

**ST 5150: Scripture, Theology Proper, Anthropology**  
**Reformed Theological Seminary, NYC**  
**Fall 2025**  
**Dr. N. Gray Sutanto**

**Course Description:**

This course focuses on the systematic-theological loci of Scripture, theology proper, and anthropology, focusing on their biblical roots and articulation within Reformed theology. Topics will thus include the doctrines of general and special revelation, God (nature, attributes, Trinity) and the works of God (decrees, creation, providence), and humanity as created and fallen.

**Course Readings:**

Herman Bavinck, *Reformed Dogmatics* (Grand Rapids: Baker Academic 2003-8).  
Vol. 1, chapters 9-14.  
Vol. 2. Chapters 3-14

John Murray, *The Imputation of Adam's Sin* (Philipsburg: P&R, 1977).  
Entirety

Francis Turretin, *Institutes of Elenctic Theology* (Philipsburg: P&R, 1992).  
Vol. 1, Third Topic, Questions III-XXXI (pages 181-310).

Scott Swain, *The Trinity: A Short Introduction* (Crossway, 2020)

Nathaniel Sutanto, "Herman Bavinck on the Image of God and Original Sin," *International Journal of Systematic Theology* 18, no. 2 (April 2016): 174-190.

Westminster Confession of Faith, chapters 1-9, 19.

Vincent Bacote, 'Erasing Race', in Anthony Bradley (ed.), *Black Scholars in White Space* (Pickwick, 2015)

T. Bogardus, 'Some Internal Problems With Revisionary Gender Concepts' and 'Evaluating Arguments for the Sex/Gender Distinction' and 'Why the Trans Problem Cannot be Solved' in *Philosophia* (2019 and 2022).

Recommended reading: the primary sources from Calvin (*Institutes*) Franciscus Junius (*Treatise on True Theology*), Petrus van Mastricht (*Theoretical-Practical Theology*, vols. 1&2), Francis Turretin (*Institutes of Elenctic Theology*), Abraham Kuyper (*Encyclopedia of Sacred Theology*), and Vos (*Reformed Dogmatics*) are all helpful as treatments of the loci covered in this course.

**Assignments:**

1. Reading report: (20%)

- a. Students will submit a reading report indicating how many percent of the reading they have read (attached to the final exam).
2. Research Paper (40%)
  - a. Students will write a 3000 word research paper (about 10-12 pages double spaced), citing at least 8 scholarly sources, engaging in a topic from the course.
3. Final Exam (40%)
  - a. There will be a final comprising short and long essay questions based on the lecture material. A study guide will be provided.

Reading report and research paper will be due the week of the final exam.

### **Lecture Schedule:**

Day 1 – Revelation: General and Special  
 Day 2 – Scripture and the Unity of God  
 Day 3 – Simplicity and Trinity  
 Day 4 – Divine Foreknowledge and Providence  
 Day 5 – Free Will and Theological Anthropology

### **On Papers:**

Papers should have one-inch margins, 12-point fonts, and have no more than 3000 words (including footnotes, excluding bibliography). Papers should cite at least 8 scholarly sources.

Papers should have a clear thesis and roadmap in the beginning of the essay.<sup>1</sup>

- E.g.: “This paper argues that the doctrine of divine aseity commits us to a meticulous view of divine providence. To this end, this paper moves in three steps. Firstly, I expound on the relevant biblical texts. Secondly, I draw from Turretin’s arguments relating aseity and providence. Thirdly, I address a few objections I can anticipate against the above argument...”

The body of the paper should consist in clearly structured arguments that contribute to vindicating the thesis.

- E.g. “The name of God discloses the fullness and purity of God’s being and act, and this shows that God’s acts are uncaused by anything outside of God.”
- E.g. “Turretin’s argument contributes to my thesis in the following way...showing that divine foreknowledge is not like an act of spectating...”

Pay close attention to *primary sources*, using *secondary sources*, where relevant, to identify the *state of the question*, and to clarify your reading of the primary sources.

- E.g. “While Smith argues that Turretin harbors Molinist sympathies, the reading from Question 13 seems to go against Smith’s interpretation”
- E.g.: “Lowe’s objections against the distinction between free and necessary knowledge require further nuance, and I argue that a response is resident in Turretin’s own text...”

Paper topics could be historical-theological (exploring the views of particular historical trajectories or figures on a theological topic, with the goal of contemporary theological renewal), or constructive/deconstructive (presenting an argument for or against one particular theological view, with the aids of Scripture and historical theology).

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<sup>1</sup> The examples here are merely meant for instruction on how to write a paper.

Sample paper topics:

1. Divine simplicity and aseity: defining their relationship
2. The Image of God: Barth and Bavinck
3. Revelation and Illumination: scope and ends
4. Kuyper and Warfield on the inspiration of Scripture
5. Trinity and creation in the theology of Thomas Aquinas

Late papers will receive a decrease of half a letter grade (from A to A-) for every day it is late.

### On Exams:

The final exam will consist in a selection of short essays and long essay questions. Write as clearly and exhaustively as you can, with as much detail as you can, in proper paragraphs. Students will choose 5 out of 8 short essay prompts (worth 10 points each), and 2 out of 3 long essay prompts (worth 25 points each).

Further, students should be prepared to write Westminster Confession of Faith 2.2, verbatim, as an answer to one of the prompts in the exam.

Sample short essay questions (answer in 1-3 paragraphs)

1. Define archetypal and ectypal theology
2. Define the theology of the pilgrim, the blessed, and of union.
3. Articulate the proper relationship between general and special revelation
4. In what way(s) does Bonaventure believe that the human soul images the Triune God?

Sample long essay questions (be as exhaustive as you can).

1. Define and defend the doctrine of divine aseity from Scripture and the Reformed tradition
2. Outline, defend, and articulate the doctrine of the image of God and its implications.

### Select Bibliography

(Other than the primary sources recommended above, such as Calvin, Turretin, Junius, Van Mastricht, Kuyper, and Vos)

- Allen, Michael and Scott Swain. *Reformed Catholicity* (Baker Academic, 2015)
- Anderson, James, and Paul Manata. "Determined to Come Most Freely," *Journal of Reformed Theology* (2017): 272-97
- Ayres, Lewis. *Nicaea and Its Legacy* (Oxford, 2004)
- Augustine, *On The Trinity* (New City Press, 2014)
- Aquinas, Thomas, *Summa Theologiae* (multiple editions; online at newadvent.org)
- Bavinck, Herman, *Philosophy of Revelation* (Hendrickson, 2018)
- Bavinck, Herman, *Christian Worldview* (Crossway, 2019)
- Bavinck, Johan. *Between the Beginning and the End* (Eerdmans, 2014)
- Bavinck, Johan. *The J.H. Bavinck Reader* (eds. Bolt, Bratt, Visser) (Eerdmans, 2013)
- Berkouwer, G.C. *General Revelation* (Eerdmans, 1955)
- Bonaventure, *Breviloquium* (Franciscan Institute, 2005)
- Budziszewski, *On the Meaning of Sex* (Intercollegiate Studies, 2014)
- Crisp, Oliver, and Fred Sanders (eds.), *Divine Action and Providence* (Zondervan, 2019)
- Duby, Steven. *Divine Simplicity* (Bloomsbury T&T Clark, 2016)

Duby, Steven. *God in Himself* (IVP, 2020)  
 Duby, Steven. *Jesus and the God of Classical Theism* (Baker Academic, 2022)  
 Emery, Giles. *Trinitarian Theology of Thomas Aquinas* (Oxford, 2011)  
 Eglinton, James, *Trinity and Organism* (Bloomsbury T&T Clark, 2012)  
 Gaffin, Richard. *God's Word in Servant Form* (Reformed Academic, 2008)  
 Kruger, Michael, *Canon Revisited* (Crossway, 2012)  
 Mattson, Brian, *Restored to Our Destiny* (Brill, 2011)  
 McFarland, Ian, *From Nothing* (Westminster John Knox, 2014)  
 Muller, Richard, *Post-Reformation Reformed Dogmatics* (Baker, 2003)  
 Sanders, Fred, and Scott Swain (eds.) *Retrieving Eternal Generation* (Zondervan, 2017)  
 Schumacher, Lydia. *Divine Illumination* (Blackwell, 2011).  
 Stonehouse, Ned and Paul Wooley (eds.), *The Infallible Word* (P&R, 1946)  
 Sutanto, N. Gray. *God and Knowledge* (Bloomsbury T&T Clark, 2020).  
 Swain, Scott. *Trinity, Revelation and Reading* (Bloomsbury T&T Clark, 2011)  
 Swain, Scott, *The Trinity* (Crossway, 2020)  
 Van Asselt, Willem, Theo Pleizier, and Pieter Rouwendal, *Introduction to Reformed Scholasticism* (Reformation Heritage, 2011)  
 Vanhoozer, Kevin. *Remythologizing Theology* (Cambridge, 2012)  
 Van Til, Cornelius. *Introduction to Systematic Theology* (P&R, 2007)  
 Warfield, B.B. *Inspiration and Authority of the Bible* (P&R, 1948)  
 Watkin, Christopher. *Thinking Through Creation* (P&R, 2017)  
 Webster, John. *Domain of the Word* (Bloomsbury T&T Clark, 2012)  
 Webster, John. *God Without Measure*, vol. 1. (Bloomsbury T&T Clark, 2016)

### Grading System

<b>A</b>	(97-100)	4.00
<b>A-</b>	(94-96)	3.66
<b>B+</b>	(91-93)	3.33
<b>B</b>	(88-90)	3.00
<b>B-</b>	(86-87)	2.66
<b>C+</b>	(83-85)	2.33
<b>C</b>	(80-82)	2.00
<b>C-</b>	(78-79)	1.66
<b>D+</b>	(75-77)	1.33
<b>D</b>	(72-74)	1.00
<b>D-</b>	(70-71)	0.66
<b>F</b>	(below 70)	0.00
<b>I</b>	(incomplete)	–

- W** (withdraw) –
- S** (satisfactory) –
- P** (passing) –

The grade “I” indicates that the work required for the course was not completed. It is given only when special, extenuating circumstances (such as illness) prevent the student from completing the work or taking the examination.

A written request for an extension must be submitted prior to the due date of the work concerned. If the request is granted, it remains the responsibility of the student to complete all work for the course as soon as possible. In any case, an “I” grade must be removed within the extension time granted; otherwise it will be changed to “F.”

The grade “W” indicates that a student has withdrawn from a course after the drop deadline. This grade is granted by the academic dean only in extenuating circumstances.

If a course is retaken, the original grade remains on the transcript and is included in the GPA.



**Course Objectives Related to MDiv\* Student Learning Outcomes**

Course: ST 5150  
Professor: Sutanto

Campus: New York City

Date: Fall 2025

<b><u>MDiv* Student Learning Outcomes</u></b>		<b><u>Rubric</u></b>	<b><u>Mini-Justification</u></b>
<p><i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i></p> <p><i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i></p>		<ul style="list-style-type: none"> <li>• Strong</li> <li>• Moderate</li> <li>• Minimal</li> <li>• None</li> </ul>	
<b>Articulation (oral &amp; written)</b>	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. Also includes ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	Exam, Paper, and Reading Comprehension.
<b>Scripture</b>	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Strong	ST involves an extended focus on a theological reading of particular Scriptural texts and their doctrinal significance.
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Strong	Lecture material and reading highlight comprehension of the WCF and Reformed theology.
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Moderate	The importance of character for theology and ministry is emphasized in readings and lectures.
<b>Worldview</b>	Burning desire to conform all of life to the Word of God. Includes ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Strong	Emphasized in lectures and reading.
<b>Winsomely Reformed</b>	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Strong	Emphasized in lectures and reading.
<b>Pastoral Ministry</b>	Ability to minister the Word of God to hearts and lives of both church and unchurched, to include preaching, teaching, leading in worship, leading and shepherding the local congregation, aiding in spiritual maturity, concern for non-Christians.	Minimal	Focus on doctrine and theological reading of Scripture will help in preaching and teaching.