THEO2002 - Christ: Yesterday, Today and Tomorrow

Course Outline

Course Co-ordinator: Prof. John McDowell
Room: MC108c McMullin Building
Ph: 492 18759
Fax: 492 16933
Email: john.mcdowell@newcastle.edu.au
Consultation hours: TBA through email

Semester: Semester 2 - 2009
Unit Weighting: 10
Teaching Methods: Lecture, Seminar

Brief Course Description
This course studies in detail the variety of beliefs which have been, and are held about Jesus Christ. Students will examine historical documents and beliefs about Jesus Christ from the New Testament, Patristic, and Reformation periods.

Particular emphasis will be placed on contemporary debate about the nature of Jesus in a global context. Students will be expected to reflect critically on contemporary understandings of Jesus which question his identification as the Christ (Messiah) and offer alternative identifications. They will also be expected to reflect critically on the identification of Jesus as God and the implications which competing theories have for claims to his divinity and humanity. Students will be expected to deal, thus, with writings of Christian and non-Christian theologians. They will note how themes identifiable in previous eras may resurface in new forms in contemporary debate.
Recognising the increasingly global nature of theology, students will also be expected to engage with Christologies formulated not only in Western academic theology, but in Africa, Asia, the Pacific, the Caribbean and South America and examine how context shapes understandings of Jesus. As context is broader in scope than geography, students will examine how other cultural phenomena, (eg., liberation theology, feminism, postmodernism) also impinge on this theological task.

**Contact Hours**
Seminar for 1 Hour per Week for the Full Term
Lecture for 2 Hours per Week for the Full Term

**Learning Materials/Texts**
*SEE BELOW*

**Course Objectives**
The aim of the course is to enable students to:

* Gain an historical perspective on the question of Christology;
* Reflect critically on the factors and presuppositions which shape different Christologies;
* Gain an understanding of a wide range of Christological beliefs;
* Engage critically with that range of Christological beliefs;
* Identify their own theological stance and awareness of its place within a diverse variety of beliefs;
* Articulate and defend their own theological stance;
* Develop new Christologies in the light of cultural and philosophical change;
* Locate their Christological beliefs within a broader nexus of belief.

**Course Content**

**Lectures**
Students will be required to attend two one hour lectures each week.

**Seminars**
Students will be required to attend a one hour seminar each week. Depending on the size of the cohort it is expected that faculty will lead the first 7 workshops and the remaining sessions will be led by students as a part of the assessment regime of the course.

**Assessment Items**

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>3 totalling 4500 words for 90% of the final mark.</th>
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<tbody>
<tr>
<td>Other: (please specify)</td>
<td>Seminar leadership task</td>
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<td>10% of the final mark.</td>
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**Assumed Knowledge**
Introduction to Theological Method

**Callaghan Campus Timetable**

**THEO2002**
**CHRIST: YESTERDAY, TODAY AND TOMORROW**

Enquiries: School of Humanities and Social Science
Semester 2 - 2009
Lecture and Seminar Wednesday 14:00 - 16:00 [V27]
Wednesday 16:00 - 17:00 [W243]

**IMPORTANT UNIVERSITY INFORMATION**

**ACADEMIC INTEGRITY**

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To
preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

**Academic fraud** is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;

b) using a substitute person to undertake, in full or part, an examination or other assessment item;

c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);

d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;

e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and

f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.

g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

**Plagiarism** is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;

b) using another person's ideas without due acknowledgment;

c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

**Turnitin** is an electronic text matching system. During assessing any assessment item the University may -

· Reproduce this assessment item and provide a copy to another member of the University; and/or

· Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).

· Submit the assessment item to other forms of plagiarism checking

**RE-MARKS AND MODERATIONS**

Students can access the University's policy at: [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

**MARKS AND GRADES RELEASED DURING TERM**

All marks and grades released during term are indicative only until formally approved by the Head of School.

**SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS**

_Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations_ items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy.

Requests for **Extensions of Time** must be lodged no later than the due date of the item. This applies to students:

· applying for an extension of time for submission of an assessment item on the basis of medical, compassionate,
hardship/trauma or unavoidable commitment; or

- whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: http://www.newcastle.edu.au/policylibrary/000641.html

**Note:** different procedures apply for minor and major assessment tasks.

**Students should be aware of the following important deadlines:**

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.

- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

_Late applications may not be accepted_. Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

**STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS**

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au. As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

**CHANGING YOUR ENROLMENT**

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

**Students cannot enrol in a new course after the second week of term**, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: https://myhub.newcastle.edu.au

**STUDENT INFORMATION & CONTACTS**

Various services are offered by the Student Support Unit: www.newcastle.edu.au/service/studentsupport/

The **Student Hubs** are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
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<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>contact your program officer or <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
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<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
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4
City Precinct
City Hub & Information Common, University House

Central Coast Campus (Ourimbah)
Student Hub: Opposite the Main Cafeteria

Phone 4921 5000

Singapore students
contact your PSB Program Executive

OTHER CONTACT INFORMATION

Faculty Websites
www.newcastle.edu.au/faculty/business-law/
www.newcastle.edu.au/faculty/education-arts/
www.newcastle.edu.au/faculty/engineering/
www.newcastle.edu.au/faculty/health/
www.newcastle.edu.au/faculty/science-it/

Rules Governing Undergraduate Academic Awards
www.newcastle.edu.au/policylibrary/000311.html

Rules Governing Postgraduate Academic Awards

Rules Governing Professional Doctorate Awards
www.newcastle.edu.au/policylibrary/000580.html

General enquiries
Callaghan, City and Port Macquarie
Phone: 02 4921 5000
Email:
EnquiryCentre@newcastle.edu.au

Ourimbah
Phone: 02 4348 4030
Email:
EnquiryCentre@newcastle.edu.au

The Dean of Students
Deputy Dean of Students (Ourimbah)
Phone: 02 4921 5806;
Fax: 02 4921 7151
Email:
resolutionprecinct@newcastle.edu.au

This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.
# Weekly Tutorial Reading

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic &amp; Assessment due dates</th>
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<tbody>
<tr>
<td>1</td>
<td>29/07/2009</td>
<td>How Many Jesuses make a Christ? (JMcD)</td>
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<td>2</td>
<td>5/08/2009</td>
<td>Unity and Diversity of the Biblical Witnesses (CP)</td>
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<td>Gerald O’Collins, <em>Christology</em>, ch. 2</td>
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<td>3</td>
<td>12/08/2009</td>
<td>Cut-Price Heresy and a Council too Far? Athanasius and the Arians (BP)</td>
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<td><strong>TBA</strong></td>
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<td>4</td>
<td>19/08/2009</td>
<td>Anselm, Godfather of Atoning Violence? (DC)</td>
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<td>Gustaf Aulen, <em>Christus Victor</em>, ch. V</td>
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<td>5</td>
<td>26/08/2009</td>
<td>Here Today, Gone Tomorrow! Modernity’s Losing Interest in the Christ? (JMcD)</td>
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<td><strong>BOOK REVIEW/ASSIGNMENT TASK DUE FOR WEEK 5</strong></td>
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<td>6</td>
<td>2/09/2009</td>
<td>The Return of the King: Barmen’s Political Christ and the Ambiguity of Resistance (JR)</td>
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<td>Barmen Theological Declaration (1934)</td>
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<td>7</td>
<td>9/09/2009</td>
<td>The Christ Within? Christology and the Psychology of Religion (KB)</td>
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<td>8</td>
<td>16/09/2009</td>
<td>Taking Sufferers Down from the Cross: Christology, Evil, Human Suffering, &amp; the Nature of Mission (PS)</td>
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<td><strong>TBA</strong></td>
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<td>9</td>
<td>23/09/2009</td>
<td>The Matrix of Divine Maleness! Issues for Feminist Theologies (DC)</td>
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<td>Lisa Isherwood, <em>Liberating Christologies</em>, ch. 4</td>
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<td>Mercy Amos Odugoye, in Susan Frank Parsons (ed.), <em>The Cambridge Companion to Feminist Theology</em>, ch. 9</td>
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<td>10</td>
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<td><strong>Semester break</strong></td>
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<td><strong>READING WEEK</strong></td>
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<tr>
<td>11</td>
<td>14/10/2009</td>
<td><strong>ESSAY DUE FOR WEEK 11</strong></td>
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<tr>
<td>12</td>
<td>21/10/2009</td>
<td>Stirring the Melting Pot: Is Religious Pluralism Indifferent to Religious Difference? (AN &amp; DC)</td>
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<td>12</td>
<td>28/10/2009</td>
<td>Apocalypse Now! Eschatology and the Apocalyptic Christ (JMcD)</td>
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<tr>
<td>13</td>
<td>4/11/2009</td>
<td>Summing up, Student Presentations and Course Evaluation (JMcD)</td>
</tr>
</tbody>
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Examination period: Monday 9 Nov to Friday 27 Nov 2008
Assessments

Please note that ALL THE TUTORIAL READING IS COMPULSORY, and those who demonstrate an inability to reason concerning the text will be have marks deducted from their final presentation grade for each occasion of perceptible ignorance of the text.

By way of encouragement here, the texts relate directly to material covered by the classes and are therefore integral to the learning experience involved in the course.

There are several forms of assessment comprising the final assessment grade for the course:

A) 1x Book Review of 1500 words 30%
B) 1x Essay of 3000 words 60%
C) 1x Presentation 10%

A) EITHER (A1) Book Review OR (A2) Assignment Task

(A1) Book Review
Choose one of the books EITHER on the course’s ‘recommended reading’ booklist OR one you have discovered in the university library on the theme of the person and/or work of Jesus. Some guidance for a successful review:

- Books are usually given by academic journals to scholars who are experts in the field, scholars who have read numerous books on the topic(s) addressed. Therefore your review should involve you reading more than just the book for review.
- Only briefly describe what the book is doing and how it does it. Overly descriptive essays only achieve a C/2:2 grade at most.
- It is good practice to focus on one area/issue/argument (or two overlapping areas) in the book being reviewed, and critically discuss it. The book may do this well or badly, or even reasonably well but need to be supplemented – it is your task to explain this, and compare it to other treatments on this matter.
- Have a look at book reviews in academic journals to give you a rough idea of how to write one.
- Unlike an academic review, provide a bibliography of works used at the end.

(A2) Assignment Task
Choose from ONE of the following two options:

- Write an article for the student newspaper on ‘the meaning of Jesus as the Christ’.
- Design the outline of a lecture, or school class, exploring the meaning and significance of the cross for the knowledge of God. [If power-point slides or class handouts are used, please provide a 1000 word description of the slides, rather than 1500 words set for a review or article]

Some guidance notes on these projects:

- These projects are not excuses for intellectual slackness or ‘talking off the top of your head’ – you are to research and write knowledgeably concerning complex issues that people have thought about, debated, and fought over for 2 millennia.
- Provide a bibliography of works used at the end.
B) Essay Questions and Reading

IMPORTANT ESSAY WRITING GUIDANCE NOTES

1) Not all the books at any one time may be available – search for others on these issues.
   - For instance, the library online catalogue can be helpful in searching for other books;
   - The Bonus catalogue can get you some of the books not in our library (but order these well in time);
   - The ATLA Religion Database can aid in identifying articles;
   - Use the internet sparingly and critically (good for some primary etexts – for instance, Wikipedia is not a reputable and quotable research tool).

2) Carefully read the question – the essays may not be asking what one might expect from a quick glance.

3) The essay has to reflect an appropriate knowledge of the issue(s) and the key figures involved, an ability to critically engage with the main conversation partners, and carefully lucid and evidenced reasoning.

4) At level 1 an essay should use no less than 5 major resources; level 2 a minimum of 7 major pieces of resource; and level 3 a minimum of 10 major pieces of resource.

5) Avoid using ‘I’ in the essay – e.g., ‘I think that…’; ‘it appears to me…’ and so on.

6) Use gender inclusive language – e.g., ‘humanity’, or the like, rather than ‘mankind’ or ‘man’.

What is the theological significance, if any, of the ‘empty tomb’ of the Jesus tradition?

Avis, Paul (ed.), The Resurrection of Jesus Christ
Barth, Karl, Dogmatics in Outline
Barton, Stephen & Graham Stanton (eds.), Resurrection
Brown, Raymond E., The Virginal Conception and Bodily Resurrection of Jesus
Carnley, Peter, The Structure of Resurrection Belief
Davis, S.T., Risen Indeed
Davis, S.T. (ed.), The Resurrection
D’Costa, Gavin, Resurrection Reconsidered
Geering, Lloyd, Resurrection: A Symbol of Hope
Küng, Hans, Eternal Life
Lash, Nicholas, Theology on the Way to Emmaus
Lüdemann, Gerd, The Resurrection of Jesus: History, Experience, Theology
Lüdemann, Gerd, What really happened to Jesus?
Mackey, James P., Jesus: the Man and the Myth
O’Collins, Gerald, Jesus Risen
O’Collins, Gerald, The Easter Jesus
O’Donovan, Oliver, Resurrection and Moral Order
Sykes, S.W. & Clayon, J.P., Christ, Faith and History, see essay by O’Neill
Pannenberg, Wolfhart, Jesus: O’Neill
Torrance, T. F., Space, Time and Resurrection
Walker, Andrew (ed.), Different Gospels, see essay by Tom Smail
Wright, N.T., Jesus and the Victory of God

Describe Martin Luther’s understanding of justification and assess both its novelty and validity.

Althaus, Paul, The Theology of Martin Luther
Braaten, Carl, Justification: the Article by which the Church stands or falls
Küng, Hans, Justification
Lohse, Bernhard, Martin Luther’s Theology: Its Historical and Systematic Development
Lohse, Bernhard, Martin Luther: An Introduction to his Life and Work
Lull, Timothy (ed.), Martin Luther: Selected Writings
McGrath, Alister, Iustitia Dei (2nd edition)
McGrath, Alister, Reformation Thought (3rd edition)
Assess the significance of the person of Christ to the theology of the baptism of infants.

Baillie, D M, *Theology of the Sacraments*

Barth, Karl, *Church Dogmatics IV/4, Fragment Volume*


Buchanan, Colin, *Infant Baptism and the Gospel*


Church of Scotland Commission, *The Biblical Doctrine of Baptism*

Cullmann, Oscar, *Baptism in the New Testament*


Jeremias, Joachim, *Baptism in the First Four Centuries*

Jewett, Paul, *Infant Baptism and the Covenant of Grace*

Macquarrie, John, *A Guide to the Sacraments*

Moltmann, Jürgen, *The Church in the Power of the Spirit*

Torrance, Thomas F., *God and Rationality*, ch 6 esp. 156-161

Torrance, Thomas F., *Theology in Reconciliation*

Wright, David, *Infant Baptism in Historical Perspective*

Critically evaluate the main characteristics of Christologies of Liberation

Leonardo Boff, *Jesus Christ Liberator*

José Miguér Bonino, *Faces of Jesus: Latin American Christologies*

William J. La Due, *Jesus Among the Theologians*, ch 5

David Ford (ed.), *The Modern Theologians*, Pt. IV

Gustavo Gutierrez, *A Theology of Liberation*

Jürgen Moltmann, *The Crucified God*

Takatso Mofokeng, *The crucified among the crossbearers: towards a Black Christology*

Christopher Rowland, *The Cambridge Companion to Liberation Theology*

Jon Sobrino, *Christology at the Crossroads*

Jon Sobrino and Ignacio Ellacuria (eds.), *Systematic Theology: Perspectives from Liberation Theology*

Dorothee Sölle, *Christ the Representative*

Theologically evaluate the Role that Christology plays in the philosophy of Immanuel Kant

Immanuel Kant, *Critique of Pure Reason*

Immanuel Kant, *Critique of Practical Reason*

Immanuel Kant, ‘Lectures on the Philosophical Doctrine of Religion’, in *Religion and Rational Philosophy*

Immanuel Kant, *Religion Within the Boundaries of Mere Reason #*

Karl Barth, *Protestant Theology in the Nineteenth Century*

Peter Byrne, *Moral Interpretation of Religion*

Philip Clayton, *Problem of God in Moral Thought*

Michel Despland, *Kant on History and Religion*

Garrett Green, *Theology, Hermeneutics and Imagination: The Case of Interpretation at the End of Modernity*

John Milbank, *Being Reconciled: Ontology and Pardon*

John Milbank, *Word Made Strange*


Carl A. Raschke, *Moral Action: God and History in the Thought of Immanuel Kant*

Bernard M.G. Reardon, *Kant as Philosophical Theologian*

Clement C.J. Webb, *Kant’s Philosophy of Religion*

Alan Wood, *Kant’s Moral Religion*

Critically assess the relation of Christology and the concept of ‘sacrifice’.

Construct your own bibliography

- Choose an Ethical Issue and Discuss What Light, if any, a Christological Account of God Sheds upon it.

Provide a critical account of the Politics of Jesus
José Miguez Bonino, Toward A Christian Political Ethics
C) Student Presentation  
Week 13

The presentations will be given in the form of two sets of debates:

Debate 1 This house believes that the study of Christology has no significance for the shape of human living.

Debate 2 This house believes that the early church was mistaken in the direction its Christology took.

Guidance notes for the debate:

- Teams of 3-4 persons, two teams per debate
- Teams should meet well in advance to identify the main features/arguments relevant to the debate
- Each person in the team must take one or more (depending on how many are identified) of these features identified
- Research for and plan out clearly the argument being presented
- Attempt to anticipate your opponents’ arguments
- Each presentation should be NO LONGER THAN 5 MINUTES
- Be prepared in class to make a response to your respondent, as well as to act as respondent to other people’s presentational arguments

Criteria to be assessed:

- Effective communication, clarity of presentation
- time-keeping
- fullness and depth of research
- sharply well-reasoned arguments
- engaging well with respondents
Select Recommended Reading

G.A. Barker, Jesus In The World’s Faiths: Leading Thinkers From Five Faiths Reflect On His Meaning (Maryknoll: Orbis, 2005).
Karl Barth, Church Dogmatics I.2
Karl Barth, The Humanity of God
Marcus Bockmuehl (ed.), The Cambridge Companion to Jesus
Dietrich Bonhoeffer, Christology
Marcus Borg and N.T. Wright, The Meaning of Jesus: Two Visions
Rudolf Bultmann, Jesus and the Word
Eberhard Busch, The Great Passion: An Introduction to Karl Barth’s Theology
Oscar Cullmann, The Christology of the New Testament
S.T. Davis (ed.), The Incarnation
J.D.G. Dunn, Christology in the Making
Larry Hurtado, Lord Jesus Christ: Devotion to Jesus in Earliest Christianity
Elizabeth Johnson, She Who Is: The Mystery of God in Feminist Theological Discourse
Immanuel Kant, Religion Within the Boundaries of Mere Reason
Walter Kasper, Jesus the Christ (New York: Paulist, 2002).
J.N.D. Kelly, Early Christian Doctrines
John Macquarrie, Jesus Christ in Modern Thought (London: SCM, 1990), 348ff.
John Meyendorff, Christ in Eastern Christian Thought (Crestwood: St Vladimir’s Seminary Press, 1975).
Jürgen Moltmann, Jesus Christ for Today’s World (Minneapolis: Fortress, 1994).
Jürgen Moltmann, The Crucified God
Jürgen Moltmann, The Way of Jesus Christ
C.F.D. Moule, The Origin of Christology
Wolfgang Pannenberg, Jesus God and Man (Louisville: WJKP, 1983).
Karl Rahner, Foundations of Christian Faith
E P Sanders, Jesus and Judaism (London: SCM, 1985).
E.P. Sanders, The Historical Figure of Jesus (London: Penguin, 1995).
Friedrich Schleiermacher, The Christian Faith
Hans Schwarz, Christology (Grand Rapids: Eerdmans, 1998).
Jon Sobrino, Christology at the Crossroads (WIPF & Stock, 2002).
Basil Studer, Trinity and Incarnation
Frances Young, From Nicaea to Chalcedon
Frances Young, The Making of the Creeds