagogy.

Mr. Roy Kasika, Bachelor of Theology (UBS), Assistant Lecturer. His areas of teaching specialty are English and Worship and Music.

Mr. James Senyonjjo, Bachelor of Theology (UBS), Assistant Lecturer. His areas of specialty are New Testament Studies and Pastoral Ministries.

Mrs. Rebekah Lockhart, Bachelor's in Education and Social Studies (Williams Baptist),  
Registrar and Assistant Lecturer. Her area of teaching speciality is Church History.

## 6.2 ADJUNCT FACULTY:

Mr. Clive Jarvis, Ph.D. (Glasgow), Lecturer. His areas of teaching specialty are Church History,  
Biblical History, and New Testament.

Mr. George Mbonye, M.T.S. (SEBTS), Lecturer. His areas of teaching specialty are Old  
Testament, New Testament, Evangelism, and Church Planting.

Mr. Abel Ssegirinya, M.T.S. (SEBTS), Lecturer. His areas of teaching specialty are Theology,  
Church Administration, and Discipleship.

Mr. Ezekiel Gingo Tucker, M.T.S. (SEBTS), Lecturer. His areas of teaching specialty are  
Theology, Christian Education, and Discipleship.

Mr. Hillary Wafula, MDiv (SEBTS), Lecturer. His areas of teaching specialty are New  
Testament, Theology, and Church Administration.

Mr. Jacob Kasule, M.T.S. (SEBTS), Lecturer. His areas of teaching specialty are Biblical Greek,  
Church History, and Theology.

## 7 ASSESSMENT

### 7.1 COURSE EVALUATION

SCORE	GRADE	GRADE POINT	GRADE POINT AVERAGE
80-100	A	5.0	4.40 - 5.00
75-79	B+	4.5	
70-74	B	4.0	3.60 - 4.39
65-69	C+	3.5	
60-64	C	3.0	2.80 – 3.59
55-59	D+	2.5	
50-54	D	2.0	2.00 – 2.79
0-49	F	0	0.00 - 1.90

### 7.2 CLASSIFICATION OF AWARDS FOR BACHELOR OF THEOLOGY

Class	CGPA
Distinction	4.40 -5.00
Credit	2.80 -4.39
Pass	2.00-2.79

### 7.3 INDIVIDUAL COURSE ASSESSMENT:

- Multiple choice questions may be used as part of a student's overall assessment.
- Main assessment may be by one of the following methods:
  - A written paper, set at beginning of week 2 of around 2-3 pages (1,00-1,200 words) on a set subject to demonstrate the student's information gathering abilities, as well as their ability to compose an argument or hypothesis succinctly and persuasively.
  - A written examination in which students are asked to answer a series of questions covering the whole course. The questions must vary in scope some demanding longer written answers than others and thus receiving more marks (example questions sheets are available). This will demonstrate the student's comprehension and grammatical capabilities.
  - An oral examination, asking questions similar to those used in the written examination. This allows you to see how well the students have understood the materials covered in class. This method is not recommended for classes in excess of 15-20 students.
- The purpose of these assessments is to test the student's ability to recall and use factual information in a manner demonstrating their comprehension of the information covered in class, as well as, analysing their ability to convey that information in a manner that is understandable, persuasive, and applicable.

### 7.4 MISCELLANEOUS COURSE POLICIES

#### **7.4.1 ABSENCES:**

Excused absences must be approved by the lecturer for each class being missed. Students, with approved absences, may miss up to three class days per term. Four or more absences will result in the failure of the class. Circumstances may dictate that some exceptions to this rule are made, but they are to be made by the 1<sup>st</sup> Deputy Principal of Academic Affairs, or, in his/her absence, the Principal.

#### **7.4.2 LATE WORK:**

Students handing in assignments late will be penalised at the discretion of the Lecturer (suggested 5% per day). Failure to hand in assignments will receive an incomplete grade resulting in a retake - unless prior permission was secured from the lecturer.



#### **7.4.3 RETAKING A COURSE OR COURSES**

A student who fails to obtain the minimum pass mark of 50%, who fails to hand in assignments, or who is found to have cheated shall be required to retake the course at the direction of the First Deputy Principal for Academic Affairs, or in his/her absence the Principal.

The student shall retake the course(s) when next offered in order to obtain at least the "Pass" mark. For retaking a course(s), a student shall:

1. Attend all the prescribed lectures, tutorials, practicals, and fieldwork in the course or courses.
2. Satisfy all the requirements for the coursework component in the course or courses.
3. Sit for the examinations in the course(s).

A student who fails to obtain the minimum "Pass" mark (50%) during the second assessment of the course(s) he/she has retaken shall receive a written warning and be placed on academic probation.

#### **7.4.4 FAILURE POLICY:**

Any course failure requires the student to re-sit that course at a later scheduled date to be determined by the First Deputy Principal for Academic Affairs.

#### **7.4.5 ORAL EXAMINATIONS:**

At the end of the programme, as a requirement for graduation, students must successfully complete an Oral Examination in the presence of a Board of Examiners. Their results will then be approved by the Senate.

#### **7.4.6 MODERATION:**

The lecturer for each course will first moderate all assignments, oral presentations, and exams. The First Deputy Principal for Academic Affairs will second moderate some assignments to ensure standardisation in marking.

#### **7.4.7 SENATE:**

All members of the Faculty serve as members of the Senate and will be responsible for the final award of the Certificate to graduating students.

## 8 REQUIREMENTS FOR AWARD OF CERTIFICATE

To qualify for the award of the Bachelor of Theology the following conditions must be met:

- Graduands must attend the required number of lectures.
- Graduands must receive a minimum passing CGPA of 2.00 as per NCHE standards.
- Graduands must complete all requisite coursework, including the Final Research Paper Project (ENG 304-307).
- Graduands must satisfy the Board of Examiners during their final Oral Examination.
- Graduands must meet all the financial obligations to UBS and to the NCHE (tuitions and fees).

## 9 BACHELOR OF THEOLOGY CURRICULUM STRUCTURE (DIPLOMA GRADUATES JOIN AT TERM 5)

OLD→ Old Testament

NEW→ New Testament

HIS→ Church History

THE→ Theology

MIN→ Ministry and Mission

REL→ Religion

ENG→ English

MFL→ Ministry Foundations Lab

PRL→ Preaching Lab

LH=Lecture hours; TH = Tutorial Hours; PH = Practical Hours; CH = Class Hours; CU = Credit Units

TERMS AND COURSES							
MODULE		LH	TH	PH	CH	CU	
<b>TERM 1 (11 Total Credit Units)</b>							
OLD	111	Introduction and the Pentateuch	25		10	30	2
NEW	111	Biblical Background and the Gospels	25		10	30	2
THE	111	Bibliology and Hermeneutics	30			30	2
MIN	111	Orientation and Baptist Basics	20	20		30	2
MIN	112	Ministry Foundations	10	20	20	30	2
ENG	111	Study Methods	10	5	5	15	1
<b>TERM 2 (11 Total Credit Units)</b>							
OLD	112	Historical Books: 1 Samuel to Esther	25		10	30	2
NEW	112	Acts	25		10	30	2
HIS	111	Early Church History: 100-1500 AD	30			30	2
THE	112	Revelation and Theology Proper	30			30	2
MIN	113	Homiletics	10	20	20	30	2
MFL	111	Ministry Foundations Lab 1	5	10	10	15	1

		<b>TERM 3 (11 Total Credit Units)</b>					
OLD	123	Poetry and Wisdom Literature	25		10	30	2
NEW	123	Pauline Epistles	25		10	30	2
HIS	122	The Reformation: 1500-1659 AD	30			30	2
THE	123	Anthropology and Hamartiology	30			30	2
MIN	124	Worship and the Arts	10	5	5	15	1
MFL	122	Ministry Foundations Lab 2	10	5	5	15	1
PRL	121	Preaching Lab 1	10	5	5	15	1
		<b>TERM 4 (11 Total Credit Units)</b>					
OLD	124	Major Prophets: Isaiah to Daniel	25		10	30	2
NEW	124	General Epistles to Revelation	25		10	30	2
HIS	123	Post-Reformation History: 1650-2000 AD	30			30	2
THE	124	Christology	30			30	2
MIN	125	Community Health	20	10	10	30	2
MFL	123	Ministry Foundations Lab 3	10	5	5	15	1
PRL	122	Preaching Lab 2	10	5	5	15	1
		<b>Diploma Graduate Entry Point ↓</b>					
		<b>TERM 5 (11 Total Credit Units)</b>					
OLD	215	Minor Prophets: Hosea to Malachi	25		10	30	2
NEW	215	Biblical Greek 1	40		10	45	3
HIS	214	Baptists	15			15	1
REL	211	Islam	30			30	2
ENG	212	Organised Writing	10	5	5	15	1
MFL	214	Ministry Foundations Lab 4	10	5	5	15	1
PRL	213	Preaching Lab 3	10	5	5	15	1
		<b>TERM 6 (11 Total Credit Units)</b>					
OLD	216	Genesis	25		10	30	2
NEW	216	Biblical Greek 2	25		10	30	2
THE	215	Pneumatology	30			30	2
REL	212	Introduction to Ethics	30			30	2
ENG	213	Referencing and Bibliography	10	5	5	15	1
MFL	215	Ministry Foundations Lab 5	10	5	5	15	1
PRL	214	Preaching Lab 4	10	5	5	15	1
		<b>TERM 7 (11 Total Credit Units)</b>					
NEW	227	1 & 2 Corinthians or Hebrews	25		10	30	2
THE	226	Soteriology	30			30	2
REL	223	Christian Denominations	30			30	2

REL	224	Quasi-Christian Groups	30			30	2
ENG	224	Introduce Research Paper	10		10	15	1
MFL	226	Ministry Foundations Lab 6	10	5	5	15	1
PRL	225	Preaching Lab 5	10	5	5	15	1
		<b>TERM 8 (11 Total Credit Units)</b>					
NEW	228	The Gospel of Matthew or Luke	25		10	30	2
HIS	225	African Church History	30			30	2
THE	227	Ecclesiology	30			30	2
MIN	226	Counselling	20		20	30	2
ENG	225	Organising the Research Paper	10		10	15	1
MFL	227	Ministry Foundations Lab 7	10	5	5	15	1
PRL	226	Preaching Lab 6	10	5	5	15	1
		<b>TERM 9 (11 Total Credit Units)</b>					
OLD	317	Isaiah	25		10	30	2
NEW	319	Romans	25		10	30	2
MIN	317	Marriage and the Family	20		20	30	2
REL	315	Philosophy and Apologetics	30			30	2
ENG	316	Review Research Paper	10	5	5	15	1
MFL	318	Ministry Foundations Lab 8	10	5	5	15	1
PRL	317	Preaching Lab 7	10	5	5	15	1
		<b>TERM 10 (11 Total Credit Units)</b>					
NEW	3110	Ephesians or Colossians/Philemon	25		10	30	2
THE	318	Eschatology	30			30	2
MIN	318	Administration and Practicals	20	10	10	30	2
			30			30	2
ENG	317	Complete Research Paper	10	5	5	15	1
MFL	319	Ministry Foundations Lab 9	10	5	5	15	1
PRL	318	Preaching Lab 8	10	5	5	15	1
		<b>TERM 11 (8 Total Credit Units)</b>					
NEW	3211	Revelation	30			30	2
THE	329	Current Issues in Africa	30			30	2
MIN	329	Pastoral Leadership and Ministry	20		20	30	2
REL	326	The Grand Narrative	30			30	2
		Oral Interviews					
		<b>Graduation</b>					

## 10 BACHELOR OF THEOLOGY COURSE DESCRIPTIONS

OLD→ Old Testament  
NEW→ New Testament  
HIS→ Church History  
THE→ Theology  
MIN→ Ministry and Mission

REL→ Religion  
ENG→ English  
MFL→ Ministry Foundations Lab  
PRL→ Preaching Lab

### 10.1 OLD TESTAMENT

#### **10.1.1 OLD 301 - INTRODUCTION & PENTATEUCH**

##### COURSE DESCRIPTION:

This course is a general introduction to the Old Testament and a general survey of the Pentateuch – the first five books of the Old Testament, also known as the Books of Moses.

Course OLD 306 is a separate study of the book of Genesis.

##### COURSE OBJECTIVES:

- To give to students an understanding of the nature of ancient texts and how they differ from modern texts.
- To equip students with the skills required to draw spiritual truths from the writings and apply them in a modern context.
- To enable students to grasp the complexities of dealing with a Text (The Bible) that, whilst considered to be a whole document, is in fact multiple documents written over a period of 2,000 years.

##### COURSE LEARNING OUTCOMES:

- Students will be able to differentiate between different types of written texts.
- Students will be able to critically apply ancient texts to the modern era.
- Students will be able to evaluate the relative significance of texts in terms of their theological content.

##### COURSE OUTLINE:

- A study of the title, authorship, date, content overview, atlas reference, and the chronological placement of the texts.
- A study of the interpretative challenges of each book of the Pentateuch.
- To teach the significance of the origins of creation, man, including the theory of evolution and the beginning of God's plan of redemption and reason for it.

- To learn the importance of Abraham and his descendants in the economy of God.
- To learn to correlate the covenants and dispensations in Scriptural context.
- To understand the use of God's names in relevance to events.
- To begin to see the character and works of God including specific attributes and their outworking in each specific book.
- To see the customs in Genesis in their relationship to the Near Eastern background.
- To learn the reason for and use of the Law.
- To begin to understand the history of Israel and conquest through Joshua.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Archer, Gleason L., *A Survey of Old Testament Introduction*, Moody Press, Chicago, 1994.
- Benware, Paul N., *Survey of the Old Testament*, Moody Press, Chicago, IL., 1988.
- Geisler, Norman L., *A Popular Survey of the Old Testament*, Baker House Books, Grand Rapids MI, 1977.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 220.7, 220.91-220.95, 221 and 221.6.

<b>10.1.2 OLD 302 - HISTORICAL BOOKS: JOSHUA TO ESTHER</b>
--

COURSE DESCRIPTION:

This course is an introduction to and a general survey of the historical books of the Old Testament, from Joshua to Esther.

COURSE OBJECTIVES:

- To give to students an understanding of the historical setting of the Old Testament and its relationship to other ancient nations and empires.
- To understand how God related to his people under the terms of the Old Covenant.

COURSE LEARNING OUTCOMES:

- Students will be able to list the key historical events of the history of the Jewish people.

- Students will be able to interpret the value of the historical data presented in the texts.
- Students will be able to show the ability to compare the historical claims of the Old Testament with those of other contemporary histories.

COURSE OUTLINE:

- A study of the title, authorship, date, content overview, atlas reference and the chronological placement and interpretative challenges of each book.
- To learn how to study the individual books of the Bible, relating them to time, historical setting, geographical setting, and place in relationship to the others.
- To see the importance of the unconditionality of the Abrahamic covenant.
- To teach the significance of the history of Israel.
- To continue to understand the use of God's names in relevance to events.
- To see the character and works of God including specific attributes and their outworking in each specific book.
- To see the customs of the nations in their relationship to the Near Eastern background and relation to Israel.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Archer, Gleason L., *A Survey of Old Testament Introduction*, Moody Press, Chicago, 1994.
- Benware, Paul N., *Survey of the Old Testament*, Moody Press, Chicago, IL., 1988.
- Geisler, Norman L., *A Popular Survey of the Old Testament*, Baker House Books, Grand Rapids MI, 1977.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 220.7, 220.91-220.95, 221, and 221.6.

<b>10.1.3 OLD 303 - POETRY &amp; WISDOM LITERATURE: JOB TO SONG OF SONGS</b>
--

COURSE DESCRIPTION:

This course is an introduction to and a general survey of the poetical and wisdom literature of the Old Testament, from Job to Song of Songs.

#### COURSE OBJECTIVES:

- To give to students an understanding of the different kinds of literature to be found in the Old Testament and how to understand and interpret that literature in today's world.
- To understand the value and the purpose of this Old Testament literature.

#### COURSE LEARNING OUTCOMES:

- Students will be able to describe the difference between poetical and wisdom literature.
- Students will be able to evaluate the linguistic forms to be found in wisdom literature.

#### COURSE OUTLINE:

- To learn how to study the individual books of Job, Proverbs, and Ecclesiastes as biblical wisdom, and Psalms and Song of Solomon as biblical poetry.
- To take each book and relate it to time, historical setting, and biblical chronology.
- To begin to understand parallelism and chiasm.
- To study the linguistic forms in wisdom literature.
- To see in Job the importance of the meaning and reasons for the suffering of the righteous.
- To begin to understand the theologies of angelology, Theology Proper and the relationship between God and man.
- To see God's view of time, politics, death, evil, and wealth.
- To understand the types of Psalms and their place in the biblical historic events.
- To see the character and works of God including specific attributes and their outworking in each specific book.

#### COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Archer, Gleason L., *A Survey of Old Testament Introduction*, Moody Press, Chicago, 1994.
- Benware, Paul N., *Survey of the Old Testament*, Moody Press, Chicago, IL., 1988.
- Geisler, Norman L., *A Popular Survey of the Old Testament*, Baker House Books, Grand Rapids MI, 1977.

#### RECOMMENDED READING:



The library has multiple books suitable for this course under the classification number 220.7, 221 and 221.6.

<b>10.1.4 OLD 304 - MAJOR PROPHETS: ISAIAH TO DANIEL</b>
--

COURSE DESCRIPTION:

This course is an introduction to and a general survey of the Major Prophets of Isaiah, Jeremiah (Lamentations), Ezekiel and Daniel. Course OLD 307 is a separate study of the book of Isaiah.

COURSE OBJECTIVES:

- To understand the nature and the purpose of Old Testament prophecy.
- To understand the nature and purpose of the role of the Prophet in the Old Testament.
- To understand the significance of the major prophets in their historical context.

COURSE LEARNING OUTCOMES:

- Students will be able to summarise the central message of each major prophet.
- Students will be able to demonstrate the value of the message of the major prophets to their church communities in Africa today.
- Students will be able to compare the messages of the major prophets and conclude from them those things of greatest concern to God.

COURSE OUTLINE:

- To take each book and relate it to time, historical setting, and biblical chronology, especially in relationship to the historical books.
- To learn the reasons for studying prophecy.
- To learn the definition of the prophet.
- To understand the message of the prophet.
- To learn the five major subjects found in each book of prophecy.
- To observe the major covenants in relation to the prophets.
- To study Israel in relation to surrounding nations.
- To look at each book in enough detail to relate the thematic teaching.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Archer, Gleason L., *A Survey of Old Testament Introduction*, Moody Press, Chicago, 1994.
- Benware, Paul N., *Survey of the Old Testament*, Moody Press, Chicago, IL., 1988.
- Geisler, Norman L., *A Popular Survey of the Old Testament*, Baker House Books, Grand Rapids MI, 1977.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 220.7, 221 and 231.75

**10.1.5 OLD 305 - MINOR PROPHETS: HOSEA TO MALACHI**

COURSE DESCRIPTION:

This course is an introduction to and a general survey of the twelve Minor Prophets, from Hosea to Malachi.

COURSE OBJECTIVES:

- To distinguish between the role of the major and minor prophets.
- To understand specially the 8<sup>th</sup> Century prophets in their historical and cultural setting.

COURSE LEARNING OUTCOMES:

- Students will be able to summarise the central message of each minor prophet.
- Students will be able to demonstrate the value of the message of the minor prophets to their church communities in Africa today.
- Students will be able to compare the messages of the minor prophets and conclude from them those things of greatest concern to God.

COURSE OUTLINE:

- To take each book and relate it to time, historical setting, and biblical chronology, especially in relationship to the historical books.
- To learn the reasons for studying prophecy.
- To learn the definition of the prophet.
- To understand the message of the prophet.
- To learn the five major subjects found in each book of prophecy.
- To observe the major covenants in relation to the prophets.
- To study Israel in relation to surrounding nations.

- To look at each book in enough detail to relate the thematic teaching.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Archer, Gleason L., *A Survey of Old Testament Introduction*, Moody Press, Chicago, 1994.
- Benware, Paul N., *Survey of the Old Testament*, Moody Press, Chicago, IL., 1988.
- Geisler, Norman L., *A Popular Survey of the Old Testament*, Baker House Books, Grand Rapids MI, 1977.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 220.7, 221 and 231.75.

**10.1.6 OLD 306 - GENESIS**

COURSE DESCRIPTION:

This course is an introduction to and a general survey of the book of Genesis.

COURSE OBJECTIVES:

- To understand the nature of the Genesis narratives as differentiated by scholars.
- To understand the Theological importance of Genesis.
- To see the customs in Genesis in their relationship to the Near Eastern background.

COURSE LEARNING OUTCOMES:

- Students will be able to summarise the scholarly approaches to the Genesis texts.
- Students will be able to reach their own conclusions as to how they believe the texts should be treated ranging from literal truth to symbolic truth.
- Students will be able to show their understanding of the theological truth contained within the Genesis texts.

COURSE OUTLINE:

- To study the Origin Texts of Genesis 1.
- To study the Garden Texts of Genesis 2-3 and the Origin of Sin.
- To understand the Abrahamic Covenant and its provisions.
- To study the different theories of textual analysis.
- To understand the historical nature of the Genesis texts.

- To study the beginnings of God's involvement with humanity through the patriarchal narratives.
- To trace the early history of the people of God from Abraham to Joseph.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Archer, Gleason L., *A Survey of Old Testament Introduction*, Moody Press, Chicago, 1994.
- Arnold, Bill T., *Encountering the Book of Genesis*, Grand Rapids, 1998.
- Walvoord, John F. and Zuck, Roy B., *The Bible Knowledge Commentary*, Colorado Springs, 1983.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 220.7, 221 and 231.77.

**10.1.7 OLD 307 - ISAIAH**

COURSE DESCRIPTION:

This course is an introduction to and a general survey of the book of Isaiah.

COURSE OBJECTIVES:

- To understand the nature of the Isaiah narratives as differentiated by scholars.
- To understand the theological importance of Genesis.
- To understand Isaiah's importance in the developing revelation of God from Genesis through to Revelation.

COURSE LEARNING OUTCOMES:

- Students will be able to summarise the scholarly approaches to the Isaiah texts.
- Students will be able to reach their own conclusions as to how they believe the texts should be treated.
- Students will be able to show their understanding of the theological truth contained within the Isaiah texts.

COURSE OUTLINE:

- To study the social, political, and historical context of Isaiah and of King Hezekiah.
- To study the concept of Isaiah as 'The Servant of the Lord'.
- To understand the Abrahamic Covenant and its provisions.
- To study the use of names in the book of Isaiah.

- To conduct a major study of the purpose, message and meaning of the four Servant Songs of Isaiah in 42:1–9; 49:1–13; 50:4–11; 52:13—53:12.
- To study the other major themes of Isaiah.
- The Punishment Prophecies and their focus on the Southern Kingdom of Judah (1:1-12:6).
- The Sin and Rebellion of Judah (1:1-12:6).
- The Call of Isaiah (6:1-13).
- The Messianic Prophecies of Isaiah (7:14; 9:6-7; 11:1-12).
- The Messianic Kingdom (2:3-4; 3:17; 35:5-6).

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Wiersbe, Warren W., *Be Comforted: Feeling Secure in the Arms of God*, David Cook, Colorado Springs, Colorado, 2009.
- Walvoord, John F. and Zuck, Roy B., *The Bible Knowledge Commentary*, Colorado Springs, 1983.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 220.7, 221 and 231.75.

## 10.2 NEW TESTAMENT

### **10.2.1 NEW 301 - BIBLICAL BACKGROUND & GOSPELS**

COURSE DESCRIPTION:

This course provides an introduction to the intertestamental period (430 B.C. to 4 B.C.) and an introduction to the four canonical gospels (Matthew, Mark, Luke, and John). The course consists of lectures, independent reading and research, short answer tests, and exams.

COURSE OBJECTIVES:

- To provide the students with an understanding of the political, geographical, cultural, and religious conditions/events central to preparing the way for the birth of Jesus Christ and the early church.
- To provide a survey of the political events and cultural developments in the Mediterranean basin during this time, including the rise of such world powers as Greece, Rome, the Ptolemies, and Seleucids.

- To study various influences on the cultural and religious life in Palestine, including Hellenism and the events surrounding the Maccabean revolt and the Hasmonean dynasty.
- To examine the post exilic development of religious parties in Israel, the growing vitality of Judaism during the Diaspora, and the development of the synagogue.
- To employ the grammatical-historical-theological interpretation method to examine the texts of the four gospels and to assist the students in using this methodology for biblical interpretation.
- To communicate vital information concerning the authorship, time and place, purpose, and main teachings of each of the gospels.
- To examine and explain such topics as the Synoptic Gospels, the Synoptic Problem (including use of sources), the Messianic Secret, and Jesus' teaching through parables.

#### COURSE LEARNING OUTCOMES:

- To identify the main political, geographical, cultural, and religious factors that contributed in a positive manner to prepare the way for the birth of Jesus Christ.
- To describe the political developments in the Mediterranean basin during the intertestamental period that bore direct influence on the life of Israel, including Greece, Rome, and the Seleucids.
- To explain the developments in the religious life of Israel during the exilic and post exilic periods and evaluate the impact these might have had on the ministry of Jesus Christ.
- To demonstrate a knowledge of important information concerning the four gospels, including topics such as authorship, time and place, purpose, distinctive features, and the main teachings.
- To apply the grammatical-historical-theological method of biblical interpretation so as to demonstrate the student's ability to analyse accurately certain selected biblical passages.

#### COURSE OUTLINE:

- Intertestamental Period: The Background of the New Testament including Greece and Hellenism; Jewish Independence: Seleucids, Maccabean revolt, Hasmonean dynasty; and Roman Rule.

- Religious Influences including: Graeco-Roman Pantheon; Emperor Worship; Mystery Religions; Gnosticism.
- Important Aspects of Religion in Israel including Pharisees; Sadducees; Scribes; Essenes; Herodians; Zealots; Sanhedrin; Synagogue; the Temple; and Intertestamental Literature: the Septuagint, Apocrypha, and the Dead Sea Scrolls.
- The Rise of the Gospel Literature.
- The nature of a gospel—its purpose to bring the ‘good news’.
- Why four and not one: the nature of the four gospels, the audiences addressed.
- The Synoptic Problem: so alike, yet so different!
- The source theories including: The modern conservative view: settled oral traditions, access to personal information; Written sources, the ministry of the Holy Spirit, and the very nature of a gospel.
- The Gospel of Matthew including Authorship; Time and Place; Purpose; and the Distinctive Features and Teachings.
- The Gospel of Mark including Authorship; Time and Place; Purpose; and Distinctive Features and Teachings.
- The Gospel of Luke including Authorship; Time and Place; Purpose and the Distinctive Features and Teachings.
- The Gospel of John including Authorship; Time and Place; Purpose and the Distinctive Features and Teachings.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Gromacki, Robert G., *New Testament Survey*, Intervarsity Press, 1974.
- Gundry, Robert H., *A Survey of the New Testament*, 3rd ed. Zondervan, 1994.
- Martin, James C., John A. Beck, and David G. Hansen. *A Visual Guide to Gospel Events*. Baker Books, 2010.
- Rasmussen, Carl G., *Zondervan NIV Atlas of the Bible*. Zondervan, 1989.
- Walvoord, John F., and Roy B. Zuck, eds. *The Bible Knowledge Commentary, NT*, David C. Cook, 1983.
- *Zondervan Handbook to the Bible*, Zondervan, 1999.

RECOMMENDED READING:

Guthrie, Donald, *A Survey of the New Testament*, Intervarsity Press, 1970. The library has multiple books suitable for this course under the classification number 225 and 225.6.

## **10.2.2 NEW 302 - ACTS**

### COURSE DESCRIPTION:

This course provides an introduction to the book of Acts. Emphasis will be given to the transition from Christ's presence with His disciples on earth, to the work of the Holy Spirit in establishing the early church, through the ministries of the apostles, and especially the missionary work of Paul. The students will learn through a combination of class lectures, independent reading, short answer tests, selected written assignments, and exams.

### COURSE OBJECTIVES:

- To present a picture of the formation of the early church through the work of God/the Holy Spirit, as the Great Commission was fulfilled in the midst of the real-life situations of the apostles.
- To chronicle the spread of the early church throughout the Mediterranean basin, paying attention to the role of Peter and Paul in the inclusion of the Gentiles in God's kingdom plan.
- To understand the vital importance of the Jerusalem Council in shaping the outreach to the Gentiles and their inclusion in the church—giving special attention to the relationship between the gospel and the law.
- To develop an understanding of Paul's missionary journeys and the spread of the gospel to Asia Minor, Greece, the Mediterranean islands, and Rome.
- To provide an introduction to the thirteen letters/Epistles of Paul, giving special emphasis to these four issues: authorship, time and place, purpose, and distinctive features.

### COURSE LEARNING OUTCOMES:

- To describe the formation of the early church and be able to evaluate the ministry of the Holy Spirit in developing the witness of the apostles and the response of the peoples.
- To discuss the ministries of Peter and Paul in order to demonstrate their vital role in the spread of the Christian faith to the Gentiles.
- To assess the role the Jerusalem Council played in shaping the gospel message preached to the Gentiles, especially as to the relationship between the gospel and the law.



- To construct a written chart or map describing and illustrating the three known missionary journeys of Paul, plus the proposed fourth missionary journey.
- To demonstrate a knowledge of the introductory information for each of Paul's thirteen canonical letters, including authorship, time and place, purpose, and distinctive features and teachings.

COURSE OUTLINE:

- The book of Acts.
- Authorship, time and place, purpose, and distinctive features.
- The relationship between Luke and Acts, and especially Luke 24:47-49 and Acts 1:1-9.
- The role of the Holy Spirit in the preaching of the gospel, the conversion of believers, and the formation of the community of believers into the church.
- The 'concentric circles' of expansion of the preaching of the gospel and establishing churches.
- The conversion of Paul (Damascus Road Experience), and the initiation of his gospel ministry and missionary work around the Mediterranean basin. Special emphasis will be given to his three 'missionary trips,' and the establishment of churches.
- The Jerusalem Council (Acts 15) and its vital importance in shaping/preserving the gospel, in legitimizing the work of Paul to the Gentiles, and in establishing a redeeming relationship between the Jewish and Gentile believers.
- Paul's trip to Jerusalem and then to Rome. Emphasis will be given to his teachings to the Ephesian elders, his visit to the temple and arrest, the trials and his trip to Rome, his time of ministry in Rome, the last chapter of Acts, and the traditional teachings of Paul's release and subsequent trip to Spain.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Gromacki, Robert G., *New Testament Survey*, Intersociety Press, 1974.
- Gundry, Robert H., *A Survey of the New Testament*, 3rd ed. Zondervan, 1994.
- Martin, James C., John A. Beck, and David G. Hansen. *A Visual Guide to Gospel Events*. Baker Books, 2010.
- Rasmussen, Carl G., *Zondervan NIV Atlas of the Bible*. Zondervan, 1989.

- Walvoord, John F., and Roy B. Zuck, eds. *The Bible Knowledge Commentary, NT*, David C. Cook, 1983.
- *Zondervan Handbook to the Bible*, Zondervan, 1999.

RECOMMENDED READING:

Guthrie, Donald, *A Survey of the New Testament*. Intersity Press, 1970;  
 Hawthorne, Gerald F., and Ralph P. Martin. *Dictionary of Paul and His Letters*. Intersity Press, 1993; Marshall, I. Howard, *Tyndale New Testament Commentary. Acts of the Apostles*. Intersity Press, 1980. The library has multiple books suitable for this course under the classification number 220.7, 225 and 226.6-227.83.

**10.2.3 NEW 303 - PAULINE EPISTLES**

COURSE DESCRIPTION:

This course provides an introduction to the Epistles of Paul (as delineated in the traditional biblical canon, Romans-Philemon). Emphasis will be given to the context and purpose of the Epistles. The students will learn through a combination of class lectures, independent reading, short answer tests, selected written assignments, and exams.

COURSE OBJECTIVES:

- To present a picture of the life and ministry of Paul as seen in the light of his writings.
- To chronicle the consolidation of the early church throughout the Mediterranean basin.
- To understand the vital role played by Paul in shaping the faith and practice of the early church.
- To provide an introduction to the thirteen letters/Epistles of Paul, giving special emphasis to these four issues: authorship, time and place, purpose, and distinctive features.

COURSE LEARNING OUTCOMES:

- To be able to describe the life and ministry of Paul.
- To discuss the ministry of Paul, in order to demonstrate his vital role in the spread of the Christian faith to the Gentiles
- To demonstrate a knowledge of introductory information for each of Paul's thirteen canonical letter, including authorship, time and place, purpose, and distinctive features and teachings.

## COURSE OUTLINE:

- The Epistles of Paul.
- An introduction is provided for each epistle, with emphasis on these four topics: authorship, time and place, purpose, and distinctive features. Emphases for each epistle include:
  - Romans: the gospel—a righteousness by faith from God, unity of Jews and Gentiles in sin and the need for salvation, the law and grace, justification by faith, freedom from sin/slaves to righteousness, God’s continuing relationship with Israel, practical outworking of righteousness in the life of the believer.
  - 1 & 2 Corinthians: address the problems seen in the church and her questions to Paul. Real life in a real church in relationship to God and one another through the Holy Spirit.
  - Galatians: the true gospel versus circumcision/law, authenticity of Paul’s ministry and apostleship, justification and reception of the Holy Spirit by grace through faith in Jesus Christ, injunction to walk in the Spirit-filled life.
  - Ephesians: made alive in Christ, Jews and Gentiles made one in Christ, the church united in Christ, relationships renewed in Christ, the armour of God amidst spiritual conflict.
  - Philippians: thankfulness and encouragement, putting on the mind of Christ, confidence in in Christ, but not the flesh, rejoicing while concentrating on all beauty from God.
  - Colossians and Philemon: In Colossians the supremacy of Christ, freedom from human efforts through new life in Christ, and appropriate guidelines for holy living. In Philemon the background to the personal appeal by Paul to Philemon, and how Paul expects Philemon to respond to the issues surrounding Onesimus.
  - 1 & 2 Thessalonians: Paul’s love for and relationship with the church, practical exhortations: live to honour Christ in life and relationships until the return of Christ, and teachings concerning the second coming of Christ.

- The Pastoral Letters/Epistles: 1 & 2 Timothy, and Titus. Since a separate course on these Epistles is required in the diploma program, only a concise survey of these three will be included in this course. Emphasis will centre on the purpose for each of these letters. Special attention is given to sound doctrine, a vital faith, the responsibilities of the teacher/preacher, guidelines for godly living, and the problem of controversies.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Gromacki, Robert G., *New Testament Survey*, Intersociety Press, 1974.
- Gundry, Robert H., *A Survey of the New Testament*, 3rd ed. Zondervan, 1994.
- Martin, James C., John A. Beck, and David G. Hansen. *A Visual Guide to Gospel Events*. Baker Books, 2010.
- Rasmussen, Carl G., *Zondervan NIV Atlas of the Bible*. Zondervan, 1989.
- Walvoord, John F., and Roy B. Zuck, eds. *The Bible Knowledge Commentary*, NT, David C. Cook, 1983.
- *Zondervan Handbook to the Bible*, Zondervan, 1999.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 220.7, 225 and 226.6-227.83.

**10.2.4 NEW 304 - GENERAL EPISTLES**

COURSE DESCRIPTION:

This course provides a survey of the seven 'General Epistles': James; 1, 2 Peter; 1, 2, 3 John; Jude. The subject matter of the discussion will centre on four issues: authorship, time and place, purpose, and distinctive features (including the occasion for the writing the epistle). This course consists of lectures, independent reading and research, short answer tests, and exams.

COURSE OBJECTIVES:

- To provide a definition of the term 'General Epistles,' and also a discussion of why these Epistles is categorized in this manner. Also included is a brief history of the challenges each faced in being accepted into the New Testament canon.

- To provide a general introduction or survey of each of the General Epistles, including the issues of authorship, time and place, purpose, and distinctive features and teachings.
- To give special emphasis to the ‘occasion’ for each of the Epistles, i.e., what situation in the life of the church and the author provided the impetus for writing each epistle.
- To identify and explain the major teachings or truths of each of these Epistles.

#### COURSE LEARNING OUTCOMES:

- To discuss the meaning of the term ‘General Epistles,’ and identify the main challenges to the acceptance of these letters into the New Testament canon.
- To demonstrate the ability to discuss the issues of authorship, time and place, purpose, and distinctive features of each of the General Epistles.
- To identify the occasion that provided the author’s impetus to write each of these Epistles.
- To explain the major teaching of each of the General Epistles, including reviewing the major interpretations for the difficult issues or passages in each epistle.

#### COURSE OUTLINE:

- Introduction to the General Epistles including: The characteristics of the General Epistles: general audience as compared to Pauline Epistles; and the difficulty in acceptance into the canon of the New Testament.
  - James including: Authorship, time and place, purpose, and distinctive features; Importance of trials, and their distinction when compared to temptation; Saving faith and its evidence in good works; The taming of the tongue and the true wisdom that must follow; and Proper prayer and humility.
  - 1 Peter including: Authorship, time and place, purpose, and distinctive features; Holiness and the status of Christians; Relationships explored within citizenship, marriage, and community; Suffering as modelled by Jesus Christ and expected for all believers; and suggested interpretations for difficult passages: 2:20-25; 3:18-22.

- 2 Peter including: Authorship, time and place, purpose, and distinctive features; The inspiration of Scripture and the destructiveness of false teachers; The day of the Lord and God's patience concerning salvation; and Peter's view of Pauline literature as Scripture.
- 1 John including: Authorship, time and place, purpose, and distinctive features; The developing Gnosticism and the danger of licentiousness; Walking in the light and avoiding the darkness of the antichrists; Indicators of the new birth: walking in obedience and agape love; and the current possession of eternal life, and the offering of proper prayer.
- 2 John including: Authorship, time and place, purpose, and distinctive features; and the Injunction to walk in love and avoid the deception of the Gnostic teachers.
- 3 John including: Authorship, time and place, purpose, and distinctive features; and walking in the truth and avoiding the evil intentions of the dictatorial Diotrephes.
- Jude including: Authorship, time and place, purpose, and distinctive features; Prognostics and the dangers of licentiousness; Comparison and illustration of OT disobedience/punishment employed to speak against the false teachers Jude was writing against; and Encouragement to remember the apostles' warnings concerning false teachers and to rely on the guidance of the Holy Spirit.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Gromacki, Robert G., *New Testament Survey*, Intersity Press, 1974.
- Gundry, Robert H., *A Survey of the New Testament*, 3rd ed. Zondervan, 1994.
- Martin, James C., John A. Beck, and David G. Hansen. *A Visual Guide to Gospel Events*. Baker Books, 2010.
- Rasmussen, Carl G., *Zondervan NIV Atlas of the Bible*. Zondervan, 1989.
- Walvoord, John F., and Roy B. Zuck, eds. *The Bible Knowledge Commentary, NT*, David C. Cook, 1983.

RECOMMENDED READING:

Guthrie, Donald, *A Survey of the New Testament*. Intersarsity Press, 1970. The library has multiple books suitable for this course under the classification number 220.7, 225 and 225.6.

### **10.2.5 NEW 305 - BIBLICAL GREEK I**

#### COURSE DESCRIPTION:

- This course is an introductory course in the basic elements of New Testament Greek through a mastery of Basic Greek grammar, syntax, and vocabulary. Johannine epistles are introduced.

#### COURSE OBJECTIVES:

- The objective of this course is to introduce students to the basic elements of New Testament Greek.

#### COURSE LEARNING OUTCOMES:

- Students will be expected to have mastered the basic elements of New Testament Greek.

#### COURSE OUTLINE:

- To learn the Greek alphabet and listen to the phonology.
- To learn to distinguish between the vowels and consonants.
- To learn the formation of Greek letters, punctuation, diacritical marks and accents.
- To see an overview of the Greek Verb System, especially observing the importance of tense.
- To memorize vocabulary.
- To deal with the parts of speech in Greek.
- To begin to learn translation.

#### COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Black, David Alan., *Learn to Read New Testament Greek*, Broadman and Holman Publishers, Nashville, Tennessee, 1994.

#### RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 480-492.3.

## **10.2.6 NEW 306 - BIBLICAL GREEK II**

### COURSE DESCRIPTION:

This course builds upon BTH NEW 305 Biblical Greek I to equip students to be able to read and translate New Testament Greek.

### COURSE OBJECTIVES:

The objective of this course is to enable students to translate New Testament Greek.

### COURSE LEARNING OUTCOMES:

Students will be expected to be able to translate sections of the New Testament from Greek into English and their own local languages.

### COURSE OUTLINE:

- To review the content of BTH NEW 305 Biblical Greek I.
- To read the selected sections of the Greek New Testament in the Johannine Epistles.
- To learn how to use the Greek lexicon and other New Testament Greek resources.
- To begin to translate selected texts from the Johannine epistles.

### COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Black, David Alan., Learn to Read New Testament Greek, Broadman and Holman Publishers, Nashville, Tennessee, 1994.
- Gingrich, Wilbur F., Revised: Danker, Frederick W., Shorter Lexicon of the Greek New Testament, The University of Chicago Press, Chicago and London, 1983.

### RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 480-492.3.

## **10.2.7 NEW 307 - 1&2 CORINTHIANS OR HEBREWS**

### COURSE DESCRIPTION:

This study of either Corinthians or Hebrews is analytical presentation of the texts highlighting the issues of faith, practice and doctrine revealed in the selected book.



### COURSE OBJECTIVES:

- To study the authorship, date and historical setting of the selected book.
- To teach the historical, social and geographical setting of the selected book.
- To study the occasion and purpose of the selected book.
- To observe the church issues relevant to the present in the selected book.
- To study the theological and doctrinal issues raised by the selected book.

### COURSE LEARNING OUTCOMES:

- The successful student will...
  - An awareness of the authorship, date and setting of the selected book.
  - Demonstrate an awareness of the occasion and purpose of the selected book.
  - Deal with church factions, moral and ethical disorders.
  - Show an understanding of the theological, doctrinal, faith and practice issues raised in the selected book.

### COURSE OUTLINE:

- I AND II CORINTHIANS
  - The Background to I and II Corinthians: Authorship; Date; Location; Corinthians in the context of Paul's life and Ministry. The issues of Paul's other letters to Corinth.
  - Content of I and II Corinthians:
  - Theological Issues.
  - Christ Crucified (I Cor. 2).
  - The Lord's Supper (I Cor. 11).
  - Spiritual Gifts (I Cor. 12-14).
  - The Resurrection, Heaven and Second Coming (I Cor. 15; 2 Cor. 5).
  - Ethical Issues.
  - Unity and leadership (I Cor. 1, 3).
  - Immorality (I Cor. 4).
  - Lawsuits (I Cor. 6).
  - Marriage (I Cor. 7).
  - Christian Faith and Practice.
  - Apostleship (I Cor. 4).

- Forbidden Food (I Cor. 8).
- Women in Worship (I Cor. 11).
- Forgiveness and reconciliation (2 Cor. 2; 5-6).
- Ministry (2 Cor. 3).
- Christian Treasure (2 Cor. 4).
- Living for Christ (2 Cor. 6).
- Giving (2 Cor. 8-9).
- Warnings (2 Cor. 13).
- Personal Matters: (I Cor. 16; 2 Cor. 1; 7; 10-11; 12).
- HEBREWS
  - The Background to Hebrews; Authorship; Date; Location; Debate over its inclusion in the NT Canon.
  - Content of Hebrews.
  - Theological Issues.
  - The Supremacy of Christ (Heb. 1; 3; 12).
  - Salvation Issues (Heb. 2; 4; 9-10).
  - Jesus the High Priest like Melchizedek (Heb. 5-8).
  - Apostasy (Heb. 5-6).
  - Faith (Heb. 11).
  - Faith and Practice.
  - Christians Sacrifices (Heb. 13).

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Barker, Kenneth L. & Kohlenberger, John R. III, Zondervan NIV Bible Commentary, Vol. II, New Testament, Zondervan Publishing House, Grand Rapids, MI, 1994.
- Dallas Seminary Faculty, The Bible Knowledge Commentary, New Testament Ed., Editors, Walvoord, John F., and Zuck, Roy B., Victor, Branch of Cook Communication Ministries, Colorado Springs, Colorado, 1983. pp 505-549.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 220.7, 225 and 225.6.

## **10.2.8 NEW 308 - MATTHEW OR LUKE**

### OPTION 1 – MATTHEW

#### COURSE DESCRIPTION

- This course provides a survey of the Gospel of Matthew that gives the student a general understanding of the purpose of the gospels, and the primary teachings of this gospel.
- Attention is given to the matters of authorship, time and place, purpose, and distinctive features and teachings of the Gospel of Matthew.
- The course content includes lectures, independent reading and research, quizzes, and exams.

#### COURSE OBJECTIVES

- To give the student an understanding of the purpose of a gospel in general, and how Matthew compares and contrasts with the other Synoptic Gospels in the presentation of the life and ministry of Jesus Christ.
- To teach the student the current position concerning the sources used by the gospel writers as they wrote their individual gospels, including the issue of Matthean or Markan priority.
- To provide the student with knowledge concerning the authorship, time and place, purpose, and the distinctive features of the Gospel of Matthew, including such issues as the Messianic Secret, the emphasis on Old Testament material and fulfilled prophecy, and the five great discourses.
- To give the student a general introduction to the earthly life and teachings of Jesus as provided in the Gospel of Matthew.

#### COURSE LEARNING OUTCOMES

- To demonstrate an understanding of the purpose of the New Testament gospels, and how to compare and contrast Matthew with the other Synoptic Gospels.
- To evaluate the source theories presented in class that help explain the writing of the gospels, including the theory of priority given for Matthew or Mark.
- To summarize the pertinent issues concerning the authorship, time and place, purpose, and the distinctive features of the Gospel of Matthew,
- To explain the pertinent issues concerning the Messianic Secret, use of Old Testament materials, and fulfilled Old Testament prophecy.

## COURSE OUTLINE

- Introduction.
- Authorship, time and place, purpose, distinctive features.
- Jewish nature of the book—yet universal outlook, Old Testament quotations and allusions, emphasis on fulfilled prophecy.
- Division of the book centred around the five great discourses (5-7; 10; 13; 18; 24-25).
- Introductory matters related to the Synoptic Gospels, including the Messianic Secret and the Synoptic Problem.
- A cursory study of the content of the Gospel.

## COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Gromacki, Robert G., *New Testament Survey*, Intersity Press, 1974.
- Gundry, Robert H., *A Survey of the New Testament*, 3rd ed. Zondervan, 1994.
- Martin, James C., John A. Beck, and David G. Hansen. *A Visual Guide to Gospel Events*. Baker Books, 2010.
- Rasmussen, Carl G., *Zondervan NIV Atlas of the Bible*. Zondervan, 1989.
- Walvoord, John F., and Roy B. Zuck, eds. *The Bible Knowledge Commentary, NT*, David C. Cook, 1983.
- *Zondervan Handbook to the Bible*, Zondervan, 1999.

## RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 220.7, 225, 225.6 and 226-226.507.

## OPTION 2 – THE GOSPEL OF LUKE.

### COURSE DESCRIPTION

- This course provides a survey of the Gospel of Luke that gives the student a general understanding of the purpose of the gospels, and the primary teachings of this gospel.
- Attention is given to the matters of authorship, time and place, purpose, and distinctive features and teachings of the Gospel of Luke.
- The course content will include lectures, independent reading and research, quizzes, and exams.

## COURSE OBJECTIVES

- To give the student an understanding of the purpose of a gospel in general, and how Luke compares and contrasts with the other Synoptic Gospels in the presentation of the life and ministry of Jesus Christ.
- To teach the student the positions taken concerning the sources used by the gospel writers as they wrote their individual gospels, including the issue of Luke's research and use of resources.
- To assist the students to grasp key issues concerning the authorship, time and place, purpose, and the distinctive features of the Gospel of Luke, including such issues as Luke's target audience, his unique birth narratives, concern for the poor and women, and the inclusion of Gentiles in the plan of God.
- To give the student a general introduction to the earthly life and teachings of Jesus as provided in the Gospel of Luke.

#### COURSE LEARNING OUTCOMES

- To compare and contrast Luke with the other Synoptic gospels concerning the life and ministry of Jesus, and also to explain the general purpose of a New Testament gospel.
- To explain the theories concerning the varied sources for the material used to write the gospels.
- To summarize the most significant issues concerning the authorship, time and place, purpose, and the distinctive features of the gospel of Luke.
- To assess the position that the gospel Luke demonstrates a unique concern for the outcast, poor, women, and the Gentiles as compared with the other gospels.
- To discuss the main teachings of Luke's Kingdom parables, and especially the parables of the Good Samaritan and the Prodigal Son.

#### COURSE OUTLINE

- Introduction
- Authorship, time and place, purpose, distinctive features
- Unique features of Luke, including Luke's goal of edifying believers (in addition to evangelism), the birth narratives of John the Baptist and Jesus, and Luke's inclusion of seventeen parables unique to his gospel
- Introductory matters related to the Synoptic Gospels, including the Messianic Secret and the Synoptic Problem.

- A cursory study of the content of the book.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Gromacki, Robert G., *New Testament Survey*, Intersociety Press, 1974.
- Gundry, Robert H., *A Survey of the New Testament*, 3rd ed. Zondervan, 1994.
- Martin, James C., John A. Beck, and David G. Hansen. *A Visual Guide to Gospel Events*. Baker Books, 2010.
- Rasmussen, Carl G., *Zondervan NIV Atlas of the Bible*. Zondervan, 1989.
- Walvoord, John F., and Roy B. Zuck, eds. *The Bible Knowledge Commentary, NT*, David C. Cook, 1983.
- *Zondervan Handbook to the Bible*, Zondervan, 1999.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 220.7, 225, 225.6 and 226-226.507.

**10.2.9 NEW 309 - ROMANS**

COURSE DESCRIPTION:

This course provides a survey of Paul’s letter to the Romans, and especially the issues in the churches that provided the occasion, purpose, and theological teaching of this letter. Issues examined during this course will include authorship, time and place, and distinctive features of the letter. In addition, Paul’s theological theme of “righteousness by faith” (1:17) will be examined within the context of this letter.

COURSE OBJECTIVES:

- To teach the issues of authorship, time and place, purpose, and distinctive features of Romans.
- Assist the students to discover the underlying issues that result in this letter, including the situation in Rome, and Paul’s plans to expand his missionary work to the west.
- To understand the central themes of Romans, including righteousness, justification, sanctification, and God’s purpose for and relationship with both the Jews and the Gentiles.
- To teach the practical application of the gospel to relationships in the church, with the world, and between individual Christians.

#### COURSE LEARNING OUTCOMES:

- To summarize the issues of authorship, time and place, purpose, and the distinctive features of the letter to the Romans.
- To compare specific passages from Romans with the list of proposed issues within the church at Rome, including the relationships between the “weak” and “strong” Christians.
- To demonstrate an understanding of the themes of righteousness, justification, sanctification, and God’s ongoing relationship and plans for the Jews and the Gentiles.
- To analyse the text of Romans 13-15 and propose principles to apply this text to the church of today.

#### COURSE OUTLINE:

- Introduction to Romans.
- Paul’s Introduction of Himself (1:1-15) [In general, follows the outline in NIV Study Bible].
- Central Theme: Righteousness from God (1:16-17).
- The Unrighteousness of All People (1:18-3:20).
- Righteousness Imputed: Justification (3:21-5:21).
- Righteousness Imparted: Sanctification (6-8).
- God’s Righteousness Vindicated: the justice of His way with Israel (9-11).
- Righteousness Practiced (12:1-15:13)—practical applications to everyday relationships in the body.
- Conclusion (15:14-33).
- Commendation, Greetings and Doxology (16).

#### COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Gromacki, Robert G., *New Testament Survey*, Intersity Press, 1974.
- Gundry, Robert H., *A Survey of the New Testament*, 3rd ed. Zondervan, 1994.
- Martin, James C., John A. Beck, and David G. Hansen. *A Visual Guide to Gospel Events*. Baker Books, 2010.
- Rasmussen, Carl G., *Zondervan NIV Atlas of the Bible*. Zondervan, 1989.
- Walvoord, John F., and Roy B. Zuck, eds. *The Bible Knowledge Commentary, NT*, David C. Cook, 1983.

- *Zondervan Handbook to the Bible*, Zondervan, 1999.

RECOMMENDED READING:

Bruce, F. F. Tyndale New Testament Commentaries. Romans. Inter-Varsity Press, 1985. Guthrie, Donald. A Survey of the New Testament. Intervarsity Press, 1970; Moo, Douglas. New International Commentary on the New Testament. Epistle to the Romans. Eerdmans, 1996; Morris, Leon. Epistle to the Romans. Eerdmans, 1988; Mounce, Robert H. New American Commentary. Vol. 27, Romans. B & H Publishing, 1995. Schreiner, Thomas R. Baker Exegetical Commentary on the New Testament. Romans. Baker Academic, 1998; The library has multiple books suitable for this course under the classification number 220.7, 225, 225.6 and 226.6-227.83.

**10.2.10 NEW 310 - EPHESIANS OR COLOSSIANS/PHILEMON**

OPTION 1 – EPHESIANS

COURSE DESCRIPTION

- This course will provide an understanding of Paul’s letter to the Ephesians, and especially the issues in the churches that provided the occasion, the purpose, and the theological teaching of this “pastoral letter”.
- The course content will include lectures, independent reading and research, quizzes, and exams.

COURSE OBJECTIVES

- To teach the authorship, time and place, purpose, and distinctive features of Ephesians.
- To provide the students with an understanding of the character of Ephesians as a circular letter, pertinent doctrinal/ethical issues, and Paul’s use of the terms “mystery” and “predestination”.
- To examine the issue of redemption of both the Jews and Gentiles and discover the practical outworking of this in the lives of the Christians to whom Paul writes.
- To discover Paul’s outlook on the spiritual battles confronting believers, and God’s equipping of these Christians to gain victory over them for the glory of God.

COURSE LEARNING OUTCOMES



- To summarize the pertinent issues of authorship, time and place, purpose, and distinctive features of Ephesians, including the nature of the letter as a circular letter, and predestination of believers.
- To develop a list/chart explaining Paul's use of the term "mystery".
- To address the text and assess the way the practical advice of Paul can assist the church to overcome vital issues such as racial and tribal relations, unity, and the temptations of the world.
- To analyse Paul's approach to shaping or improving family relationships through "submission".

#### COURSE OUTLINE

- Introduction.
- Greetings (1:1-2).
- The Divine Purpose: The Glory and Headship of Christ (1:3-14).
- Prayer That Christians May Realize God's Purpose and Power (1:15-23).
- Steps Toward the Fulfilment of God's Purpose (2-3).
- Practical Ways to Fulfil God's Purpose in the Church (4:1-6:20).
- Strength in Spiritual Conflict (6:10-20).
- Conclusion, Final Greetings, and Benediction (6:21-24).

#### COURSE TEXTBOOKS AVAILABLE IN THE BOOK ROOM

- Gromacki, Robert G., *New Testament Survey*, Intersity Press, 1974.
- Gundry, Robert H., *A Survey of the New Testament*, 3rd ed. Zondervan, 1994.
- Martin, James C., John A. Beck, and David G. Hansen. *A Visual Guide to Gospel Events*. Baker Books, 2010.
- Rasmussen, Carl G., *Zondervan NIV Atlas of the Bible*. Zondervan, 1989.
- Walvoord, John F., and Roy B. Zuck, eds. *The Bible Knowledge Commentary, NT*, David C. Cook, 1983.

#### RECOMMENDED READING:

Guthrie, Donald. *A Survey of the New Testament*. Intersity Press, 1970.

Hawthorne, Gerald F., and Ralph P. Martin. *Dictionary of Paul and His Letters*. Intersity Press, 1993; Liefeld, Walter L. *InterVarsity Press New Testament Commentary Series. Ephesians*. InterVarsity Press, 1997. The library has multiple books suitable for this course under the classification number 220.7, 225, 225.6 and 226.6-227.83.

## OPTION 2 – COLOSSIANS/PHILEMON

### COURSE DESCRIPTION

- This course will provide an understanding of Paul’s letters to the Colossians and Philemon, and the issues in the churches that provided the occasion, and the authorship, time and place, purpose, distinctive features, and the major theological teachings of these “pastoral letters”.
- The course content will include lectures, independent reading and research, quizzes, and exams.

### COURSE OBJECTIVES

- To teach the authorship, time and place, occasion, purpose, and distinctive features of Colossians and Philemon.
- To examine the issues of doctrine and practice involved in the Colossian heresy and the teachings concerning the supremacy of Christ
- To understand the difference in Colossians between the “old self” and the “new self,” and to discover the practical principles Paul promulgates for application in the life of the Christian.
- To provide the student with an understanding of the style and form of a proper Roman letter, and how Philemon fits within those parameters.
- To assist the student in determining the advantages this form of argumentation brought to Paul’s effort to gain Philemon’s willingness to forgive and reinstate Onesimus.

### COURSE LEARNING OUTCOMES

- To describe the authorship, time and place, purpose, and distinctive features of Colossians and Philemon.
- To identify the doctrinal and practical issues involved in the Colossian heresy, including the issues of the supremacy of Christ and Paul’s teachings concerning Christ’s supremacy.
- To analyze Paul’s teachings on the differences between the old self and the new self in Colossians, and develop a list of appropriate applications for life in our world today.

- To apply the guidelines of Roman letter writing to the content of Philemon to demonstrate how Paul utilized this accepted form of argumentation to present his position effectively.
- To appraise Paul's letter to Philemon in order to assess its effectiveness in gaining Philemon's forgiveness and reinstatement of Onesimus as a brother in the Lord and a trusted servant.

#### COURSE OUTLINE

- COLOSSIANS
  - Introduction of Letter.
  - Introduction (1:1-14)—Paul's thanksgiving and prayers for them.
  - The Supremacy of Christ (1:15-23).
  - Paul's Labour for the Church (1:24-2:7).
  - Freedom from Human Regulations through Life with Christ (2:8-23).
  - Warning to guard against the false teachers (2:8-15).
  - Pleas to reject the false teachers (2:16-19).
  - An analysis of the heresy (2:20-23).
  - The old self and the new self (3:1-17).
  - Rules for Christian households (3:18-4:1).
  - Further instructions (4:2-6).
  - Final Greetings and Benediction (4:7-18).
  - 4:16—Paul's instructions to read this letter, and then have it read to Laodicea, and read the letter from Laodicea.
- PHILEMON
  - Introduction.
  - Greetings (1-3)—Philemon: a fellow Christian and a slave owner (including Onesimus).
  - Thanksgiving and Prayer (4-7).
  - Paul's Plea for Onesimus (8-21).
  - Final Request, Greetings, and Benediction (22-25)—the names in the benediction are also mentioned in Col. 4:10-17—so gives credence to same provenance and time.

#### COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Gromacki, Robert G., *New Testament Survey*, Intersity Press, 1974.
- Gundry, Robert H., *A Survey of the New Testament*, 3rd ed. Zondervan, 1994.
- Martin, James C., John A. Beck, and David G. Hansen. *A Visual Guide to Gospel Events*. Baker Books, 2010.
- Rasmussen, Carl G., *Zondervan NIV Atlas of the Bible*. Zondervan, 1989.
- Walvoord, John F., and Roy B. Zuck, eds. *The Bible Knowledge Commentary*, NT, David C. Cook, 1983.
- *Zondervan Handbook to the Bible*, Zondervan, 1999.

RECOMMENDED READING:

Bruce, F. F. *New International Commentary on the New Testament*. Epistles to Colossians, Philemon, and to the Ephesians. The library has multiple books suitable for this course under the classification number 220.7, 225, 225.6 and 226.6-227.83.

<b>10.2.11 NEW 311 – REVELATION</b>
-------------------------------------

COURSE DESCRIPTION:

- This course provides a general introduction to the book of Revelation. The book is taught from the perspective of a ‘prophetic apocalypse,’ with both terms being examined in detail.
- Particular emphasis is placed on an analysis of the book of Revelation in its historical setting within the Roman Empire, and how this historical setting informs and guides its structure and content as a prophecy of God’s mighty acts in history—from the time of John through the Second Coming.
- The course teaches the main interpretive viewpoints employed to study Revelation.
- The course addresses such concerns as authorship, time and place, purpose, distinctive features, and main teachings of Revelation.

COURSE OBJECTIVES:

- To provide a basic introduction to the genre of apocalyptic literature and how the Apocalypse fits or does not fit into this genre of first century literature.
- To teach the four main interpretation views employed to explain the prophetic scheme of Revelation (including Dispensationalism), and also the varied approaches to the rapture, tribulation, and consummation.

- To explain the book within the historical time period in which it was written in order to facilitate an understanding of the letters to the seven churches and their application to future events.
- To construct a view or interpretation of the book based on the command to John to write concerning what was, what is now, and what will come to be, as seen throughout the book.
- The students will understand the significance of the throne room adoration as a precursor to the display of God's power and majesty during the judgments and the conflict between the church and the forces of evil.

#### COURSE LEARNING OUTCOMES

- To summarize the characteristics of apocalyptic literature, and analyse the evidence concerning Revelation that justifies placing it into the category of apocalyptic literature.
- To recall the four main interpretive schemes utilized to interpret and understand Revelation.
- To describe the historical situation in which the Revelation was written and theorize how this shaped the thought and content of the book.
- To explain the significance of the letters to the seven churches, including different approaches to interpreting them.
- To summarize the content of the judgments and explain how they can be connected with the defeat of the forces of evil and Babylon.
- To discuss the basic scheme of the victory of Christ, the millennium, and the great judgment.
- To demonstrate an understanding of the similarities and contrasts between the old and new earth, heaven, and Jerusalem.

#### COURSE OUTLINE:

- Introduction to the book.
- The Introduction (Rev. 1).
- Jesus among the Seven Churches (Rev. 1).
- The Letters to the Seven Churches (Rev. 2-3) - Ephesus, Smyrna, Pergamum, Thyatira, Sardis, Philadelphia, Laodicea.

- Adoration in the Court of Heaven (Rev. 4-5) - The Throne Room (Rev. 4), The Seven-Sealed Scroll (Rev. 5), The Lamb Slain (Rev. 5).
- The Seven Seals (Rev. 6-8:1).
- The Seven Trumpets (Rev. 8:2-11:19).
- Conflict between the Church and Powers of Evil (Rev. 12-14).
- The Seven Bowls/Seven Last Plagues (Rev. 15-16).
- The Destruction of Babylon and the Coming of the New Jerusalem (Rev. 17-22:5).
- Fall of Babylon: great prostitute described, fall of Babylon, praise for Babylon's fall (Rev. 17:1-19:5).
- Final Judgment (Great White Throne) (Rev. 19:6-20:15).
- The coming of the New Jerusalem (Rev. 21:1-22:5).
- Conclusion (Rev. 22:6-21).

COURSE TEXTBOOKS AVAILABLE FROM THE BOOK ROOM:

- Gromacki, Robert G., *New Testament Survey*, Intervarsity Press, 1974.
- Gundry, Robert H., *A Survey of the New Testament*, 3rd ed. Zondervan, 1994.
- Martin, James C., John A. Beck, and David G. Hansen. *A Visual Guide to Gospel Events*. Baker Books, 2010.
- Rasmussen, Carl G., *Zondervan NIV Atlas of the Bible*. Zondervan, 1989.
- Walvoord, John F., and Roy B. Zuck, eds. *The Bible Knowledge Commentary, NT*, David C. Cook, 1983.
- *Zondervan Handbook to the Bible*, Zondervan, 1999.

RECOMMENDED READING:

Guthrie, Donald, *A Survey of the New Testament*, Intervarsity Press, 1970; Morris, Leon, *Revelation*. Tyndale New Testament Commentaries, Inter-Varsity Press, 1987; Mounce, Robert H., *The Book of Revelation*, New International Commentary on the New Testament. Eerdmans Publishing, 1977; Osborne, Grant R., *Revelation*, Baker Exegetical Commentary on the New Testament. Baker Academic, 2002. The library has multiple books suitable for this course under the classification number 220.7, 225 and 236-236.9..

## 10.3 CHURCH HISTORY

### 10.3.1 HIS 301 - EARLY CHURCH HISTORY: 100-1500 AD

COURSE DESCRIPTION:

This course is a survey of the people movements and events that have influenced the development of the Church from 90-1517 AD. They are to be viewed in their political, social and ecclesiological context.

COURSE OBJECTIVES:

- Students should understand how through history the church which began in the NT continues to grow and evolve.
- They should be able to show understanding of events and their causality in course assessments.
- They should understand that the church does not exist outside of the political and social context of the age.
- The emphasis is on understanding and comprehension rather than the learning of facts.

COURSE LEARNING OUTCOMES:

- Students will be able to recall the historical timeline of the Early Church.
- Students will be able to describe the journey of the church from a small group of disciples to the state religion of the Roman Empire.
- Students will be able to assess the role of the Early church in terms of its spiritual authority in comparison to the New Testament.

COURSE OUTLINE:

- INTRODUCTION.
- THE EARLY CHURCH 90- 325 AD.
- THE CHRISTIAN CHURCH 325-476 AD.
- THE MEDIAEVAL ROMAN CATHOLIC CHURCH 540-800 AD.
- THE HOLY ROMAN EMPIRE 800-1054 AD.
- THE CRUSADES 1054-1305 AD.
- TOWARD THE REFORMATION 1305-1500 AD.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Baker, Robert A., *A Summary of Christian History*. Broadman, USA, 1994.
- Shelley, Bruce L, *Church History in Plain Language*. Thomas Nelson, 1978.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 226.6 and 270-274.2.

### **10.3.2 HIS 302 – REFORMATION CHURCH HISTORY: 1500-1650 AD**

#### COURSE DESCRIPTION:

This course is a survey of the people movements and events of the Protestant Reformation and the Catholic Counter reformation from 1517-1650; though it will also consider the events that caused the Reformation. The events will be viewed in their political, social and ecclesiological context.

#### COURSE OBJECTIVES:

- Students should understand how a major historical event such as the Reformation can have many unrelated causes that combine together.
- They should be able to show their understanding of events and their causality in course assessments.
- They should understand that the church does not exist outside of the political and social context of the age.
- The emphasis is on understanding and comprehension rather than the learning of facts.

#### COURSE LEARNING OUTCOMES:

- Students will be able to explain why the reformation took place.
- Students will be able to appraise the part played in the course of the Reformation by key individuals (e.g. martin Luther and Ulrich Zwingli).
- Students will be able to compare and contrast the five new churches that emerged in Europe in the early years of the Reformation (The Lutherans, Reformed, Anabaptists, Anglicans and Scottish Presbyterians).

#### COURSE OUTLINE:

- CAUSES OF THE REFORMATION.
- EUROPE IN ITS POLITICAL AND SOCIAL CONTEXT 1300-1500 AD.
- RELIGION IN EUROPE 1300-1500 AD.
- BEGINNINGS OF THE REFORMATION 1517 AD.
  - The 3 Phases of the Reformation.
    - Phase 1: 1517-1550 AD Initial Schism in which the Protestant churches form.



- Phase 2: 1545-1648 AD the Catholic Counter-Reformation that saw internal changes within Roman Catholicism.
  - Phase 3: Protestant/Catholic Wars fought sporadically until the 'Thirty Years War of 1618-1648 AD which concludes with the Peace of Westphalia.
- THE COURSE OF THE REFORMATION.
  - Martin Luther 1483-1546 AD.
  - Martin Bucer 1491-1551 AD and Philip Melanchthon 1497–1560.
  - Ulrich Zwingli 1484-1531 AD and the Swiss or Zurich reformation.
  - Conrad Grebel 1498-1526 AD and the Anabaptists.
  - John Calvin 1509-1564 AD and his teaching on Election and Predestination.
  - Jacob Arminius 1560-1609 AD challenged and his teaching on the Free Will of Man.
  - The French Protestant Huguenots.
  - English Protestantism, the Church of England.
  - Scottish Protestantism. John Knox c1505-1572 AD and the Presbyterian Church.
- RESULTS OF THE REFORMATION.
- THE TEACHING OF THE REFORMATION.
- THE ROMAN CATHOLIC COUNTER REFORMATION.
- THE THIRTY YEARS WAR 1618-1648 AD.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Baker, Robert A., A Summary of Christian History. Broadman, USA, 1994.
- Shelley, Bruce L, Church History in Plain Language. Thomas Nelson, 1978.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 270-274.2 and 284.2.

<b>10.3.3 HIS 303 - POST-REFORMATION HISTORY 1650-2000 AD</b>
---

COURSE DESCRIPTION:

This course is a survey of the people movements and events from the end of the Reformation in 1650 to the Modern day looked at through the prism of the Evangelical Revival and the progress of religion in Europe and the USA. The events will be viewed in their political, social and ecclesiological context.

COURSE OBJECTIVES:

- Students should understand how through history the church which began in the New Testament era continues to grow and evolve.
- They should be able to show understanding of events and their causality in course assessments.
- They should understand that the church does not exist outside of the political and social context of the age.
- The emphasis is on understanding and comprehension rather than the learning of facts.

COURSE LEARNING OUTCOMES:

- Students will be able to record the development of Christianity in Britain and America in this period.
- Students will be able to demonstrate their understanding of how religion and politics are inseparably entwined using evidence from this period.
- Students will be able to define and explain their understanding of Revival and its contribution to post-reformation church history.

COURSE OUTLINE:

- THE 16<sup>TH</sup> AND 17<sup>TH</sup> CENTURIES.
- POST REFORMATION ENGLAND.
- REVIVALS.
- EVANGELICALISM.
- EUROPEAN MISSIONARY BEGINNINGS.
- THE 19<sup>TH</sup> CENTURY - A CENTURY OF CHANGE.
- RELIGION IN BRITAIN AND AMERICA.
- NEW PHILOSOPHIES.
- CHRISTIAN MISSION IN THE 19<sup>TH</sup> CENTURY.
- THE 20<sup>TH</sup> CENTURY - THE WORLD BECOMES A GLOBAL VILLAGE.
- PENTECOSTALISM.

- WAR AND TOTALITARIANISM.
- THEOLOGY AND PHILOSOPHY IN THE 20<sup>TH</sup> CENTURY.
- LIBERATION THEOLOGY.
- A GLOBAL CHURCH.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Baker, Robert A., A Summary of Christian History. Broadman, USA, 1994.
- Shelley, Bruce L, Church History in Pain Language. Thomas Nelson, 1978.

RECOMMENDED READING:

The library has multiple books suitable for this course in the 270-274.2 and 277.3-287.5.

**10.3.4 HIS 304 – HISTORY OF THE BAPTIST MOVEMENT**

COURSE DESCRIPTION:

This course focuses on the birth and evolution of the Modern Baptist Movement from its English beginnings to the modern day. The course will explore the two centuries of parallel evolution in Britain and America. The course will see the extent to which Baptist principles of independence, tolerance and separation of powers become embedded in the American ideal. The course will explore how the Baptists became the largest and most influential, though not dominant, Protestant group in the USA. The course will explore the very different story of the introduction of Baptists into Europe long after they are established in the UK and the USA and especially their incredible growth through persecution in Eastern Europe.

COURSE OBJECTIVES:

- Students should understand how through history the church which began in the NT continues to grow and evolve.
- They should be able to show understanding of events and their causality in course assessments.
- They should understand that the church does not exist outside of the political and social context of the age.
- The emphasis is on understanding and comprehension rather than the learning of facts.

COURSE LEARNING OUTCOMES:

- Students will be able to state the key events and people involved in the origins of the Baptist Movement in 1609-1638.
- Students will be able to establish the way in which historical events in the life of the Baptist Movement gave rise to Baptist Principles such as Freedom of Religion.
- Students will be able to assess the contribution made by Baptists to the political, social and economic development of Britain and America.

#### COURSE OUTLINE

- THE 17<sup>TH</sup> CENTURY.
- INTRODUCTION.
- THE FIRST ENGLISH BAPTIST CHURCHES.
- THE ENGLISH CIVIL WAR (1642-1651) AND THE ENGLISH BAPTISTS.
- THE RESTORATION OF 1660 AND ITS IMPACT ON BAPTISTS.
- THE GLORIOUS REVOLUTION OF 1688; THE ACT OF TOLERATION AND CHANGING TIMES FOR DISSENTERS.
- FRESH CHALLENGES OF NEW IDEOLOGIES.
- THE 18<sup>TH</sup> CENTURY.
- THE 19<sup>TH</sup> CENTURY.
- THE TWENTIETH CENTURY.

#### COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

McBeth, Leon, *The Baptist Heritage Vol. 1 and 2*, Broadman, USA, 1987.

#### RECOMMENDED READING:

The library has multiple books suitable for this course in the 286-287.5.

<b>10.3.5 HIS 305 – AFRICAN CHURCH HISTORY</b>
--

#### COURSE DESCRIPTION:

The course emphasizes the development of the church in Africa, with notes on many of the present trends and influences upon African churches.

#### COURSE OBJECTIVES:

- Students should understand from the beginnings to the present day the story of the church in Africa.
- They should be able to show understanding of events and their causality in course assessments.

- They should understand that the church does not exist outside of the political and social context of the age.
- The emphasis is on understanding and comprehension rather than the learning of facts.

#### COURSE LEARNING OUTCOMES:

- Students will be able to describe the origin of Christianity in Africa and in East Africa in particular.
- Students will be able to discuss the issues raised by such matters as dependency and local church autonomy.
- Students will be able to formulate their own understanding as to the potential future development of the church in East Africa.

#### COURSE OUTLINE:

- To study the history of the church in Africa.
- To study the entrance of missions and missionaries into these areas.
- To study the development of the church in Ethiopia and Sudan.
- To come to understand the influence of the World Wars and results in East Africa, particularly in that German East Africa (Kenya, Tanzania and Uganda) was mandated to Britain.
- To study the development of education under the British commission of education.
- To study mission contributions in the area of medicine.
- To study the development of mission councils between countries.
- To study the history of the Revival Movement.
- To study the influence of the Portuguese in East Africa.
- To study the specific effects of World War II on these countries.

#### COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Hildebrandt, Jonathan., *History of the Church in Africa: A Survey*, AFRICA CHRISTIAN PRESS, Achimota, Ghana, by Nuprint Ltd. Herts, UK. 1981.
- Anderson, Keith B., *Church History and Theology*, The Provincial Board of Theological Education, Church of the Province of Kenya, Nairobi, Kenya. 1984.

#### RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 276.27.

## 10.4 THEOLOGY

### **10.4.1 THE 301 – REVELATION, BIBLIOLOGY, AND HERMENEUTICS**

#### COURSE DESCRIPTION:

This course is three-part course. In the first, we will explore how God reveals His nature and message through General Revelation and Special Revelation. The second part will be an overview of the Christian Scriptures. Finally, we will examine the importance and the methods of interpretation

#### COURSE OBJECTIVES:

- Describe the structure and basic divisions of both the Old Testament and New Testament.
- Presentation of the historical, cultural contexts of the books of the Bible including authorship, place of writing, and recipients.
- Emphasis is placed on viewing the Scriptures as a unified whole and as more than a sum of its individual parts.
- Look at the process of translation through the millennia.
- Define the terms inspiration, inerrancy, autograph, canon, and authority.
- Overview of the basics of Biblical interpretation.
- Survey the various genres of Biblical writings.

#### COURSE LEARNING OUTCOMES:

- Students will be able to reproduce a detailed chart of the structure of the Bible.
- They will be able to describe the historical-cultural contexts of the major sections of the Biblical world.
- They will be able to employ proper rules of interpretation and distinguish these from loose interpretation methods.
- They will be able to explain the process of translation from original writing to today.

#### COURSE OUTLINE:

- What is the Bible?
- Why is the Bible Authoritative and the Final Revelation for the Church?

- What are the five keys to Interpretation?

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Plummer, Robert, 40 Questions About Interpreting the Bible, Kregel, USA, 2010
- Erickson, Milliard, Introducing Christian Doctrine, Baker, USA, 2001

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 220.7 and 268.6.

**10.4.2 THE 302 – THEOLOGY PROPER**

COURSE DESCRIPTION:

This course will examine the question of who God is and what God has done. Different definitions of God, names of God, attribute of God and the Trinitarian nature of God will all be examined. God’s works such as creation and providence will be examined in depth.

COURSE OBJECTIVES:

- Presentation of distinction between General-Natural Revelation and Special Revelation.
- Define and analyse four arguments for the existence of God.
- Survey the references to and evidence for the Trinity in the Scriptures.
- Explain the differences between the names used for God in the Scriptures (Elohim, Yahweh, Adonai, Lord, the LORD, God).
- Survey the attributes of God.
- Investigate God’s plan for the Creation.
- Explain the difference between God’s originating work in Creation and God’s continuing work in Creation.

LEARNING OUTCOMES:

- Students will be able to distinguish between General-Natural Revelation and Special Revelation.
- They will be able to define and analyse four arguments for the existence of God.
- They will be able to sketch the references to and evidence for the Trinity in the Scriptures.

- They will be able to identify the differences between the names used for God in the Scriptures (Elohim, Yahweh, Adonai, Lord, the LORD, God).
- They will be able to discuss the attributes of God.
- They will be able to discuss God's work of the Creation and in the Creation.

COURSE OUTLINE:

- How does God reveal God's self to the creation?
- What are four arguments for the existence for God?
  - Cosmological Argument.
  - Teleological Argument.
  - Moral Argument.
  - Ontological Argument.
- What is the Trinity?
  - Scriptural Evidence.
  - Definition.
- What are the different words used in the Scriptures for God?
- What are the attributes of God?
- What is the difference between Creation and Providence?

COURSE TEXTBOOKS GIVEN TO STUDENTS FROM BOOK ROOM:

Erickson, Milliard, *Introducing Christian Doctrine*, Baker, USA, 2001.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 236-236.9.

**10.4.3 THE 304 - CHRISTOLOGY**

COURSE DESCRIPTION:

This course will investigate the person and works of Jesus the Christ.

COURSE OBJECTIVES:

- Explain the pre-existence and eternity of the Son of God.
- Demonstrate the importance of the incarnation and virgin birth of Jesus.
- Survey the evidence for the Deity of Jesus the Christ.
- Survey the evidence for the Humanity of Jesus the Christ.
- Present the various names given to Jesus.



- Introduce the offices of Christ.
- Sketch the major works of Christ.
- Study the evidence for the bodily resurrection of Jesus.

COURSE LEARNING OUTCOMES:

- Students will be able explain the pre-existence and eternity of the Son of God.
- They will be able to demonstrate the importance of the incarnation and virgin birth of Jesus.
- They will be able to review the evidence for the Deity of Jesus the Christ.
- They will be able to review the evidence for the Humanity of Jesus the Christ.
- They will be able to recall the names given to Jesus.
- They will be able to reference the offices of Christ.
- They will be able to sketch the major works of Christ.
- They will be able to establish the historicity of the resurrection of Jesus.

COURSE OUTLINE:

- Did the Son of God exist before the birth of Jesus?
- Who is Jesus?
- Jesus as God.
- Jesus as Human.
- What other names does Jesus have?
- What are the offices of Jesus?
  - Prophet.
  - Priest.
  - King.
- What are the works of Jesus?
  - Birth.
  - Life.
  - Death.
  - Resurrection.
  - Ascension.

COURSE TEXTBOOKS GIVEN TO STUDENTS FROM BOOK ROOM:

Erickson, Milliard, *Introducing Christian Doctrine*, Baker, USA, 2001.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 232-232.97.

**10.4.4 THE 305 - PNEUMATOLOGY**

COURSE DESCRIPTION:

This course will explore the person and work of the Holy Spirit. Time will also be given to other spirits such as angels and demons and Satan.

COURSE OBJECTIVES:

- Study the personhood of the Holy Spirit.
- Identify which symbols are associated with the Holy Spirit in the Scripture.
- Explain the works of the Holy Spirit in the lives of unbelievers and believers.
- Identify the gifts of Holy Spirit and appraise the use of the gifts today.
- Survey the scriptural references to Angels and recognize their activities.
- Survey the scriptural references to Demons and recognize their activities.
- Explore the origin of Satan and Satan's works.

LEARNING OUTCOMES:

- Students will be able to demonstrate the personhood of the Holy Spirit.
- They will be able to identify which Biblical symbols are associated with the Holy Spirit.
- They will be able to explain the works of the Holy Spirit in unbelievers and believers.
- They will be able identify the gifts of Holy Spirit and appraise the use of the gifts today.
- They will be able to survey the scriptural references to Angels and their activities.
- They will be able to survey the scriptural references to Demons and their activities.
- They will be able to describe the origin of Satan and Satan's works.

COURSE OUTLINE:

- Who is the Holy Spirit?
- What are the Biblical symbols for the Holy Spirit?
- How does the Holy Spirit work in the unbeliever?

- How does the Holy Spirit work in the believer?
- What are the gifts of the Holy Spirit?
- How are the gifts of the Holy Spirit to be used today?

COURSE TEXTBOOKS GIVEN TO STUDENTS FROM BOOK ROOM:

Erickson, Milliard, *Introducing Christian Doctrine*, Baker, USA, 2001.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 231.3.

**10.4.5 THE 303 - ANTHROPOLOGY AND HAMARTIOLOGY**

COURSE DESCRIPTION

This course will be an in-depth study of the doctrine of the origin and composition of humanity, as well as the fall of humanity into sin and sin's consequences upon the creation.

COURSE OBJECTIVES

- Study the origins of humankind, both through the lens of Scripture and the challenges faced by current scientific understandings.
- Present the image of God and its various interpretations.
- Survey the different understandings of the composition of a human (Monist, Dichotomist, Trichotomist).
- Discuss the fall of humanity and its consequences.

COURSE LEARNING OUTCOMES:

- Students will be able to summarize the Christian understanding of the creation of humanity.
- They will be able to discuss the complexity of how the Biblical view of creation fits in with the scientific understanding of origins.
- They will be able to categorize the various interpretations of the image of God.
- They will be able to compare the basic understandings of the composition of a human.
- They will be able to diagnose the sin of humanity and catalogue its consequences.

COURSE OUTLINE:

- What is the Biblical view of the creation of humanity?

- God as the actor in creation
- Humans as the pinnacle of the creatures
- Various views on the age of the earth and humanity
- What is the image of God?
- What is a human?
- How did humanity fall into sin and what were the devastating consequences?
- What is the sin nature and how is it passed on to individuals?

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Erickson, Milliard, *Introducing Christian Doctrine*, Baker, USA, 2001.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 230-231-044.

**10.4.6 THE 308 - SOTERIOLOGY**

COURSE DESCRIPTION:

This course will examine the doctrine of Salvation. Special emphasis will be placed on Scriptural understanding and vocabulary.

COURSE OBJECTIVES:

- Explore the vocabulary of Scripture regarding the concept of Salvation (Atonement, Redemption, Reconciliation, Propitiation).
- Identify the roles of Repentance and Faith.
- Explain the terms Justification, Sanctification, and Glorification.
- Discuss the meaning of Eternal Security.
- Describe the results of Salvation.
- Explore the dynamics of the Calvin-Arminian tension.

COURSE LEARNING OUTCOMES:

- Students will be able to analyze the vocabulary of Scripture regarding the concept of Salvation (Atonement, Redemption, Reconciliation, Propitiation).
- They will be able to identify the roles of Repentance and Faith.
- They will be able to explain the terms Justification, Sanctification, and Glorification.
- They will be able to discuss the meaning of Eternal Security.

- They will be able to describe the results of Salvation.
- They will be able to debate the dynamics of the Calvin-Arminian tension.

COURSE OUTLINE:

- What does Salvation mean?
  - Salvation
  - Atonement
  - Redemption
  - Reconciliation
  - Propitiation
- How do Repentance and Faith work in bringing someone to Salvation?
- What are the three stages of Salvation?
  - Justification
  - Sanctification
  - Glorification
- Can someone lose their Salvation?
- What are the different views between the Calvinists and Arminians regarding salvation?

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Erickson, Milliard, *Introducing Christian Doctrine*, Baker, USA, 2001.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 230-231.044.

**10.4.7 THE 307 - ECCLESIOLOGY**

COURSE DESCRIPTION:

This course will explore the meaning, purpose, aspects, offices of, distinctives, and functions of the church. Different types of leaderships models, governments, and ordinances are discussed.

COURSE OBJECTIVES:

- Study the various metaphors used in the Scriptures to refer to the universal Church of God.
- Review the story of the local and universal New Testament Church in the book of Acts of the Apostles.

- Define the purposes of the Church.
- Explore various government and office models for the local church.
- Investigate various denominational understandings of the Lord's Supper and Baptism.

#### COURSE LEARNING OUTCOMES:

- Students will be able to identify the various metaphors used in the Scriptures to refer to the universal Church of God.
- They will be able to summarize the story of the local and universal New Testament Church in the book of Acts of the Apostles.
- They will be able to define the purposes of the Church.
- They will be able to classify various government and office models for the local church.
- They will be able to critique and categorize various denominational understandings of the Lord's Supper and Baptism.

#### COURSE OUTLINE:

- What is the Church?
- What is the origin of the Church?
- What are the purposes of the Church?
  - Teaching/Doctrine.
  - Observation of the Ordinances.
  - Prayer.
  - Evangelism.
  - Worship.
  - Benevolence.
- What are models for Church government?
  - Episcopal.
  - Presbyterian.
  - Congregational.
- What are the different denominational understandings of the Lord's Supper and Baptism?
  - Roman Catholic.
  - Lutheran.

- Presbyterian.
- Baptist.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Erickson, Milliard, *Introducing Christian Doctrine*, Baker, USA, 2001.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 230-231.044, 254; 254.5; 270-274.2.

<b>10.4.8 THE 308 - ESCHATOLOGY</b>
-------------------------------------

COURSE DESCRIPTION:

This course will be an examination of the future events. Various views will be explored in coordination with the Scriptures.

COURSE OBJECTIVES:

- Understand the meaning of death and the intermediate state.
- Review the resurrection of Christ and the implications for the future resurrection of the dead.
- Study the present and future Kingdom of God.
- Explore the various views of the millennial kingdom.
- Investigate the Second Coming of Christ and the Rapture.
- Study the Final Judgement.
- Discuss the New Heavens and the New Earth.

COURSE LEARNING OUTCOMES:

- Students will be able to understand the meaning of death and the intermediate state.
- They will be able to review the resurrection of Christ and explain the implications for the future resurrection of the dead.
- They will be able to recognize the present and future Kingdom of God.
- They will be able to appraise the various views of the millennial kingdom.
- They will be able to describe the Second Coming of Christ and the Rapture.
- They will be able to summarize the Final Judgement.
- They will be able to discuss the New Heavens and the New Earth.

#### COURSE OUTLINE:

- What is death?
- What happens after physical death and before the resurrection of the dead?
- What will happen when the dead are resurrected?
- How is it that the Kingdom of God is already here and not yet here?
- What are the major views on the Millennial Kingdom?
  - Pre-Millennial.
  - A-Millennial.
  - Post-Millennial.
- What are the different views on the Second Coming of Christ and the Rapture of the Church?
- What do we know about Future Judgement?
- What are the New Heavens and the New Earth?

#### COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Erickson, Milliard, *Introducing Christian Doctrine*, Baker, USA, 2001.

#### RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 236-236.9.

### **10.4.9 THE 309 - CURRENT ISSUES IN AFRICA**

#### COURSE DESCRIPTION:

This course is an analysis and examination of salient issues in African theology from an evangelical viewpoint.

#### COURSE OBJECTIVES:

- The purpose of the course is to make students aware of the specific theological issues to be found in Africa.
- These issues will be understood comparatively to other regions of the world where they are understood and approached differently.

#### COURSE LEARNING OUTCOMES:

- Students will be able to understand that African answers to theological, social and moral issues are to be relevant to the African setting.



- Just as Western answers must not be applied in a judgmental way to African issue so African answers must be used judgmentally in their application to other regions.
- Students will understand that different answers may be applied in different contexts and different settings.

COURSE OUTLINE:

- To study universalism in the church in Africa, it's delineation and challenge.
- To learn the definitions of terminology in African Traditional Religions
- To observe their relation to theological systems.
- To study the origin and rejection of the term "African Theology".
- To study the African theological concepts of God, monotheistic ramifications and eschatology.
- To study the development of ecumenism in Africa.
- To learn how to safeguard biblical Christianity.

COURSE TEXTBOOKS GIVEN TO STUDENTS FROM BOOK ROOM:

Ken Mbugua, Prosperity? Seeking the True Gospel, ACTS, Kenya, 2016.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 236-236.9.

## **10.5 RELIGION**

### **10.5.1 REL 301 - ISLAM**

COURSE DESCRIPTION:

This course is a study of the Islamic Faith tracing its course from inception to the current day. The course will cover the principles beliefs of the Islamic Faith in comparison to the Faith Christian showing students the essential differences between the two faiths. Students will be taught how they may engage in inter-faith dialogue with Muslims and how to explain the Christian Faith clearly to them.

COURSE OBJECTIVES:

- The purpose of this course is to ensure participants have a clear understanding of Islam and its teachings.

- The course also intends to address Islam from the point of view of Christian Apologetics and equip students to address the theological distinctions between Christianity and Islam.

#### COURSE LEARNING OUTCOMES:

- Students will be able to state the essential teachings of Islam.
- Students will be able to appraise critically Islamic teachings in the light of Christian teachings.
- Students will be able to design their own approach to Islam using the knowledge-based materials they have been taught at UBS.

#### COURSE OUTLINE:

- To study the life of Muhammad and the origins of Islam from 570-632 AD.
- To study the early development of Islam and the origins of the Sunni and Shia sects.
- To study the major beliefs of Islam including:
  - Islamic Theology of God.
  - Islam and the Koran.
  - Islam and Jesus.
  - Islamic understandings of Human Salvation.
  - Islam and Jihad.
- To study Islamic Faith and Practice including:
  - Islamic Worship.
  - Islamic Prayer.
  - Islam and the Five Pillars of Faith.
- To study the development of Islam, particularly in Africa.
- To understand the religious books of Islam.

#### COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- The Camel Method Student Version, WigTake Resources, 2004.
- Nehls, Gerhard and Eric, Walter, Islam: As it Sees Itself, As Others See It, As It Is., Life Challenge Africa, Nairobi, Kenya, 1996.
- Anderson, Keith B. and Benson, G. Patrick, Religions in East Africa, Provincial Board of Theological Education, Church of the Province of Kenya, Nairobi, Kenya.

### RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 291, and 294-297.123.

## **10.5.2 REL 302 - QUASI-CHRISTIAN GROUPS**

### COURSE DESCRIPTION:

This course is a study of those religious cults whose theological content has similarities with Christianity, but who diverge on key doctrinal points to the extent they are not to be considered as members of the world-wide Christian Church.

### COURSE OBJECTIVES:

The purpose of this course is to equip students with the knowledge required to understand that within Christianity, despite its multiple denominations, there remains a recognisable core set of common beliefs, which distinguish them from false religions.

### COURSE LEARNING OUTCOMES:

- Students will be able to explain the differences between the different Quasi-Christian Groups.
- Students will be able to justify what it is that allows them to be denominated as Quasi-Christian rather than Christian.

### COURSE OUTLINE:

- To study the Nicene Creed as a basis for core beliefs held to be true across the Christian Denominations. In particular:
  - The Doctrine of the Trinity.
  - The Doctrine of the Dual Nature of Jesus Christ (Fully God/Fully Man).
  - The Doctrine and the Historical events of the Atonement/Easter.
  - The Doctrine of the Second Coming.
- To understand that the Christian Denominations hold Doctrines that define them as Baptists, Anglicans, Roman Catholics etc. but that these serve to distinguish them as different parts of the Christian Family and still allow them all to be determined Christian.
- To study the origins, the beliefs, the practices and the theological distinctions between the major Quasi-Christian cults and Christianity.
- The Quasi-Christian cults we are concerned with are those most prevalent in East Africa including:

- Jehovah Witnesses.
- Mormons or Church of the Latter-Day Saints.
- The Seventh Day Adventists.
- The Prosperity Gospel Pentecostals.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Van Gordon, Kurt., *Mormonism*, Zondervan Publishers, Grand Rapids, MI, 1995.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 285.9 and 289.3-289.92.

<b>10.5.3 REL 303 - INTRODUCTION TO ETHICS</b>
--

COURSE DESCRIPTION:

In this introduction to the study and practice of Christian ethics, the student will examine philosophical and theological backgrounds for ethics, the role of biblical authority, and the historical relation between church and culture in order to develop a valid method of moral decision making, evaluate ethical issues, and apply the correct principles to life.

COURSE OBJECTIVES:

- To define the fundamentals of biblical ethics so that the student will mature in spiritual and character development and thus produce a godly life.
- To construct a foundation for spiritual experience by reviewing the central doctrines of God, His Word, Christ and the Holy Spirit and understanding a step-by-step Christian growth: growing in the knowledge of Christ, prayer, worship, believer fellowship, and citizen responsibility.
- To interpret and apply key ethical passages of Scripture.
- To discuss major current ethical issues confronting contemporary Christianity.
- To identify and discuss key thinkers, models and ideas in ethics, and learn to competently discuss and argue ethical issues convincingly.
- To appraise the commitment required to voice Christian values in ministry and community at appropriate time.
- To apply principles to church-related problems faced by the students.
- To define current terms and definitions of ethics in today's society.

#### COURSE LEARNING OUTCOMES:

- The successful student will...
  - Define the fundamentals of biblical ethics so that the student will mature in spiritual and character development and thus produce a godly life.
  - Construct a foundation for spiritual experience by reviewing the central doctrines of God, His Word, Christ and the Holy Spirit and understanding a step-by-step Christian growth: growing in the knowledge of Christ, prayer, worship, believer fellowship, and citizen responsibility.
  - Interpret and apply key ethical passages of Scripture learned from previous classes.
  - Discuss major current ethical issues confronting contemporary Christianity.
  - Identify and discuss key thinkers, models and ideas in ethics, and learn to competently discuss and argue ethical issues convincingly.
  - Appraise the commitment required to voice Christian values in ministry and community at appropriate time.
  - Apply principles to church-related problems faced by the students.
  - Define current terms and definitions of ethics in today's society.

#### COURSE OUTLINE:

- Unit One: The Fundamentals of Biblical Ethics.
- Unit Two: The Foundation for Spiritual Experience.
- Unit Three: Current Ethical Issues Confronting Contemporary Christianity.
- Unit Four: Thinkers, Models and Ideas in Ethics.
- Unit Five: The Commitment Required.
- Unit Six: Church-Related Problems.

#### COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Geisler, Norman L. *Christian Ethics: Options and Issues*. Baker Book House: Grand Rapids, Michigan, 1989.
- Mugambi, J.N.K., Wasike-Nasimiyu A. *Moral and Ethical Issues in African Christianity: A Challenge for African Christianity*. Acton Publishers: Nairobi, 1999.

#### RECOMMENDED READING:

Jones, David Clyde. *Biblical Christian Ethics*. Baker Books: Grand Rapids, MI 1994;

Packer, J.I. *Knowing Christianity*. InterVarsity Press: Downers Grove, Illinois, 1999.

The library has multiple books suitable for this course under the classification number 241-241.096.

#### **10.5.4 REL 304 - CHRISTIAN DENOMINATIONS**

##### COURSE DESCRIPTION:

This course is a study of the origins and the teachings of the major Christian Denominations that exist in the world today.

##### COURSE OBJECTIVES:

- The purpose of this course is to ensure that students understand what it is that the Christian Denominations accept as common or core beliefs.
- The course also intends students to understand how different churches may adopt alternative understanding on some issue or place greater emphasis on certain theological points, to the extent that this allows the formation of other Christian churches.

##### COURSE LEARNING OUTCOMES:

- Students will be able to explain the differences between the different Christian Denominations.
- Students will be able to justify what it is that allows them to be denominated as Christian despite these differences.
- As a result of this course, it is expected that students will show a clearly Christian appreciation of those within their world-wide Faith community who have differences to them in terms of practice and doctrine.
- This course is intended to discourage prejudice toward the world's major Christian Denominations and to promote understanding.

##### COURSE OUTLINE:

- This course will not consider in detail the Baptist church as they are covered in full in courses 'BTH MIN 301 Baptist Basics' and 'BTH HIS 304 History of the Baptist Movement'.
- To study the origin, the teaching, and the practices of the major Christian churches.
- To study those theological and practical differences that separate out the major Christian churches from one another.

- The main churches to be considered are:
  - The Roman Catholic Church.
  - The Eastern Orthodox Church.
  - The Anglican Church.
  - The Methodist Church.
  - The Pentecostal Church.
  - The idea of the Independent Churches.

COURSE TEXTBOOKS GIVEN TO STUDENTS FROM BOOK ROOM:

Hamilton, Adam. *Christianity's Family Tree: What Other Christians Believe and Why*. Abingdon: Nashville, TN, 2007.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 280.

<b>10.5.5 REL 305 - PHILOSOPHY &amp; APOLOGETICS</b>
--

COURSE DESCRIPTION:

This course is an overview of the history of philosophy starting with the Greeks and following ideas through the history of western thought. Various philosophers and their ideas will be highlighted. An introduction to formal and informal logic will be presented. An overview of various worldviews will be surveyed. The concept of apologetics will also be employed in order to help the student apply Christian teachings in an increasingly secular and international society.

COURSE OBJECTIVES:

- The purpose of this course to introduce the ideas that have become the building blocks of western thought. Familiarity with these ideas will assist the students in their engagement with the greater world.
- The course also will cover the various religious worldviews found across the planet.
- The course also intends to sharpen the minds of the students - to help them become better thinkers.

COURSE LEARNING OUTCOMES:

- Students will be able to identify many of the key thinkers of the last 2,500 years.

- Students will be able to distinguish between logically sound thinking and illogically fallacious thinking.
- Students will be challenged to justify their own long held beliefs in order to not only know what they believe but why they believe.
- Students will be able to explain their own religious worldview and how it differs from concepts found in other religions.
- Students will be better equipped to analyze various truth claims that they will encounter in this ever-connected world.

#### COURSE OUTLINE:

- Eight different philosophers - their ideas and major contributions - will be studied. These include Plato, Aristotle, St. Augustine, St. Thomas Aquinas, René Descartes, Blaise Pascal, Søren Kierkegaard, and C. S. Lewis.
- There will be an introduction to formal and informal logic. This will include inductive and deductive arguments as well as a survey of various informal fallacies and examples that can be found in today's society.
- The concept of worldview will be explained. Various religious worldviews will be studied including Christian Theism, Deism, Atheism, Polytheism, Pantheism, Agnosticism, Henotheism, Existentialism, and Nihilism.
- The tools of Christian Apologetics will be examined and discussed. Some of the topics within this section will be Biblical Apologetics, The Problem of Evil, Natural Theology, The Parable of the Invisible Gardner, The Case for the Historical Jesus, and the Evidence for the Resurrection.

#### COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Baucham, Voddie. *Expository Apologetics: Answering Objections with the Power of the Word*. Crossway: Wheaton, Illinois, 2015.

#### RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 234.161 and 270-274.2.



## **10.5.6 REL 306 – THE GRAND NARRATIVE**

### COURSE DESCRIPTION:

This course acts as an overarching review of all that has been learned from Term 1 at UBS. It covers the “The Grand Narrative” of God’s creation and God’s interaction with humanity. There will be an overview of the entire Biblical story from the creation to the new creation. Integrated into the Biblical review will be the theological conclusions that come from the narrative.

### COURSE OBJECTIVES:

- The purpose of this course is to help the students review the Biblical Studies courses from the Old Testament and the New Testament.
- While reviewing the Holy Scriptures special emphasis will be given to the themes that can be found stretching throughout the Bible.
- Systematic theology will also be stressed as flowing out of the Scriptures as a whole.

### COURSE LEARNING OUTCOMES:

- Students will be able to give an overview of the different eras found in the Holy Scriptures.
- Students will be able to connect the different themes with different theological topics.
- Students will appropriate the sections of the “Grand Narrative” into their ministry contexts.

### COURSE OUTLINE:

- Unit 1: The God Who Made Everything.
- Unit 2: The God Who Does Not Wipe Out Rebels.
- Unit 3: The God Who Write His Own Agreements.
- Unit 4: The God Who Legislates.
- Unit 5: The God Who Reigns.
- Unit 6: The God Who Is Unfathomably Wise.
- Unit 7: The God Who Becomes a Human Being.
- Unit 8: The God Who Grants New Birth.
- Unit 9: The God Who Loves.
- Unit 10: The God Who Dies - and Lives Again.

- Unit 11: The God Who Declares the Guilty Just.
- Unit 12: The God Who Gathers and Transforms His People.
- Unit 13: The God Who Is Very Angry.
- Unit 14: The God Who Triumphs.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Carson, D. A. *The God Who Is There: Finding Your Place in God's Story*. Baker Books: Grand Rapids, Michigan, 2010.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 234.161 and 270-274.2.

## 10.6 MINISTRY & MISSIONS

### 10.6.1 MIN 301 - ORIENTATION & BAPTIST BASICS

COURSE DESCRIPTION:

This course is an introduction to UBS in which students learn about the college, its facilities (e.g. the library and computer rooms) and the expectation of being a student here. This course also includes an introduction to the beliefs and the governing principles of the world-wide Baptist Movement.

COURSE OBJECTIVES:

- The purpose of this course is to ensure at the outset that students are clear as to what is expected of them in terms of their study and personal responsibilities as a student at UBS.
- The secondary purpose is to ensure that students are clear concerning the principles that govern the life of Baptists the world-over.

COURSE LEARNING OUTCOMES:

- Students will be able to recall how to find books and use the library effectively.
- Students will be able to apply the practical teachings of this course to enhance their learning experience at UBS.
- Students will be able to evaluate the organisation of their own church in the light of the lessons learned during the course.

COURSE OUTLINE:

- Students will be given an introduction to the library and gain access via their own account to lending privileges.
- Students will be given an introduction to the computer services and learn of the training sessions available for those who have not previously used computers, as well as the more advanced courses available.
- Students will learn about the administration and organisation of the Church, including the writing of a constitution and the conducting of member's meetings.
- To teach internal record keeping and group organizations
- Students will learn of the traditional values that have guided Baptists churches since their origins in 1609. In particular, they will learn about:
  - Freedom of religion.
  - Local church autonomy.
  - Baptist church governance (methods; congregationalism; etc).
  - Baptists and worship.
  - Baptists and integrity.
  - Baptists Beliefs regarding baptism and church membership.
  - Baptist understandings of leadership.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Jarvis, Clive., *A Most Peculiar People: A Study of The World-Wide Baptist Movement and the Principles that Motivate and Guide it*, UBS Press, Jinja, Uganda, 2018.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 234.161 and 270-274.2.

<b>10.6.2 MIN 302 – MINISTRY FOUNDATIONS</b>
--

COURSE DESCRIPTION:

This course will help the students to better understand foundations of ministry such as evangelism, discipleship, leadership development and healthy church formation.

COURSE OBJECTIVES:

- This course will equip students to be prepared for ministry when they return to their churches and their communities.
- This course will equip students to be effective in evangelism and discipleship.

- This course will equip students to know the difference between a healthy and unhealthy church and how to move an unhealthy church towards health.
- The students will be equipped to develop leaders who produce leaders.

COURSE LEARNING OUTCOMES:

- The student will be able to teach what was learned in this course when they return home.
- The student will be able to evangelize and disciple with theological accuracy.
- The student will be able to assess what is a healthy church and how to move a church from unhealthy to healthy.
- The student will be able to develop leaders.
- The student will be ready to participate in ministry foundation labs.

COURSE OUTLINE:

- Evangelism: What, Why and How?
- Discipleship: What, Why and How?
- Leadership Development: What, Why and How?
- Healthy Church Development: What, Why, and How?

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Rodgers, Kevin, James Bledsoe, William Hardwick, Daniel Lowry, and Jason Milton, eds. *Healthy Church Leadership: A Manual for Healthy Churches in Africa*. Nairobi, KE, 2021.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 254-268.

<b>10.6.3 MIN 303 - HOMILETICS</b>
------------------------------------

COURSE DESCRIPTION:

This course is designed to provide students with a solid foundation for biblical preaching by exploring the implications of preaching a text and preaching the gospel. Preaching the gospel is considered from historical, biblical, theological, and pastoral perspectives. Emphasis will be placed on how to produce expository sermons that are contextually suited for East African context.

COURSE OBJECTIVES:

- This course will consider historical styles of preaching.

- This course will consider the Biblical illustrations and instructions for preaching.
- This course will consider the theological necessity and implications of preaching.
- This course will consider pastoral implications of preaching.
- This course will equip students to write expository sermons utilizing the historical, grammatical method.

COURSE LEARNING OUTCOMES:

- The student will be able to preach theologically solid sermons.
- The student will be able to exegete a passage of Scripture and prepare a sermon that includes application.
- The student will understand their place in the history of preaching and the Biblical precedent for preaching.

COURSE OUTLINE:

- Establishing the importance and necessity of preaching
  - Historical
  - Biblical
- Giving the students a “template” structure of a sermon and helping them understand how to form each section:
  - Introduction
  - Body (unified points of the sermon)
  - Application
  - Conclusion
- Introducing Students to ideas such as:
  - Exegesis and Eisegesis
  - Homiletics and Hermeneutics
  - Finding the “big idea” of the text
  - Asking questions of the text
  - The points of the sermon matching the point of the text
  - Asking what the text says about God/Jesus before asking what it says about man
  - Application
  - The character and spiritual life of the preacher being important

COURSE TEXTBOOKS GIVEN TO STUDENTS FROM BOOK ROOM:

McDill, Wayne. *12 Essential Skills for Great Preaching*. Nashville, TN: B&H Academic, 2006.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 251-252.6.

**10.6.4 MIN 303 – WORSHIP AND THE ARTS**

COURSE DESCRIPTION:

A course comparing and analyzing traditional and contemporary forms of worship and music. The biblical base of Baptist worship is emphasized.

COURSE OBJECTIVES:

- To teach the true meaning of God, the use and misuse of His name, and the understanding of God in relationship to worship.
- To teach the biblical definition of worship including lifestyle realizing the culmination of worship is service.
- To teach the place of music in worship.
- To teach the distinctives in understanding and practice between the traditional and contemporary forms of worship and music with particular emphasis upon the biblical view of syncretism.

COURSE LEARNING OUTCOMES:

- The successful student will...
  - explain the true meaning of God, the use and misuse of His name, and the understanding of God in relationship to worship.
  - explain the biblical definition of worship including lifestyle realizing the culmination of worship is service.
  - explain the place of music in worship.
  - explain the distinctives in understanding and practice between the traditional and contemporary forms of worship and music with particular emphasis upon the biblical view of syncretism.

COURSE OUTLINE:

- Unit One: Introduction to biblical basis of worship, and description of relationship with God.
- Unit Two: Traditional and contemporary worship through music.

- Unit Three: Issues of cultural syncretism in worship and music.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Owens, Ron., *Return to Worship: A God-Centered Approach*. Broadman and Holman Publishers, Nashville, TN. 1999.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 248.3 & 264.

**10.6.5 MIN 305 – COMMUNITY LEADERSHIP AND HEALTH**

COURSE DESCRIPTION:

This course is concerned with equipping students with basic community health information to better care for themselves and the community where they are leaders. This course is concerned equipping students with basic information about trauma to best care for community members who are going through rough times.

COURSE OBJECTIVES:

- This course will equip students to care for themselves, families and the community.
- Students will understand the trauma and why it is important to listen to people with wounds of the heart and also walk with them to healing.

COURSE LEARNING OUTCOMES:

- Students will understand and also become a health mouthpiece for the community and for people with wounds of the heart.

COURSE OUTLINE:

- PRACTICALS
  - We define health and community health.
  - Personal hygiene, sanitation and diseases associated with poor sanitation.
  - Types of germs, Infectious and non-infectious diseases.
  - Childhood illnesses and immunisation.
  - Body immunity
  - Sexually transmitted diseases and HIV/AIDS

- Family planning and child spacing
- Healing the wounds of trauma
- If God loves us, why do we suffer?
- How can the wounds of the heart be healed?
- What happens when someone is grieving?
- Taking your pain to the cross
- How can we forgive others?
- ADMINISTRATION
  - Organising community health education sessions.
  - Mobilise for good community and personal hygiene.
  - Refer the sick to the appropriate medical facilities.
  - Advocate for better health practices in the community.
  - Identify the people with wounds of the heart and offer support.
  - Organise healing group sessions.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

*Healing wounds of trauma how the church can help* by Harriet Hill, Margaret Hill, Richard Bagge, Pat Miersma.

RECOMMENDED READING:

Werner, David et al, *Where there is no doctor: A Village Health Care Handbook for Africa*, MacMillan, 2010, The library has multiple books suitable for this course under the classification number 610.7-617.6.

<b>10.6.6 MIN 306 – BIBLICAL COUNSELLING</b>
--

COURSE DESCRIPTION:

This course is an introduction to counselling with a Biblical perspective.

COURSE OBJECTIVES:

The purpose of this course is to provide students with a basic understanding of what counselling is and is not, and to give them basic skills to enhance their task as pastors.

COURSE LEARNING OUTCOMES:

- Students will be able to summarise the key components involved in effective counselling.
- Students will be able to diagnose from dialogue with other issues requiring counselling.



- Students will be able to develop and effective strategy for counselling church members.

COURSE OUTLINE:

- To teach and understanding of the basic principles of counselling from a Christian and Biblical perspective.
- To provide basic counselling Information in respect of the following situations:
  - Marriage and Divorce counselling in an African setting.
  - Bereavement counselling.
  - Relationship and lifestyle counselling.
  - Counselling Issues relating to health and hygiene.
  - Career and educational counselling for young people.
  - Counselling issues relating to young people.
  - Counselling issue relating to women.
  - Counselling issues relating to older people.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Cummins, Harold., *How to Help: A Guidebook for People Who Help Others*, International Publications Services, Nairobi, Kenya.
- Gichinga, Emmy M. *Basic Counselling Skills, Faith Communication*, Westlands, Nairobi, Kenya, 1999.
- TAG, *A Biblical Approach to Marriage and Family in Africa*, Institute of Church Renewal, STC, Kijabe, Kenya. 1994.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 241.63; 253.5, and 306.8-306.85.

**10.6.7 MIN 307 - MARRIAGE & THE FAMILY**

COURSE DESCRIPTION:

This course is an introductory course stressing Biblical standards for marriage and the family as interpreted in an east African setting including courtship, pre-marriage counselling and various current issues are dealt with including purity such as HIV/AIDS and AIDS prevention.

COURSE OBJECTIVES:

- To equip students with the knowledge and skills required to provide effective teaching on marriage to their congregations including marriage and divorce counselling.
- To equip students with the knowledge and skills required to properly prepare couples for their forthcoming marriages.
- To ensure students are fully aware of current Ugandan (East African) marital law.
- To teach the biblical understanding of family and of family/household relationships.

#### COURSE LEARNING OUTCOMES:

- Students will understand Biblical teaching on Christian Marriage.
- Students will be able to deliver a short Marriage Preparation Course to candidates for marriage.
- Students will be familiar with the requirement of Uganda (East African) marital law.

#### COURSE OUTLINE:

- MARRIAGE.
  - To learn traditional marriage customs in Africa and to understand them in a Christian context.
  - To consider the issues of the traditional 'Introduction' ceremony and the financial difficulties this causes often delaying by many years the marriage ceremony.
  - To learn the biblical principles of Christian marriage, including the choosing of a partner.
  - To study Biblical teaching on divorce.
  - To teach the marriage laws of the country.
  - To study special issues related to Christian marriage.
  - To teach pastoral counselling for troubled marriages.
  - To give practicums in marriage-related problems faced by the students.
  - To teach pastors how to conduct a legal marriage ceremony in their churches in accordance with the law.
- FAMILY.
  - Biblical Families.

- Biblical Teaching.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Cummins, Harold, *How to Help: A Guidebook for People Who Help Others*, International Publications Services, Nairobi, Kenya.
- Gichinga, Emmy M. *Basic Counselling Skills, Faith Communication*, Westlands, Nairobi, Kenya, 1999.
- TAG, *A Biblical Approach to Marriage and Family in Africa*, Institute of Church Renewal,
- STC, Kijabe, Kenya. 1994.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 241.63 and 306.8-306.85.

**10.6.8 MIN 308 - ADMINISTRATION & PRACTICALS**

COURSE DESCRIPTION:

This course is concerned with preparing students to conduct the major services that will be required of them during their time as pastors. This course is concerned with general Church Administration.

COURSE OBJECTIVES:

- This course will equip students to conduct the many special services required of them as pastors.
- Students will also be taught to understand the reasons for the way these special services are conducted.

COURSE LEARNING OUTCOMES:

Students will fully understand and be prepared to conduct the many special services required of them as pastors.

COURSE OUTLINE:

- PRACTICALS
- To answer the question: What is the Church and what is the role it plays in the life of believers and in the life of the community at large?
- To teach what are the main elements in a general service of worship: song, prayer, reading of the word, preaching; testimony and ministry.

- To demonstrate how these elements can be incorporated in different church services and to provide to student's different templates for a general service of worship.
- To consider the following types of special services and to explain their relevance, their meaning and how to conduct them:
  - Communion or the Lord's Supper.
  - Dedication of Infants (explaining also 'infant baptism' from a Baptist perspective).
  - Believer's baptism by Immersion (including the place of testimony and prayer for the baptised).
  - Welcoming New members.
  - The Marriage Service and the Blessing of a marriage contracted civilly,
  - The Funeral Service.
  - Ordination.
  - Dedication of Buildings.
- ADMINISTRATION.
  - Building, leading, and supporting a Team including elders, deacons, preachers, youth leaders, music leaders and women's leaders etc.
  - The art of delegation.
  - Understanding church finances including budgeting, the need for a treasurer, financial oversight and financial integrity.
  - To teach the processes of record keeping and data storage concerning membership and attendance.
  - To teach methods of effectively communicating with the church membership.
  - To teach the purpose, policies and procedures of the church office.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Eaton, Paul and Kay., *Handbook of Worship Services for Pastors*, Literature Office, Baptist Bookshop, Wandegeya, Kampala, Uganda, 1989.
- Parts translated from Kitabu Cha Ibada Kwa Wachungaji, Copyright, 1986, Baptist Publications House, Thika Road, Ruaraka, Box 30370, Nairobi.
- Holcomb, Tim J., *Church Administration from A to Z*, Convention Press, Nashville, TN, 1994.

- Tidwell, Charles A. *Church Administration: Effective Leadership for Ministry*, Broadman Publishers, Nashville, TN 1985.
- Wright, P.C., *Pastor's Guidebook*, Evangel Publishing House, 1982.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 248.3, 254 and 264.

**10.6.9 MIN 309 - PASTORAL LEADERSHIP & MINISTRY**

COURSE DESCRIPTION:

The purpose of this course is to present to students the model of the 'Servant Pastor' as that most appropriate for Church Ministry. We shall present the skills required of Christian Ministers including leadership development, planning, church education and administrative practices. The course will be taught with the role most especially of the Baptist/Pentecostal Minister in view.

COURSE OBJECTIVES:

- To come to understand the meaning of "servant leadership": what the pastor is to be, and what he is to do.
- To teach the biblical principles of administration and resultant functions.
- To see the difference between administration and leadership.
- To describe the biblical functions of leadership and include practicums in church-related problems faced by the students.
- To relate ministry and management as correlated approaches in biblical context.
- To see the balance between the task and the people.
- To summarize biblical conclusions in various circumstances.
- To teach how to achieve planning and the use of organizational charts.
- To learn how to incorporate people into the ministry.
- To learn how to organize the work.
- To learn best practices in business meeting procedure.

COURSE LEARNING OUTCOMES:

- The successful student will be able to...
  - Demonstrate understanding of the meaning of 'Servant leadership' - what the pastor is to be and what he is to do.
  - Explain the biblical principles of administration and resultant functions.

- Explain the difference between administration and leadership.
- Describe the biblical functions of leadership and include practicums in church-related problems faced by the students.
- Relate ministry and management as correlated approaches in biblical context.
- See the balance between the task and the people.
- Summarize biblical conclusions in various circumstances.
- Explain use of planning and organizational charts.
- Explain how to incorporate people into the ministry.
- Explain how to organize the work.
- Explain best practices in business meeting procedure.

COURSE OUTLINE:

- Unit One: Introduction to biblical servant leadership.
- Unit Two: Differentiation of leadership and administration.
- Unit Three: Allocation of time for task completion and for people.
- Unit Four: Organizing administration tasks.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Gangel, Kenneth O., *Feeding and Leading: A Practical Handbook on Administration in Churches and Christian Organizations*, Baker Books, Grand Rapids, MI, 1989.
- MacArthur, John D., *How to Shepherd Biblically*, Thomas Nelson, Nashville, TN, 2005.
- MacArthur, John, *Called to lead: 26 leadership lessons from the life of the Apostle Paul*, Thomas Nelson, Nashville, 2004.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 253.

## 10.7 ENGLISH

### 10.7.1 ENG 201 - STUDY METHODS

#### COURSE DESCRIPTION:

A general introduction to English, study techniques, and computer skills.

#### COURSE OBJECTIVES:

- To give students study techniques and test taking strategies to use in all classes.
- To equip students with basic computer skills (creating an email address, sending an attachment, typing basics).
- To equip students with the knowledge of sentence and paragraph structure.
- To improve reading comprehension and conversational English.

#### COURSE LEARNING OUTCOMES:

- Students will be able to use personal computers for their coursework.
- Students will begin to develop their use of English appropriate to the level of their studies.
- Students will begin to prepare themselves and establish the study skills required for successful studies at UBS.

#### COURSE OUTLINE:

- To understand and apply how to take tests.
- To create an email address and use it.
- To give an introduction to computers/typing.
- To give students the knowledge how to send attachment.
- To learn the sentence types.
- To understand and apply study skills.
- To strengthen reading comprehension in reading exercises.
- To strengthen speaking skills in conversation exercises.

#### COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Required reading consists of news articles with active reading and critical thinking exercises.

#### RECOMMENDED READING:

Students have the choice to read and use a variety of resources to support their writing and should read English newspapers, magazines, and books as much as possible.

## **10.7.2 ENG 202 – ORGANISED WRITING**

### COURSE DESCRIPTION:

This course is an introduction to writing with organization using an introduction, body paragraphs, and a conclusion.

### COURSE OBJECTIVES:

- To equip students with the skills to write in an organized way.
  - To give students necessary grammar tools to write properly.
- To improve reading comprehension and conversational English.

### COURSE LEARNING OUTCOMES:

- Students will be able to express themselves through their written work using good English and showing proper use of illustrations and metaphor.
- Students will be able to organise and manage the compilation of essays and other coursework.
- Students will be able to support their discussions with appropriate use of footnotes.

### COURSE OUTLINE:

- To learn and apply how to write an organized essay.
- To create a Title Page.
- To learn footnotes and how to use them.
- To write a paper using footnotes.
- To understand quotation marks.
- To understand what a noun is and be able to identify a noun.
- To strengthen reading comprehension in reading exercises.
- To strengthen speaking skills in conversation exercises.

### COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Required reading consists of news articles with active reading and critical thinking exercises.

### RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 420-428.2 and 808.6.



### **10.7.3 ENG 203 – REFERENCING AND BIBLIOGRAPHY**

#### COURSE DESCRIPTION:

This course focuses on making a proper bibliography and footnotes.

#### COURSE OBJECTIVES:

- To give students the ability to prepare a bibliography.
- To enable students to distinguish the differences between footnotes and bibliography.
- To prepare students for writing a research paper.

#### COURSE LEARNING OUTCOMES:

- Students will be able to accurately prepare a Bibliography.
- Students will be able to choose and include properly appropriate references from other texts to support their interpretations and arguments.

#### COURSE OUTLINE:

- To understand what a bibliography is and practice creating one.
- To understand what a verb is and be able to identify verbs.
- To write a paper using footnotes and a bibliography.
- To strengthen reading comprehension in reading exercises.
- To strengthen speaking skills in conversation exercises.

#### COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Required reading consists of news articles with active reading and critical thinking exercises.

#### RECOMMENDED READING:

Students have the choice to read and use a variety of resources to support their writing and should read English newspapers, magazines and books as much as possible. The library has multiple books suitable for this course under the classification number 420-428.2 and 808.6.

### **10.7.4 ENG 204 – INTRODUCING THE RESEARCH PAPER**

#### COURSE DESCRIPTION:

This course introduces the students' capstone research project with requirements and expectations.

#### COURSE OBJECTIVES:

- To give students a clear understanding and direction for their capstone research project.
- To give students an understanding of research and why it is important.
- To enable students to compose an outline.

#### COURSE LEARNING OUTCOMES:

- Students will be able to apply lessons learnt and develop a plan for writing their thesis.
- Students will be able to justify the importance of their thesis and evaluate its contribution to theological understanding.

#### COURSE OUTLINE:

- To learn what research is and why it is important.
- To introduce Research Paper.
- To understand what a pronoun is and be able to identify pronouns.
- To strengthen reading comprehension in reading exercises.
- To strengthen speaking skills in conversation exercises.

#### COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Required reading consists of news articles with active reading and critical thinking exercises.

#### RECOMMENDED READING:

Students have the choice to read and use a variety of resources to support their writing and should read English newspapers, magazines and books as much as possible. The library has multiple books suitable for this course under the classification number 420-428.2 and 808.6.

### **10.7.5 ENG 205 – ORGANIZING THE RESEARCH PAPER**

#### COURSE DESCRIPTION:

This course is a continuation of the research paper. The research paper will begin to have organization and structure. The idea of peer revision will be introduced.

#### COURSE OBJECTIVES:

- To give students the ability to organize their research project.
- To enable students to understand the revision process.

COURSE LEARNING OUTCOMES:

- Students will be ready to submit their thesis proposal for approval.

COURSE OUTLINE:

- To learn how to organize the research paper.
- To learn what an adjective and adverb are and be able to identify them.
- To understand peer reviewed revisions.
- To strengthen reading comprehension in reading exercises.
- To strengthen speaking skills in conversation exercises.

COURSE TEXTBOOKS GIVEN TO STUDENTS FROM BOOK ROOM:

Required reading consists of news articles with active reading and critical thinking exercises.

RECOMMENDED READING:

Students have the choice to read and use a variety of resources to support their writing and should read English newspapers, magazines and books as much as possible. The library has multiple books suitable for this course under the classification number 420-428.2 and 808.6.

**10.7.6 ENG 206 – REVIEWING RESEARCH PAPER**

COURSE DESCRIPTION:

This is a course that focuses on the revision process using peers.

COURSE OBJECTIVES:

- To enable students to understand the revision process.
- To strengthen students' computer skills.
- To enable students to apply the revision process.

COURSE LEARNING OUTCOMES:

Students will be able to conduct their own self-appraisal and critique of their thesis throughout its compilation.

COURSE OUTLINE:

- To understand and participate in peer reviewed revisions.
- To use computer software for editing.
- To understand what conjunctions and transitions are and be able to identify them.

- To strengthen reading comprehension in reading exercises.
- To strengthen speaking skills in conversation exercises.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Required reading consists of news articles with active reading and critical thinking exercises.

RECOMMENDED READING:

Students have the choice to read and use a variety of resources to support their writing and should read English newspapers, magazines and books as much as possible. The library has multiple books suitable for this course under the classification number 420-428.2 and 808.6.

**10.7.7 ENG 207 - COMPLETE THE RESEARCH PAPER**

COURSE DESCRIPTION:

This course is a summation of the capstone research project.

COURSE OBJECTIVES:

- To strengthen students' computer skills by requiring a typed final project in Turabian style.
- To enable students to finalize projects by editing, revising, and presenting their final project.

COURSE LEARNING OUTCOMES:

- Students will be ready to submit their thesis following accurately the submission guidelines.

COURSE OUTLINE:

- To give a final project presentation.
- To learn how to use prepositions.
- To strengthen reading comprehension in reading exercises.
- To strengthen speaking skills in conversation exercises.

COURSE TEXTBOOKS GIVEN TO STUDENTS FROM BOOK ROOM:

Required reading consists of news articles with active reading and critical thinking exercises.

### RECOMMENDED READING:

Students have the choice to read and use a variety of resources to support their writing and should read English newspapers, magazines and books as much as possible. The library has multiple books suitable for this course under the classification number 420-428.2 and 808.6.

## **10.8 MINISTRY FOUNDATIONS AND PREACHING LABS**

### **10.8.1 MFL 301 – MFL 309**

#### COURSE DESCRIPTION:

These courses are taught in conjunction with MIN 302: MINISTRY FOUNDATIONS and offers students opportunities to discuss and put into practice what they learned in that course. .

#### COURSE OBJECTIVES:

- These courses offer students the opportunity to discuss the implementation of discipleship and evangelism in their communities.
- These courses offer students the opportunity to discuss the implementation of leadership development and healthy church formations.
- These courses practice accountability by having the students be held accountable by the professor.

#### COURSE LEARNING OUTCOMES:

- Students will improve their skills in, and comfort with, evangelism and discipleship.
- Students will improve their skills in producing healthy churches and leadership development.

#### COURSE OUTLINE:

- MFL 301: Introduction.
  - 3/3 Process.
  - Worship.
  - Accountability.
  - Vision Casting.
  - Practice.
  - Goals and Prayer.
- MFL 302: Understanding the Church.

- Healthy Churches and Biblical Church Membership.
- Baptist Perspective.
- Church Circle.
- MFL 303: Ordinances.
  - Survey of Baptism
  - Theology of Baptism.
  - The Lord's Supper.
- MFL 304: Worship and Prayer.
  - Private Prayer.
  - Corporate Prayer.
  - Personal Discipleship.
  - Corporate Discipleship, Small Groups and Sunday School.
- MFL 305: Love and Accountability.
  - Fellowship in the Church.
  - Introduction to biblical accountability.
  - Biblical accountability – Church discipline.
- MFL 306: Leadership.
  - Church leadership: two Offices
  - Principles of spiritual leadership.
- MFL 307: Stewardship, giving and finances in the Church.
- MFL 308: Evangelism and Missions
  - Biblical Theology.
  - Practical Methods.
  - Biblical missions – church planting.
- MFL 309: Starting churches
  - Practical process.
  - Father's Heart and the Field

COURSE TEXTBOOKS GIVEN TO STUDENTS FROM BOOK ROOM:

Rodgers, Kevin, James Bledsoe, William Hardwick, Daniel Lowry, and Jason Milton, eds. *Healthy Church Leadership: A Manual for Healthy Churches in Africa*. Nairobi, KE, 2021.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 254-268.

**10.8.2 PRL 301 – PRL 308**

COURSE DESCRIPTION:

These courses are taught in conjunction with THE 301: BIBLIOLOGY AND HERMENEUTICS and MIN 303: HOMILETICS and offers students opportunities to preach.

COURSE OBJECTIVES:

- These courses allow students the opportunity to preach under the observation and critique of the professor and fellow students.
- These courses offer students the opportunity to evaluate sermons under the guidance of the professor.

COURSE LEARNING OUTCOMES:

- Students will improve their skills in, and comfort with, expository preaching.
- Students will improve their skills in being “good Bereans” by evaluating and checking what they are hearing.

COURSE OUTLINE:

- PRL 301: Review of Exegesis and Title and Division Statements.
- PRL 302: The Introduction of the Sermon.
- PRL 303: Preaching Theocentric Sermons.
- PRL 304: The Conclusion of the Sermon.
- PRL 305: Preaching Sermons that Point to Jesus.
- PRL 306: Supporting Sermons with Other Scriptures.
- PRL 307: Using Illustrations Properly.
- PRL 308: Making Application.

COURSE TEXTBOOKS GIVEN TO STUDENTS FROM BOOK ROOM:

Various articles and sections of books provided by the professor.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 251-252.6.