

SEVENTH-DAY ADVENTIST
THEOLOGICAL SEMINARY

THST 635-001
**ISSUES IN
ORIGINS**
Fall 2018

Martin Hanna, PhD.
Randy Younker, PhD.



Andrews
University
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Andrews University

THST 635-001
ISSUES IN ORIGINS
FALL 2018

GENERAL CLASS INFORMATION

Class location: N 150
Class time/day: 8:30am – 9:20am, Tuesday and Thursday
Credits offered: 2-3 credits

INSTRUCTOR CONTACT

Instructor: Martin Hanna, PhD; Randy Younker, PhD
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Office location: Seminary, N312 (Hanna); Horn Museum (Younker)
Office hours: 10:00 – 12:00 Tuesday and Thursday

COURSE DESCRIPTION

A study of current creation and evolutionary models regarding the origin, age, and change of the earth and its life. Specific topics include the historical development of these models; their biblical, philosophical, and scientific foundations; and theological implications.

COURSE MATERIALS

Required:

Humberto M. Rasi and L. James Gibson, *Understanding Creation: Answers to Questions on Faith and Science*. (Pacific Press, 2011).

Recommended:

1. John T. Baldwin, ed., *Creation, Catastrophe, and Calvary* (Hagerstown, MD: Review and Herald Publishing Association, 2000).
2. Michael Behe, *Darwin's Black Box*, (New York, NY: Touchstone, 1998).
3. Michael Behe, *The Edge of Evolution* (New York, NY: Free Press, 2007).
4. Harold G. Coffin, *Origin by Design* (Hagerstown, MD: Review and Herald Publishing Association, 2005).
5. Phillip E. Johnson, *The Wedge of Truth: Splitting the Foundations of Naturalism* (Downers Grove, IL: InterVarsity Press, 2000).

6. Alister E. McGrath, *Science & Religion, An Introduction* (Malden, MA: Blackwell Publishers, 1999).
7. W. Mark Richardson and Wesley J. Wildman, eds., *Religion and Science: History, Method, Dialogue* (New York: Routledge, 1996).
8. Ariel Roth, *Science Discovers God* (Hagerstown, MD: Review and Herald Publishing Association, 2008).
9. A. A. Roth, *Origins: Linking Science and Scripture* (Hagerstown, MD: Review and Herald Publishing Association, 1998).
10. Christopher Southgate, ed., *God, Humanity and the Cosmos: A Textbook in Science and Religion* (Edinburgh: T & T Clark, 1999).
11. Wentzel Van Huysteen, *The Shaping of Rationality: Toward Interdisciplinarity in Theology and Science* (Grand Rapids, MI: Wm. B. Eerdmans, 1999).

Note: Students will be responsible for all required reading during the **Midterm Exam**. We suggest that you spend at least seven (7) hours reading in each required textbook (21 hours total). Write notes of ideas, themes, and facts which you discover in your reading which are new to you and of interest. Learn the name and author of each textbook and take note of the facts you discover in each textbook for test purposes. On the **Midterm Exam**, space will be provided for you to discuss your three findings from each book and to explain why you think your discoveries are important.

REVISION STATEMENT

The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

OUTCOMES

Program Learning Outcomes (PO) [as relevant for this class]

Masters of Divinity (MDIV) Program Outcomes

1. Explain Scripture in an exegetically and theologically sound manner from an Adventist perspective.
2. Engage in biblical and theological reflection as the basis for ministry.
3. Demonstrate advanced understanding of Christian history; Seventh-day Adventist history; theology and practice; and the influence of Ellen G. White on Adventist history, theology, and lifestyle.

Doctor of Ministry (DMIN) Program Outcomes

1. Develop deeper biblical spirituality.
2. Experience positive collegial relationships.
3. Gain theoretical knowledge that contributes to advanced ministry.
4. Evaluate ministerial practices through theological reflection.
5. Articulate theological and theoretical understandings that advance global ministry.
6. Develop habits of study that contribute to lifelong learning.

MA Religion Program Outcomes

1. Commit to a Bible-grounded, Christ-centered, and Spirit-filled approach to scholarly inquiry.
2. Promote Seventh-day Adventist identity and unity as pedagogical and scholarly inquiry.
3. Evaluate, conduct, and effectively communicate research within their field of specialization.

PhD Religion Program Outcomes (cf. ThD)

1. Articulate an integrated theology and philosophy of faithfulness to God and Scripture, objectivity in research, and integrity in relationships.
2. Demonstrate ability to propose a delimited topic of original research, carry out the investigation under faculty mentorship, and produce a logical and coherent written report of the study.

MA Religious Education Program Outcomes

1. Engages consistently with Scripture in biblical and spiritual disciplines to be open to the transforming work of the Holy Spirit in his or her life.

PhD Religious Education Program Outcomes

1. Conducts research, and analyzes and reports findings.

MA in Pastoral Ministry (MAPMin) English & Spanish Program Outcomes

1. Delivers effective biblically based sermons.
2. Demonstrates proper biblical interpretation skills.
3. Understands the historical–theological and missional development of the Adventist Church.

Student Learning Outcomes (SLO):**The primary objectives of this class are:**

- For each student to become a developing theologian who demonstrates advanced understanding of Adventist theology of origins and the Flood, with the basic biblical foundations of these teachings, the key hermeneutical issues involved in interpreting Genesis 1-11, key issues in the interface between theology and science, the fundamental tenants and challenges of secular evolutionary theory, and selected biological, geological and geomorphological responses to macro-evolutionary theory.
- For each student to freely and personally embrace the core Seventh-day Adventist perspectives and values shared in this course, particularly a love and care for God's Creation.

Secondary objectives include:

- For each student to become an effective leader and a persuasive evangelist able to share and defend in a winsome way the teachings of Jesus in Scripture regarding origins and the Flood and their importance with respect to the character of God and the cross and other central teachings of Scripture, and with a Christocentric emphasis.
- For each student to be able to organize and present Creation weekend seminars, not only to congregations, but to secular groups in the community.

TOPICS AND ASSIGNMENTS (TOPIC SCHEDULE IS TENTATIVE)

Week	Date	Class Topic	Assignments Due
1	Tuesday August 28.	Hanna: Theology, Science, and Origins: Pre-modern, Modern, and Post-modern Perspectives <u>Supplemental Readings:</u> Donald A. Yerxa, <i>Recent Themes in the History of Science and Religion: Historians in Conversation</i> (Columbia, SC: University of South Carolina Press, 2009). Martin Hanna, "The Use of Science in Theology: Case Studies of Thomas F. Torrance and Langdon B. Gilkey." PhD. Dissertation, SDA Theological Seminary, Andrews University, 2004. Martin Hanna, "Science and Theology." Concluding chapter in <i>Creation, Catastrophe, and Calvary: Why a Global Flood is Vital to the Atonement</i>, ed. John Baldwin. Hagerstown, MD: Review and Herald, 2000, 172-208. J. Wentzel van Huyssteen, <i>Duet or Duel? Theology and Science in a Postmodern World</i> (Harrisburg: Trinity Press International, 1998). Alvin Plantinga, "When Faith and Reason Clash," <i>Christian Scholar's Review</i> 21:1 (1991): 8-23.	
	Thursday August 30	Continued: Theology, Science, and Origins: Pre-modern, Modern, and Post-modern Perspectives	
2	Tuesday September 4	Hanna: Knowledge Will Be Increased: End-Time Study of Origins from Scripture and Nature.	

	Thursday September 6	<u>Supplemental Readings:</u> Martin Hanna, <i>The Cosmic Christ of Scripture: How to Read God's Three Books</i>. Berrien Springs, MI: Cosmic Christ Connections, 2006. Whitem R. Fowler, "Does God Speak Today Apart From the Bible?" in <i>The Current Challenges to the Authority of Scripture and the Gospel: The Coming Evangelical Crisis</i>, ed. John H. Armstrong, 77-90. Chicago, IL: Moody Press, 1996. William P. Brown, "Ask the Animals and They Will Teach You," in <i>The Ethos of the Cosmos</i>, 317-380. Grand Rapids, MI: Eerdmans, 1999. Hanna: It Takes a Miracle: Origins, Divine Action, and the Laws of Nature <u>Supplemental Readings:</u> Martin Hanna, "It Takes a Miracle: An Analysis of John H. Walton's View of Cosmic Temple Inauguration." <i>Andrews University Seminary Studies</i> 49, no. 1 (Spring 2011): 177-189. Martin Hanna, "Miracles, Divine Action and the Laws of Nature." Essay posted on Memory, Meaning & Faith Seminary Blog, March 25, 2011. Martin Hanna, "The Servant-Master Roles of the Laws of Christ, of Scripture, and of Nature." <i>Journal of the Adventist Theological Society (JATS)</i> 9/1-2 (1998): 278-309. Keith Ward, "Believing in Miracles," <i>Zygon</i> 37:3 (Sept 2002): 741-750). Denis Edwards, <i>How God Acts: Creation, Redemption, and Special Divine</i>	Topic and research question (one page discussion) MDiv PO, 2, 3, 7; MA: Religion PO, 1, 2.
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	Tuesday October 2 Thursday October 4	Yunker: Green River Formation; Pulsating Springs; Whale Fossils from South Africa <u>Assigned Readings:</u> Richard Davidson, “Biblical Evidence for the Universality of the Genesis Flood,” in <i>Creation, Catastrophe, and Calvary</i>, 79-90. <u>Supplemental Readings:</u> Nahum M. Sarna, <i>The JPS Torah Commentary: Genesis</i> (Philadelphia: The Jewish Publication Society, 1989), 48-55. David Clines, “Noah’s Flood: The Theology of the Flood Narrative,” <i>Faith and Thought</i> 100:2 (1972-3): 128-142. Gerhard von Rad, <i>Genesis</i> (Philadelphia: The Westminster Press, 1972), pp. 124-130. See particularly 128-130. Josef Stipp-von Herman, “All Flesh Had Corrupted Their Way Upon the Earth” (Genesis 6:12): Sharing the Responsibility of the Great-Flood with the Animal Kingdom According to the Priestly Writings of the ‘Pentateuch’,” <i>Zeitschrift für die alttestamentliche Wissenschaft</i> 111:2 (1999): 167-186. Tikva Frymer-Kensky, “The Atrahasis Epic and Its Significance for Our Understanding of Genesis 1-9,” <i>Biblical Archeologist</i> 40: 147-154. Richardson, <i>Religion and Science</i>, “Part II: Method: Mathematics, Empirical Science, and Religion; Rationality and Christian Self-Conceptions,” 121-144. Yunker: A look at the Theory of Human Evolution.	Five page proposal rough draft. MDiv PO, 2, 3, 7; MA: Religion PO, 1, 2.
7	Tuesday October 9 Thursday October 11	Yunker: The Implications of the Theory of Human Evolution for Christian Belief. Yunker: Scientific Challenges and SDA Research: Yellowstone Fossil Forests	

8	Tuesday October 16 Thursday October 18	MID-TERM EXAMINATION 8:30 a.m. to 9:20 a.m. Younker: Paleo-currents; Fossil tracks; Roll Front Deposits; Termite Nests A review of varve research in broad perspective indicating the geologic processes accounting for normal annual laminae or varves. Recent discoveries in Green River suggest that inflow processes are responsible for non-annual near-shore laminae in Fossil Lake Green River illustrating the often revisionary nature of scientific discovery. This can be a useful model for revision in theology. <u>Recommended (Not Required) Assigned Readings:</u> W. H. Bradley, "The Varves and Climate of the Green River Epoch," <u>U.S. Geological Survey, Professional Paper 158</u> (1929), pp. 87-110. A classic, early scientific study of the region. L. Grande, and H. Paul Buchheim, "Paleontological and Sedimentological Variation in Early Eocene Fossil Lake," <u>Contributions to Geology</u> 30 (1994): 33-56. <u>Supplemental Readings:</u> H. Paul Buchheim, "Paleoenvironments, Lithofacies and Varves of the Fossil Butte Member of the Eocene Green River Formation, Southwestern Wyoming," <u>Contributions to Geology, University of Wyoming</u> 30:1 (May 1994): 3-14. H. Paul Buchheim, <u>Paleo-Historical Fluctuations in Paleogeography, Depositional Environment, and Chemistry of Eocene Fossil Lake</u> (Denver, CO: National Park Service, Rocky Mountain Regional Office, 1993). Scientific Approaches to Uranium Roll Front Formation: Assumptions play a key role in interpretation. The rate of one	Five page proposal final draft. MDiv PO, 2, 3, 7; MA: Religion PO, 1, 2.
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		process of earth history discussed seems to be variable depending upon the assumptions used in the discussion. For example, laboratory experiments have produced actual uranium roll front ore deposits by means of a six month process when parallel real-life chemicals flow through wet sand and a little vegetable matter rather than through sandstone. Geologists indicate that the latter process would produce the same results in about 700,000 to one million years. See: Clyde L. Webster, "The Implications of the Oklo Phenomenon on the Constancy of Radiometric Decay Rates," <u>Origins</u> 17:2 (1990): 86-92. Clyde L. Webster, and C. G. Warren, "Characterization of Uranium (IV) Silicates," <u>U.S. Geological Survey</u>, Internal Paper (1974). Clyde L. Webster, and C.G. Warren, "Uranium (IV) Silicate Synthesis," <u>Proceedings of Colorado-Wyoming Academy of Science</u> (1971). Clyde L. Webster and C.G. Warren, "Selenium Isotope Analysis," <u>Open-File Report U.S. Geological Survey Report No. 81-0992</u> (1981).	
9	Tuesday October 23	Standish: Intelligent Design: What Is It and What Is It About? Guest Lecturer: Timothy Standish, Ph.D., Research Scientist, Geoscience Research Institute (specializes in molecular biology) <u>Assigned Readings:</u> Read in textbooks. <u>Supplemental Readings:</u> D. H. Kornblith Pereboom, "The Metaphysics of Irreducibility," <u>Philosophical Studies</u> 63:2 (August 1991), 125. Harold J. Morowitz, "The Origin of Life," in <i>What Darwin Began: Modern Darwinian</i>	

	and <i>Non-Darwinian Perspectives on Evolution</i>, ed. Laurie Rohde Godfrey (Boston: Ally and Bacon, Inc., 1985), pp. 243-257. Richardson, <i>Religion and Science</i>, "Information Theory, Biology, and Christology," pp. 301-320. L. Van Valen, "Haldane's Dilemma, Evolutionary Rates, and Heterosis," <i>The American Naturalist</i> 97:894 (1963): 185-190. S. T. Ray, "An Approach to the Synthesis of Life," in <i>Artificial Life</i> 2, ed. C.G. Langton, C. Taylor, D. Farmer, and S. Rasmussen (Redwood City, CA: Addison-Wesley, 1991), pp. 371-408. Thursday October 25 Clausen: Hard Rock Geology and Issues in Earth Origins: Challenges, but also Evidence of Catastrophe in Earth History Suggesting to the Eyes of Faith that Earth History Represents Something Other than Original Creation Guest Lecturer: Ben Clausen, Ph.D., Research Scientist, Geoscience Research Institute (specializes in nuclear physics) <u>Assigned Readings:</u> Read in textbooks. <u>Supplemental Readings:</u> Classic Papers on Big Bang Cosmology: P. J. E. Peebles, D. N. Schramm, E.L.Turner, and R. G. Kron, "The Case for the Relativistic Hot Big Bang Cosmology," <i>Nature</i> 352 (August 29, 1991): 769-776. A key discussion, hence listed first. H. C. Arp, G. Burbidge, F. Hoyle, J.V. Narlikar, and N. C. Wickramasinghe, "The Extragalactic Universe: An Alternative View," <i>Nature</i> (August 30 1990): 807-812. James Glanz, "Exploding Stars Point to a Universal Repulsive Force,"	
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		<u>Science</u> 279 (January 30, 1998): 651-652. A technical paper. Robert C. Kennicutt, Jr., "An Old Galaxy in a Young Universe," <u>Nature</u> (June 13, 1996): 555-556. A technical piece. Andrei Linde, "The Self-Reproducing Inflationary Universe," <u>Scientific American</u> 271 (November 1994): 48-55. Important Books on Big Bang Cosmology and Theology: William Lane Craig and Quentin Smith, <i>Theism, Atheism, and Big Bang Cosmology</i> (Oxford: Oxford University Press, 1993). P. C. W. Davies, <i>Accidental Universe</i> (Cambridge: Cambridge University Press, 1982). Willem B. Drees, <i>Beyond the Big Bang: Quantum Cosmologies and God</i> (La Salle, IL: Open Court, 1990). Robert Jastrow, <i>God and the Astronomers</i> (Norton, 1978) pp. 28, 48, 111-116.	
10	Tuesday October 30 Thursday November 1	Hanna: The Origin of the Rationality of Faith and the Faithfulness of Reason. <u>Supplemental Readings:</u> Robert A. Harris, <i>The Integration of Faith and Learning: A Worldview Approach</i> (Eugene OR: Cascade Books, 2004). Hanna: How Do You Read? Hermeneutics in Theology and Science. <u>Supplemental Readings:</u> Kenneth J. Howell, "The Hermeneutics of Nature and Scripture in Early Modern Science and Theology," in <i>Nature and Scripture in the Abrahamic Religions</i>, Vol. 1, 275-298 (Boston: Brill, 2008).	

11	Tuesday November 6	Gary Burdick, PhD in Physics: Associate Dean of Research, Andrews University. Guest Lecture. <u>Assigned Readings:</u> Read in textbooks.	Scholarly Article Collection due. MDiv PO, 2, 3, 7; MA: Religion PO, 1, 2.
	Thursday, November 8	Tom Goodwin, PhD in Biology: Chair of Department of Biology. Honest Friends: A Proposal for Science-Theology Dialog. <u>Assigned Readings:</u> Read in textbooks.	
12	Tuesday November 13	Hanna: The Origin of Time: God Who Was, Is, and Is to Come. <u>Supplemental Readings:</u> Eunsoo Kim, <i>Time Eternity, and the Trinity: A Trinitarian Analogical Understanding of Time and Eternity</i>. Eugene, OR: Pickwick, 2010. Fernando Canale. <i>A Criticism of Theological Reason: Time and Timelessness as Primordial Presuppositions</i>. Berrien Springs, MI: Andrews University, 1987.	
	Thursday November 15	Hanna: As It Was in the Beginning: The Relevance of the Study of Origins. <u>Supplemental Readings:</u> Richard M. Davidson, "The Biblical Account of Origins," in <i>Journal of the Adventist Theological Society</i> 14/1 (2003): 4-43.2:30-3:20 p.m.	
13	November 18-25	No Class THANKSGIVING BREAK	

14	Tuesday November 27	Martin Hanna: The Way Forward for SDA Scientists and Theologians. <u>Assigned Readings:</u> Read in textbooks.	Research Paper MDiv PO, 2, 3, 7; MA: Religion PO, 1, 2.
	Thursday November 29	Martin Hanna: The Way Forward for SDA Scientists and Theologians. <u>Assigned Readings:</u> Read in textbooks.	
15	Tuesday December 4	Yunker: The Creation Debate Today <u>Recommended (Not Required) Assigned Readings:</u> Harold G. Coffin with Robert H. Brown, "Rivers of Ice," and "Climatic Conditions of the Past," in <i>Origin By Design</i> (Hagerstown, MD: Review and Herald Publishing Association, 1983), pp. 190-211. Martin Hanna, "Science and Theology: Focusing the Complementary Lights of Jesus, Scripture, and Nature," in <i>Creation, Catastrophe, and Calvary</i>, pp. 172-193. <u>Supplemental Readings:</u> Roger G. Barry, and John T. Andrews, and Mary A. Mahaffy, "Continental Ice Sheets: Conditions for Growth," <i>Science</i> 190 (1975): 979-981. D. Q. Bowen, <i>Quaternary Geology</i> (New York: Pergamon Press, 1978). Rhodes Fairbridge, "Traces from the Desert: Ordovician," in <i>The Winters of the World: Earth Under the Ice Ages</i>, edited by Brian John (North Pomfret, Vermont: David & Charles Inc., 1979), pp. 131-153. H. H. Lamb, <i>Climate: Present, Past and Future</i>, vol. 2 (London: Methusen and Co., Ltd., 1977). Alan Robock, "The 'Little Ice Age': Northern Hemisphere Average Observations and Model	

	Thursday December 6	Calculations,” <u>Science</u> 206 (1979): 1420-1404. Clyde L. Webster, “Glaciers: A Progeny of Earth’s Climate,” <u>Geoscience Reports</u> No. 8 (1987). TBD	
16	Wednesday December 12	FINAL EXAMINATION 8:00 a.m. – 10:00 p.m.	

*Review Sessions: (1) Friday, **December 7** at 1-3 pm; (2) Sunday, **December 9** at 6-8 p.m.*

GRADING AND ASSESSMENT

Credit-Hour Definitions

A professional 2-credit course taken at the Seventh-day Adventist Theological Seminary requires a total of 90 hours for course lectures, reading requirements and written assignments. An academic 2-credit course requires 120 hours for course lectures, reading requirements and written assignments. For this course, the instructor estimates that these hours will be distributed in the following activities:

	Professional	Academic
• Class attendance and participation:	32 hours	32 hours
• Required reading:	20 hours	34 hours
• Online Dialog (Moodle)	4 hours	4 hours
• Scholarly Article Collection:	24 hours	40 hours
• Exam Preparation	10 hours	10 hours
Total	90 hours	120 hours

A professional 3-credit course taken at the Seventh-day Adventist Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments. An academic 3-credit course requires 180 hours for course lectures, reading requirements and written assignments. For this course, the instructor estimates that this total of 135 hours will be distributed in the following activities:

	Professional	Academic
• Class attendance and participation:	32 hours	32 hours
• Required reading:	25 hours	40 hours
• Online Dialog (Moodle)	6 hours	10 hours

• Scholarly Article Collection:	30 hours	43 hours
• Exam Preparation	9 hours	10 hours
• Research Paper	33 hours	45hours
Total	135 hours	180 hours

Suggested Minimum Study Hours

Students should study approximately two hours for each lecture. Because there are two lectures each Tuesday, the suggested study time would be four hours each week. Study time would include reading the textbooks, working on the Scholarly Article Collection, and studying for Midterm and Final exams.

Note: The James White Library at Andrews University supports our research with over 500,000 printed volumes including 135,000 printed volumes in theology, several thousand in science and religion, and over 700 journal titles.

Obviously students differ in speed and comprehension skills. Therefore, time proposed for assigned activities is only an estimate. In order to fulfill the requirements for this course, the student should plan to spend approximately two hours in study, research, and exam preparation, for every hour in the class room. This can be quite a heavy study load. However, you should include time spent in thinking about your assignments as well as time spent in course related face-to-face or email dialogue with your teacher or classmates outside of class.

Approximate Point Distribution

1. Midterm Exam	70 points	(approximate)
2. Final Exam	70 points	(approximate)
3. Online Dialog (Moodle)	12 points	(exact)
4. <u>Scholarly Article Collection</u>	48 points	(exact)
TOTAL	200 POINTS	(approximate)

Suggested Minimum Study Hours

Students should study approximately two hours for each lecture for a total of four hours each week. Study time would include reading the textbooks, working on the Scholarly Article Collection, and studying for Midterm and Final exams.

Suggested Total Study Time by Degree

MDiv:	58 hours total
MA, MTh, DMin:	81 hours total
ThD, PhD:	110 hours total

Breakdown of Suggested Study Time for MDiv Students

21 hours:	Reading in the required textbooks
24 hours:	Scholarly Article Collection (collecting and reading articles)
9 hours:	Exam preparation (approximately 4-5 hours for the Midterm and Final each)
4 hours:	Online dialog (Moodle)
Total:	58 hours

Online Dialog (Moodle).

1. **Each week write a brief description** of at least one issue you are dealing with in your learning experience and how it is related to the reading you are doing and the lectures and discussions during class sessions. The same issues may be discussed further in subsequent weeks.
2. **Each week write a brief response** to at least one of the issues mentioned by your colleagues. Your response should include at least two points. At least one of your comments must be a positive comment on something you like about what was written. The other comment may provide constructive criticism.

This assignment is to be done through the Moodle account for this course. You may log in to this account at the following internet address. <https://aumoodle.andrews.edu/login/index.php>

Examinations

There will be two exams in this course:

- **Midterm Exam:** October 16, 2018, 8:30-9:20 am
Covers all lectures from the beginning of the course through the Midterm as well as all textbook readings.

- **Final Exam:** Wednesday Dec 12, 2016, 8:00am – 10:00.
Covers all lectures from the Midterm to the end of the semester. The Final Exam will not include material covered during the first half of the course.

Review sessions will be held prior to these exams to help students prepare for taking these tests.

Scholarly Article Collection

Each student must create a collection of 24 scholarly articles that relate to the field of science and religion. This collection is in addition to the assigned and supplemental reading materials listed in this Syllabus. Collections are due **in class on Thursday, November 8**. **Late work may be reduced by one letter grade.**

Rationale: We suggest that the wisest use of each student's time at this stage of his or her study in science and religion is to read widely, hence this requirement rather than a term paper. At the graduate level, the important goal is to obtain a broad understanding of the issues involved in this interdisciplinary endeavor. Hopefully, students will continue to build upon their Collections in the future.

Digital/Electronic Submissions: The Collection may be submitted in hardcopy form in a binder, or it may be submitted as a digital/electronic copy on a CD or DVD. Whether in hardcopy or electronic form, all Collections are due at the same time. Students opting to submit their collections in electronic form should still prepare a title page and table of contents, and should follow all other instructions.

Extra Credit: Students may earn up to 3 extra credit points if the Collection's title page, table of contents, and the collection itself are well-organized and neat (e.g., the hardcopy version may include section dividers and/or subtitle pages, and the student may submit a particularly excellent collection with an attractive color insert for the binder cover and spine title info).

Detailed Instructions

- a. Spend approximately 24 hours locating, photocopying, and reading 24 scholarly journal articles. Eight (8) of the total 24 articles are already provided for you. They are listed at the end of this section, and you may retrieve them on the Moodle site for this course. Students should collect up to four (4) articles in each of the following six (6) categories:
 1. Epistemological and Hermeneutical Issues
 2. Biblical Issues
 3. Spirit of Prophecy Issues
 4. Evolutionary Theory Issues
 5. Creation Science Issues
 6. Theological, Philosophical and Ethical Issues
- b. While reading articles, underline or highlight sentences, phrases and words deemed to be important.
- c. If producing a hardcopy, purchase a two-inch, three-ring notebook for this project and notebook dividers with at least 6 tabs for labeling the specified categories.
- d. On the front of the first divider write the following:
 - First and last name, e-mail address and phone number

- The number of articles in the Collection
 - The number of hours spent collecting, categorizing and reading articles for the Collection
- e. If producing a hardcopy, label the dividers according to the six categories.
 - f. Determine the proper category for each article and write the name of the category in the upper right corner of the first page of each article.
 - g. If producing a hardcopy, place print-outs or photocopies of the 24 journal articles in their appropriate categories (i.e., behind their appropriate divider). Be sure to three-whole punch each article so that it can be placed neatly in the binder.

Eight Complimentary Articles: The following eight (8) complimentary articles can be retrieved from the Moodle site for this course:

1. Baldwin, John T. "God and the World: William Paley's Argument from Perfection Tradition—A Continuing Influence" Harvard Theological Review 85:1 (1992): 109-120. (Category V: Issues Concerning Creation Science)

Argues for the continuing significance of an aspect of the design argument, viz., the argument from perfection, in showing the utter biological inadequacy of Darwin's materialistic developmental method of natural selection and random change.

2. _____. "Progressive Creation and Biblical Revelation: Some Theological Implications" Origins 12:2 (1991): 53-65. (Category VI: Issues Concerning Creation/Evolution Theology)

Discusses and evaluates some fatal theological implications of affirming death before the appearance of human beings in the geologic column as required by either progressive creation or theistic evolution.

3. Berlinski, David. "The Deniable Darwin" Commentary 101:6 (June 1996): 19-29.

Perhaps the finest recent journal article in print outlining the scientific inadequacy of Darwinian gradualism. The piece is written by a Jewish mathematician and philosopher.

4. Hasel, Gerhard. "The Polemical Nature of the Genesis Cosmology," Evangelical Quarterly 46 (1974): 81-102. (Category II: Biblical Issues).

A classic piece showing the independence of the creation texts of the Old Testament from surrounding mythological elements of its time.

4. Pinnock, Clark. "Climbing Out of a Swamp: The Evangelical Struggle to Understand the Creation Texts," Interpretation 43:2 (April 1989): 143-155. (Category II: Biblical Issues)

Shows the dilemma which evangelicals find themselves in because they do not accept the literal interpretation of the creation texts.

5. Young, Davis, "Scripture in the Hands of a Geologist," 2 Parts: Westminster Theological Journal, Part I, 49:1 (Spring 1987): 1-24. (Category II: Biblical Issues)

6. Young, Davis, "Scripture in the Hands of a Geologist," Part II, 49:2 (Fall 1987): 257-304. (Category II: Biblical Issues)

This two-part sequence (f. & g.) indicates how so-called "conservative" evangelicals go so far as to accept theistic evolution due, unfortunately, to a lack of confidence in the historical accuracy of the early chapters in Genesis.

7. Plantinga, "When Faith and Reason Clash," *Christian Scholar's Review* 21: 1 (1991): 8-23. (Category VI: Issues Concerning Creation/Evolution Philosophy)

A vigorous and persuasive defense of special creation by a world class philosopher of religion.

Suggested Resources for the Additional 16 Articles

The library has many years-worth of three key journals:

- *Origins*,
- *Creation Research Quarterly*, and
- *Technical Journal of Creation Ex Nihilo*.

Students are strongly encouraged to use these journals to locate many of their additional 16 articles.

White Estate Resources

- Ellen G. White Statements Relating to Geology and Earth Sciences:
http://www.andrews.edu/library/car/Issues_&_Origin/Ellen_G_White_Statements_Relating_to_Geology_and_Earth_Sciences.pdf
- Interpreting Ellen G. White's Earth History Comments:
<http://www.whiteestate.org/issues/genesis.html>

Criteria for Grades

Every student can earn up to a B by memorizing and repeating the content from lectures, class discussions, and the required reading. Graduate theological thinking requires more than rote memory. Superior grades reflect independent and mature thinking as demonstrated in class participation, quality of completed assignments, and performance on examinations.

The following scale will be used for determining the final grade:

A	94-100%	C+	78-79%
A-	90-93%	C	75-77%
B+	87-89%	C-	70-74%
B	83-86%	D	55-69%
B-	80-82%	F	0-54%

THE A GRADE

An A grade is only given when a student not only fulfills the criteria stipulated above for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and

independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE B GRADE

We start with the B grade for a very specific reason. It is because a B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is an excellent grade and demonstrates a high level of knowledge, insight, critique competence and professional written presentation standards essential for an individual wishing to pursue a career as a professional pastor.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and applying feedback from your lecturer, the academic process can provide a perfect opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be because of a lack of time management on the part of the student, they may have difficulty grasping the concepts being taught, English may be their second language, or they may be experiencing a personal issue that is affecting their concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

FAIL

The Fail grade is given when very limited or no demonstratable competency has been observed.

EXTRA CURRICULAR ACTIVITIES

- You cannot be graded on the type of paper you could have turned in if you had had more time.
- You cannot be graded or given credit in this class on extra-curricular activities you may be involved in.
- It is unreasonable to expect a better grade because you are a nice person or are friends with the lecturer.
- It is unreasonable to demand a good grade because you believe you have been called by God, and thus, should automatically be given good grades despite poor performance.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.

Assignment Submission

1. **Class Attendance and Participation.** Attend all class sessions and participate in discussions, assignments, and activities.
2. **Reading of assigned materials** to supplement class experience and to inform your five page research proposal on a topic relevant to the class.
3. **Each week write a brief description** of at least one issue you are dealing with in your study/research and how it is related to the reading you are doing and the lectures and discussions during class sessions. The same issues may be discussed further in subsequent weeks.

4. **Each week write a brief response** to at least one of the issues mentioned by your colleagues. Your response should include at least two points. At least one of your comments must be a positive comment on something you like about what was written. The other comment may provide constructive criticism.
5. **Three credit students.** Write a **research proposal** on a topic related to the theme of this class. Describe how the required readings and the class discussions relate to your proposal. The proposal should be at least five pages long. Include at least seven resources in your footnotes and bibliography. **Due dates: topic and research question—week two; problem and thesis—week four; proposal rough draft—week six; proposal final draft—week eight.**
6. **Three credit students.** Write a **research paper** based on your research proposal. The paper should be at least 15 pages long. Include at least fifteen resources in your footnotes and bibliography. **Due date: week fourteen.**
7. **Scholarly Article Collection due Tuesday, November 8 (Week 11).**
8. **All assignments (except the article collection) are to be turned in through the Moodle account for this course.**
9. **Final Exam:** [Wednesday, December 12, 8:00am – 10:00.](#)

Late Submission

Late work will be subject to penalties in the form of lowered grades. There will be a 10% daily penalty.

Other Guidelines

	Option 1	Option 2
1. Class attendance	10%	5%
2. Description of issues	15%	10%
3. Response to colleagues	15%	5%
4. Research Proposal		5%
5. Research Paper		25%
6. Mid-Term Exam	30%	25%
7. Final Exam	30%	25%
Total	100%	100%

The criteria for grading the papers will be: 40% Thoroughness/Research Content (Theological and philosophical foundations, Current Studies, Analysis). 20% Applicability (personalized to your career). 20% Creativity/Relevance. 20% Writing (documentation, logical flow, professional appearance).

ASSESSMENT GUIDELINES

THST Research Paper Rubric

Last update: March 12, 2014

Criteria Category	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Absent (0)	Score
Introduction	Introduction is engaging, states main topic and clearly previews the paper.	Introduction states main topic and adequately previews the paper.	Introduction states main topic but does not adequately preview the paper.	Introduction does not state main topic and does not adequately preview the paper.	Unclear and convoluted introduction.	No introduction	Out of 10 _____
Purpose or Thesis	Clearly and concisely states the paper's purpose in a single sentence, which is engaging, and thought provoking.	The purpose is stated and is succinct, clear and has more than one sentence.	The purpose is stated but is not succinct, not very clear and has more than one sentence.	The purpose is not clearly stated or not easily understandable	The purpose is not stated and/or unintelligible	No purpose given	Out of 10 _____
Content	Balanced presentation of relevant information that clearly supports the purpose. Thoughtful, in-depth analysis of the topic. Reader gains important insight.	Information is directly related to the purpose. Good analysis of the topic. Reader gains profitable insight.	Information is only partly related to the purpose. Some analysis of the topic. Reader gains some insight.	Information is somewhat disconnected from the purpose. Analysis is somewhat vague or confused. Reader gains little insight.	Information is disconnected from or unrelated to the purpose. Analysis is vague or confused. Reader gains no insight.		Out of 25 _____
Use of Sources	Relates material to other significant and pertinent information about the topic, at a level that includes considerable synthesis and	Relates the material to other significant and pertinent information about the topic. Arguments are well-supported by references to	Relates the material to other significant and pertinent information about the topic. Arguments are supported by references to relevant	Some references to significant materials or other relevant information about the topic. Arguments are sometimes supported by references to	Few references to significant materials or other relevant information about the topic. Arguments are seldom supported by	No references to sources	Out of 10 _____

	analysis. Arguments are supported with ample references and gives evidence of thoughtful and discriminating research in relevant and representative sources.	relevant information and gives evidence of thoughtful research in relevant sources.	information and gives evidence of research in relevant sources.	relevant information and give some evidence of research in relevant sources.	references to relevant information and give little evidence of research in relevant sources.		
Citations	All cited works are presented in the correct format with no errors.	Cited works are presented in mostly correct format. Few inconsistencies	Cited works are presented in mostly correct format. Inconsistencies are evident.	Few cited works with inconsistent formatting.	Very few cited works with inconsistent formatting.	No citations	Out of 5 _____
Organization-Structural Development of the Idea	Ideas are well arranged logically to directly support the purpose, flowing smoothly from one to another and clearly linked to each other. The reader can easily follow the line of reasoning.	Ideas are arranged logically to support the purpose, flowing smoothly from one to another and linked to each other. The reader can follow the line of reasoning.	Ideas are arranged in a somewhat logical way, although occasionally fail to make sense together. The reader is fairly clear about the writer's intentions.	Ideas are often not arranged in a logical way, and often fail to make sense together. The reader is not always clear about the writer's intentions.	The writing is not logically organized. Ideas frequently fail to make sense. The reader cannot identify a line of reasoning and loses interest.		Out of 20 _____
Conclusion	Conclusion is engaging, restates purpose, concisely summarizes the paper and clearly states the main conclusions.	Conclusion restates purpose, summarizes the paper and states the main conclusions.	Conclusion only vaguely refers to purpose. Main ideas and conclusions are somewhat logically arranged.	Conclusion does not refer to purpose. Main ideas and conclusions are not logically arranged.	Conclusion is confusing, does not restate purpose, is incomplete or unfocused, and introduces new information.	No conclusion	Out of 5 _____
Bibliography	Presented in the correct format with no errors. Includes more than 10+	Presented in the correct format with few errors. Includes 5-10 major	Presented in the correct format with some errors. Includes 5-10 major	Some errors in formatting. Fewer than 4 major references, with some	Many errors in formatting. Fewer than 4 major references,	No bibliography included	Out of 5 _____

	major references (books and articles) but no more than two internet sites. Evidence that most references were used judiciously in text.	references but no more than 2 internet sites. It is clear that most references were used in text.	references but no more than 2 internet sites. It is clear that some references were not used in text.	listed as internet sites. References are sometimes unrelated to the text.	with some listed as internet sites. References are mostly unrelated to the text.		
Mechanics	No errors in spelling, capitalization or formatting. Clear headings and subheadings.	Few errors in spelling, capitalization or formatting. Headings and subheadings are generally clear.	Some errors in spelling, capitalization or formatting. Headings and subheadings are generally clear.	Frequent and distracting errors in spelling, capitalization and formatting.	Numerous and distracting errors in spelling, capitalization and formatting.		Out of 10 _____
Total			Total (out of 100 _____)				

CLASS POLICIES

Disability Accommodations

If you qualify for accommodation under the American Disabilities Act, please contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Late Assignment Submission

All late assignments incur a 10% daily penalty.

Examinations

“Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time”.

AU Bulletin

Class Attendance

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements.

AU Bulletin

Absences will be counted by the hour. Only four absences are allowed. At the same time, each absence will result in a loss of 2.5% from the final grade. This loss may be recovered by writing additional pages for the assignments. Two pages written at an acceptable level of scholarship can redeem one absence.

Teacher Tardiness

“Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean”. *AU Bulletin*

Class Absences

“Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records”. *AU Bulletin*

Excused Absences

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher”. *AU Bulletin*

Academic Integrity

“In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another’s work as one’s own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically allowed by the teacher or program; stealing, accepting, or studying from stolen quizzes or examination materials; copying from another student during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may

be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses”. *AU Bulletin*

Language and Grammar

There is an expectation that a student enrolled in a graduate program possesses advanced written language skills, particularly in the language in which the degree is acquired. Thus, no special consideration will be given to English as a second language learners or native-English speakers who have yet to obtain mastery in written English. Such students are advised to seek the assistance of the campus writing lab or procure the services of an editor prior to the submission of their assignments. *Tips for success* include reading your assignments aloud and having someone else do likewise prior to submission. This practice will provide you with immediate feedback on your written assignments.

Emergency Protocol

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

INSTRUCTOR PROFILE

Martin Hanna is from Nassau, one of the beautiful islands of the Bahamas, where he served as High School Teacher and Pastor. At Northern Caribbean University, in Jamaica, he served as Counselor, Dean of Men, Associate Professor, Chair of Religion, and Research Center Director. He earned a PhD at Andrews University, where he enjoys research and teaching, especially on science-theology relations as is evident in his books: *The Use of Science in Theology*, and *The Cosmic Christ of Scripture*. He enjoys even more his marriage to Henrietta Hanna (PhD in Nursing) and their children: Pharez, Melody, and Zachary.



Randall W. Yunker is Professor of Old Testament and Biblical Archaeology and Director of the Institute of Archaeology and the Horn Archaeology Museum at Andrews University. He has a B.A. in Religion and an M.A. in Teaching Biology from Pacific Union College. He also earned an M.A. and Ph.D. in Near Eastern Archaeology from the University of Arizona. During the last 33 years Randy has traveled extensively throughout the Middle East and has directed numerous archaeological projects in Israel, Jordan, Cyprus and Sicily. His publications include contributions to the *Anchor Bible Dictionary*, *The Archaeology of Society in the Holy Land*, *Peoples of the Old Testament World*, *Ancient Ammon*, *Near Eastern Archaeology: A Reader* (2003), *The Future of Biblical Archaeology* (2004), and *Crossing Jordan* (2007) and was a consultant for the National Geographic publication *Letter and Scroll* (2009). Randy has also been active on various General Conference committees for the SDA church: he presently serves on the Biblical Research Institute Committee (BRICOM) and the Faith and Science Council. Randy also wrote the lessons for the Adult Sabbath School Quarterly on Creation and authored the companion volume, *God's Creation* (1999).



Guest Lecturers:

John Baldwin, PhD in Theology.

Tim Standish, PhD in Biology,

Tom Godwin, PhD in Biology.

Ben Clausen, PhD in Nuclear Physics.

Gary Burdick, PhD in Physics.