

**TH 227 Puritan Theology (3)**

Puritan Reformed Biblical Seminary  
 Doctor of Divinity in Puritan Studies  
 May 2015

**COURSE OUTLINE****Course Description**

The course is designed for the student to understand the covenants of grace and works from Puritan theological perspective.

**Course Objectives**

1. The student will be able to point out biblical covenants.
2. The student will know that puritans were covenant theologians.
3. The student will be able to apply the covenantal approach to study of Scripture.
4. The student will be able to explain how the covenant theology differs from other theological viewpoints.
5. Students will acquire an in-depth understanding of the nature of covenants.
6. Students will be able to correlate the biblical truth on God's overall plan of redemption by grace as seen in the divine covenants.

**Course Textbooks**Required Textbook

Witsius, Herman. *The Economy of the Covenants Between God and Man Comprehending A Complete Body of Divinity in Two Volumes*. Edinburgh: Thomas Turnbull, 1803.

The following reading is required:

<i>Author</i>	<i>Book</i>	<i>Pages</i>
Richard A. Muller	<i>The Covenant Of Works And The Stability Of Divine Law In Seventeenth-Century Reformed Orthodoxy: A Study In The Theology Of Herman Witsius And Wilhelmus Àbrakel</i>	27
Thomas R. Schreiner	<i>Paul and Perfect Obedience to the Law: An Evaluation of the View of E. P. Sanders</i>	30
Lee Irons	<i>Works in the Mosaic Covenant: A Survey of Major Covenant Theologians</i>	20
J.A. Thompson	<i>The Ancient Near Eastern Treaties And The Old Testament</i>	30
Ralph Allan Smith	<i>The Covenantal Structure of the Bible</i>	30
Peter Y. De Jong	<i>The Covenant Idea In New England Theology</i>	100
Richard L. Pratt, Jr.	<i>Baptism as a Sacrament of the Covenant</i>	13
William Strong	<i>A Discourse on The Two Covenants</i>	75
Stephen Marshall	<i>A Sermon of the Baptizing of Infants</i>	25
Stephen Marshall	<i>A Defense of Infant Baptism</i>	50

Collingridge and McNeill	<i>Republication: A Biblical, Confessional and Historical Defense</i>	100
Robert L. Brady	<i>One Pilgrimage From Dispensationalism To Covenant Faith</i>	40
Meredith G. Kline	<i>The Two Tables Of The Covenant</i>	14
J. I. Packer	<i>Introduction: On Covenant Theology</i>	8
Michael Milton	<i>Engrafted, Not Replaced</i>	12
Ezekiel Hopkins	<i>The Doctrine of Two Covenants</i>	50
C.H. Spurgeon	<i>The Covenant</i>	9
J. Ligon Duncan	<i>What Is Covenant Theology?</i>	2
Joel R. Beeke	<i>Bringing the Gospel to Covenant Children In Dependency on the Spirit</i>	35
Craig G. Bartholomew	<i>Covenant and Creation: Covenant Overload or Covenantal Deconstruction</i>	23
Walter J. Chantry	<i>The Covenants Of Works And Of Grace</i>	15
Gary Crampton	<i>What Calvin Says About Covenant?</i>	4
Meredith G. Kline	<i>Gospel Until The Law: Rom 5:13 - 14 and the Old Covenant</i>	14
Andreas J. Köstenberger	<i>The Identity Of The 'ΙΣΡΑΗΛ ΤΟΥ ΘΕΟΥ (Israel Of God)</i>	
Richard C. · Leonard	<i>In Galatians 6:16</i>	16
Richard C. Barcellos	<i>Worship of Christ and the Biblical Covenant</i>	20
	<i>A Brief Overview of Seventeenth-Century Reformed Orthodox Federalism</i>	18
	<i>Additional reading from pertinent sources</i>	120
	<b>TOTAL READING</b>	<b>900 pages</b>

## Course Requirements

1. *Paper.* The student is to write one paper from the required textbook mentioned above. The paper must be typed, one inch margins, double-spaced, and 40–45 pages in length, including bibliography. The paper should follow the turabian guidelines and conform to the seminary manual for papers and theses. Student has to create his/ her own outline from the textbook, and develop his content and argument discussing with the ideas of the author from the same book as stating its strength and weakness of the paper.

**Note:** Though the student discusses with the textbook and develops his content from the same, he/ she must consult with other valid/ scholarly works for better understanding of the subject.

2. *Reading.* The student is to read the course syllabus and the required reading materials given in this description.

Remember, Paper and reading report is to be graded as follows:

## Course Grading

- The student should consult the catalog for the grading scale used in the seminary.
- The *paper* constitutes 85% of the course grade.
- The *reading* constitutes 15% of the course grade.
- Students may turn in class assignments through e-mail in a word/ pdf format as your mentor demands.
- Late assignments, unless the result of circumstances beyond the student's control, are not accepted.
- Except when permission has been granted by the mentor, the complete work not turned in by the end of the program time limits, is recorded as a zero and the student's grade computed accordingly.