

THST 611-002
REVELATION,
INSPIRATION, AND
HERMENEUTICS
Fall 2018
Martin Hanna, Ph.D.

Andrews University

THST 611-002
**REVELATION, INSPIRATION
AND HERMENEUTICS**
FALL 2018

GENERAL CLASS INFORMATION

Class location: S340
Class time/day: 2:30am – 5:20pm Wednesday
Credits offered: 3 Credits
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INSTRUCTOR CONTACT

Instructor: Martin Hanna, PhD
Telephone:
Email:
Office Location:
Office hours: 10:00 – 12:00 Tuesday and Thursday

COURSE DISCRIPTION

An interdisciplinary study of the process by which God communicates with human beings and of sound methods for interpreting and understanding the Scripture and applying its message.

COURSE MATERIALS

Required reading:

The Holy Bible.

Reid, George, ed. *Understanding Scripture: An Adventist Approach*, Vol. 1 (Biblical Research Institute, 2005).

Hanna, Martin. *The Cosmic Christ of Scripture: How to Read God's Three Books. Comparing Scripture Perspectives with the Writings of Ellen G. White.* (Berrien Springs, MI: Cosmic Christ Connections, 2006).

Also recommended: Canale's Web Page: Resources, Revelation, Inspiration and Hermeneutics, Documents (<http://www2.andrews.edu/~canale/>)

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.

- Understands the historical–theological and missional development of the Adventist Church.

Student Learning Outcomes (SLO) The student should be able to:

- Describe the shifts from premodern to modern to postmodern models of Revelation, Inspiration, and Hermeneutics (RIH).
- Discuss the impact of science on models of RIH in various periods of history.
- Compare and contrast Classical (conservative) and Liberal models of RIH with Fernando Canale’s Cognitive-historical model.
- Explain the relationship between theological ground and theological method.
- Summarize the implications of the casebook/codebook debate in SDA theology.
- Evaluate Alden Thompson’s “Incarnational Method” and “Law Pyramid.”
- Summarize the biblical data on RIH and biblical authority.
- Discuss the biblical data on Christ as Supreme Revelation, Scripture as Special Revelation, and Nature as General Revelation.
- Evaluate reason, experience, and tradition as resources for theology.
- Show how recent research has influenced his/her personal understanding of RIH.
- Identify comparisons and contrasts between historical and contemporary theories and models and one’s personal approach to RIH.
- Describe the relation of personal faith perspectives to what is learned concerning RIH.
- Discuss the application of the foundational concepts and issues of RIH to real-life situations.
- Explain how this class has contributed to development of participants’ competencies as out-lined in their program of study.

TOPICS AND ASSIGNMENTS

Week	Date	Class Topic	Assignments Due
1-4		Topics on Revelation Theology: God-talk General Revelation Special Revelation The Supreme Revelation Divine-Human Revelation	Topic, Research question/ problem, thesis MDiv PO, 2, 3, 7; MA: Religion PO, 1, 2.
5-8		Topics on Inspiration Natural Inspiration Verbal Inspiration Thought Inspiration Doctrinal Inspiration Dynamic Inspiration Plenary Inspiration	Five page proposal MDiv PO, 2, 3, 7; MA: Religion PO, 1, 2.

9-12		Topics on Hermeneutics Sola Scriptura Sola Cristus Sola Gratia Sola Fidea Sola Natura Ontlogy Epistemology Axiology Wesleyan Quadrilateral Scripture Tradition and Culture Faith and Experience Reason and Science	Rough draft of paper MDiv PO, 2, 3, 7; MA: Religion PO, 1, 2.
13-16		Topics on Hermeneutics Ellen White Literal Interpretation Symbolic Interpretation Meaning In the text Behind the text Above the text Below the text In front of the text Historical Critical Hermeneutics Historical Biblical Hermeneutics Science and Theology Dialogue Exercises: Selected Texts	Fifteen page paper MDiv PO, 2, 3, 7; MA: Religion PO, 1, 2.

GRADING AND ASSESSMENT

Credit-Hour Definitions

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 these hours will be distributed in the following activities:

	Professional	Academic
• Class attendance and participation:	48 hours	48 hours
• Required reading:	32 hours	67 hours
• Research proposal:	20 hours	25 hours
• Research paper:	35 hours	40 hours
Total	135 hours	180 hours

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.

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 connected with the reading you are doing and the lectures and discussions during class sessions. In odd numbered weeks comment on the class experience. In even numbered weeks comment on something you discovered in your reading—mention in your comment the book/article and page number that you are commenting on.
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. Write a **research proposal** on a topic related to **theological hermeneutics and science and theology dialogue**. 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. A proposal should include headings such as: background, literature review, problem purpose, methodology, limitations, and outline.

Five stages of the development of your proposal are to be submitted online by Friday of the week when each stage is due. **Due dates: Topic—week two; research question and thesis—week three; one page outline—week four; two page overview—week five; complete proposal—week six.**

6. 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: the week of November 21.**
7. **All assignments are to be turned in through the Moodle account for this course.**
8. **Final Take Home Exam:** Wednesday, December 5.

Late Submission

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

Other Guidelines

1. Class attendance	10%
2. Description of issues	10%
3. Response to colleagues	10%
4. Research Proposal	10%
5. Research Paper	30%
6. Final Exam	30%
Total	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 <hr/>
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 <hr/>
Content	Balanced presentation of relevant information that clearly supports the purpose. Thoughtful, in-depth	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.	Information is disconnected from or unrelated to the purpose. Analysis is vague or confused.		Out of 25 <hr/>

	analysis of the topic. Reader gains important insight.			Reader gains little insight.	Reader gains no insight.		
Use of Sources	Relates material to other significant and pertinent information about the topic, at a level that includes considerable synthesis and analysis. Arguments are supported with ample references and gives evidence of thoughtful and discriminating research in relevant and representative sources.	Relates the material to other significant and pertinent information about the topic. Arguments are well-supported by references to relevant information and gives evidence of thoughtful research in relevant sources.	Relates the material to other significant and pertinent information about the topic. Arguments are supported by references to relevant information and gives evidence of research in relevant sources.	Some references to significant materials or other relevant information about the topic. Arguments are sometimes supported by references to relevant information and give some evidence of research in relevant sources.	Few references to significant materials or other relevant information about the topic. Arguments are seldom supported by references to relevant information and give little evidence of research in relevant sources.	No references to sources	Out of 10 _____
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+ major references (books and articles) but no more than two internet sites. Evidence that most references were used judiciously in text.	Presented in the correct format with few errors. Includes 5-10 major references but no more than 2 internet sites. It is clear that most references were used in text.	Presented in the correct format with some errors. Includes 5-10 major references but no more than 2 internet sites. It is clear that some references were not used in text.	Some errors in formatting. Fewer than 4 major references, with some listed as internet sites. References are sometimes unrelated to the text.	Many errors in formatting. Fewer than 4 major references, with some listed as internet sites. References are mostly unrelated to the text.	No bibliography included	Out of 5 _____
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 see contact Student Success0

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.” *Andrews University 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.” *Andrews University Bulletin*.

Faculty members are expected to keep regular attendance records. Absences will be counted by the hour. Only four unexcused 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.” *Andrews University 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.” *Andrews University 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.” *Andrews University Bulletin*

If a student does not show up at the examination time he/she will get 0 points for that evaluation. When a student is excused by the Associate Dean’s office from writing the examination at the appointed time, she/he will be given a different test from the rest of the class, usually an essay type examination consisting of only one question.

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.” *Andrews University 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 (co-editor *Andrews University Seminary Studies*) 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.



Bibliography:

- Allen, Ronald. *Contemporary Biblical Interpretation for Preaching*. Valley Forge: Judson Press, 1984.
- Barr, James. *The Scope and Authority of the Bible*. Philadelphia: Westminster, 1980.
- Bartlett, David. *The Shape of Scriptural Authority*. Philadelphia: Fortress, 1983.
- Canale, Fernando. *Back to Revelation-Inspiration: Searching for the Cognitive Foundation of Christian Theology in a Postmodern World*. Lanham, NY: University Press of America, 2001.
- Holbrook, Frank, Leo Van Dolson, eds. *Issues in Revelation and Inspiration*. Berrien Springs, MI: Adventist Theological Society, 1992.
- Dulles, Avery. *Models of Revelation*. Garden City: Doubleday, 1983.
- Frei, Hans. *The Identity of Jesus Christ: The Hermeneutical Bases of Dogmatic Theology*. Philadelphia: Fortress, 1975.
- Gnuse, Robert. *The Authority of the Bible: Theories of Inspiration, Revelation, and Canon*. New York: Paulist Press, 1985.
- Greidanus, Sidney. *The Modern Preacher and the Ancient Text: Interpreting and Preaching Biblical Literature*. Grand Rapids: Eerdmans, 1988.
- Gruenler, Royce Gordon. *Meaning and Understanding: The Philosophical Framework for Biblical Interpretation*. Grand Rapids: Zondervan, 1991.
- Johnston, Robert. *The Use of the Bible in Theology: Evangelical Options*. Atlanta: John Knox, 1983.
- Kelsey, David. *The Uses of Scripture in Recent Theology*. Philadelphia: Fortress, 1975.
- Longman, Tremper. *Literary Approaches to Biblical Interpretation*. Grand Rapids: Zondervan, 1987.
- Lundin, Roger, ed. *Disciplining Hermeneutics: Interpretation in Christian Perspective*. Grand Rapids: Eerdmans, 1997.
- McKim, Donald. *The Bible in Theology and Preaching: How Preachers Use Scripture*. Nashville: Abingdon Press, 1994.
- Radmacher, Earl and Robert Preus, eds. *Hermeneutics, Inerrancy, and the Bible: Papers from ICBI Summit II*. Grand Rapids: Zondervan, 1984.
- Ricoeur, Paul. *Essays on Biblical Interpretation*. Philadelphia: Fortress, 1980.
- Robinson, James and John Cross, eds. *New Frontiers in Theology. Vol. 1: The Later Heidegger and Theology. Vol. 2: The New Hermeneutic*. New York: Harper & Row, 1963, 1964.
- Silva, Moises. *Has the church Misread the Bible? The history of Interpretation in the Light of Current Issues*. Grand Rapids: Zondervan, 1987.
- van Bemmelen, Peter M. *Issues in Biblical Inspiration: Sunday and Warfield*. Berrien Springs, MI: Andrews University Press, 1988.

SEVENTH-DAY ADVENTIST
THEOLOGICAL SEMINARY

THST 611-001
**REVELATION,
INSPIRATION, AND
HERMENEUTICS**
Fall 2018
John C. Peckham, Ph.D.



Andrews
University
Seek. Affirm. Change.

Andrews University

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**REVELATION, INSPIRATION
AND HERMENEUTICS**
FALL 2018

GENERAL CLASS INFORMATION

Class location: S340
Class time/day: 8:30am – 9:20am T-Th
Credits offered: 3

INSTRUCTOR CONTACT

Instructor: John Peckham, PhD
Telephone:
Email:
Office Location:
Office Hours: Tue-Wed: 9:30am-2:30pm
Administrative Assistant: Pamela Climaco

COURSE DESCRIPTION

An interdisciplinary study of the process by which God communicates with human beings and of sound methods for interpreting and understanding the Scripture and applying its message.

COURSE MATERIALS

Required:

The Holy Bible.

Peckham, John C. *Canonical Theology: The Biblical Canon, Sola Scriptura, and Theological Method* (Grand Rapids: Eerdmans, 2016).

Reid, George, ed. *Understanding Scripture: An Adventist Approach*, Vol. 1 (Biblical Research Institute, 2005).

White, Ellen. *Selected Messages*, vol. 1 (Washington, DC: Review and Herald, 1958), 5-76.

_____. *Selected Messages*, vol. 3 (Washington, DC: Review and Herald, 1980), 28-86.

Selected readings accessed via Learning Hub (Moodle).

Recommended:

van Bemmelen, Peter. "Inspiration," in *Handbook of Seventh-Day Adventist Theology*, ed. Raoul Dederen (Hagerstown, MD: Review and Herald, 2000), 22-57.

Canale, Fernando. *Back to Revelation-Inspiration: Searching for the Cognitive Principle of Christian Theology in a Postmodern World* (Lanham, MD: University Press of America, 2001).

Canale, Fernando. *The Cognitive Principle of Christian Theology*. Berrien Springs, Mich.: Andrews University Lithotech, 2010.

Davidson, Richard M., "Biblical Interpretation" in *Handbook of Seventh-day Adventist Theology*, ed. Raoul Dederen (Hagerstown, MD: Review and Herald, 2000), 58-104.

Erickson, Millard J. *Christian Theology*. 3rd ed. Grand Rapids: Baker, 2013, 121-229.

Gulley, Norman R. *Systematic Theology: Prolegomena*. Berrien Springs, Mich.: Andrews University Press, 2003.

Hanna, Martin. *The Cosmic Christ of Scripture: How to Read God's Three Books. Comparing Scripture Perspectives with the Writings of Ellen G. White*. (Berrien Springs, MI: Cosmic Christ Connections, 2006).

Holbrook, Frank, and Leo Van Dolson, eds. *Issues in Revelation and Inspiration*. Berrien Springs, Mich.: Adventist Theological Society Publications, 1992.

Osborne, Grant R. *The Hermeneutical Spiral: A Comprehensive Introduction to Biblical Interpretation*. Rev. and expanded, 2nd ed. Downers Grove, Ill.: InterVarsity Press, 2006.

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)

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.

Student Learning Outcomes (SLO)

Upon completion of this course students should be able to:

1. Define the nature of revelation, inspiration, and hermeneutics (RIH).
2. Understand the biblical material regarding RIH, canonicity, and biblical authority.
3. Evaluate models of revelation-inspiration and their theological implications.
4. Articulate and implement a theologically sound approach to RIH.
5. Discern the presuppositions and repercussions of the low view of Scripture.
6. Demonstrate a grasp of sound methods of interpreting Scripture.
7. Recognize the implications of a canonical approach to theological method.

OUTLINE OF TOPICS AND ASSIGNMENTS

Please note: This outline is subject to change based on the pace of the course.

Week	Date	Class Topic	Reading/Assignments Due
1	Aug 28	Introduction	
	Aug 29	The Issues of Revelation-Inspiration	van Bemmelen, "Divine Accommodation"
	Aug 30	Questions and Discussion	Journal & Reading Report 1 (SLO 1, 2)

2	Sep 4	Historical Overview	Peckham, "Epistemological Authority"
	Sep 5	Historical Overview/Models of Revelation	Journal & Reading Report 2 (SLO 3, 5)
	Sep 6	Questions and Discussion	
3	Sep 11	The Structure of Knowledge	Reid, 47-74
	Sep 12	Models of Revelation-Inspiration	Journal & Reading Report 3 (SLO 3)
	Sep 13	NO CLASS: Change Day	
4	Sep 18	Models of Revelation-Inspiration	Canale, "The Classical Model"
	Sep 19	Models of Revelation-Inspiration	Journal & Reading Report 4 (SLO 3, 4)
	Sep 20	Questions and Discussion	
5	Sep 25	Models of Revelation-Inspiration	Canale, "The Liberal Model"
	Sep 26	Models of Revelation-Inspiration	Journal & Reading Report 5 (SLO 3, 5)
	Sep 27	Questions and Discussion	
6	Oct 2	Models of Revelation-Inspiration	Canale, "The Historical-Cognitive Model"
	Oct 3	Models of Revelation-Inspiration	Journal & Reading Report 6 (SLO 3, 4)
	Oct 4	Questions and Discussion	
7	Oct 9	Models of Revelation-Inspiration	Reid, 75-90; Davidson, "Revelation and Authority"
	Oct 10	The Nature of Inspiration/Alternative Views	Journal & Reading Report 7 (SLO 3, 4)
	Oct 11	Midterm Exam	(SLO 1-5, PO 1-2)
8	Oct 16	Alternative Views of Inspiration and Inerrancy	Canonical Theology 1-7, 16-47
	Oct 17	Trustworthiness of Scripture	Journal & Reading Report 8 (SLO 4, 7)
	Oct 18	Questions and Discussion	
9	Oct 23	Trustworthiness of Scripture/Canon of Scripture	<i>Canonical Theology</i> , 48-72

	Oct 24	The Canon of Scripture	Journal & Reading Report 9 (SLO 4, 5, 6)
	Oct 25	Questions and Discussion	
10	Oct 30	Historical Hermeneutics	Reid, 27-46
	Oct 31	Hermeneutics and Theological Method	Journal & Reading Report 10 (SLO 7)
	Nov 1	Questions and Discussion	
11	Nov 6	Hermeneutics and Theological Method	Reid, 111-135; Davidson, “Interpreting Scripture” (skim 1-8, carefully read 9-19)
	Nov 7	Hermeneutics and Theological Method	Journal & Reading Report 11 (SLO 5, 6)
	Nov 8	Questions and Discussion	
12	Nov 13	Additional Report – Final Exam Prep	
	Nov 14	Additional Report – Final Exam Prep	
	Nov 15	Additional Report – Final Exam Prep	Additional Reading Report (SLO 1-7)
13	Nov 20	Thanksgiving Break	
	Nov 21	Thanksgiving Break	
	Nov 22	Thanksgiving Break	
14	Nov 27	Hermeneutics and Theological Method	<i>Canonical Theology</i> , 196-225
	Nov 28	Theological Method	Journal & Reading Report 12 (SLO 6, 7)
	Nov 29	Questions and Discussion	
15	Dec 4	Epistemology and Hermeneutics in Theology and Science: God’s Two Books	Hutchinson, “The Scientism Delusion” (this assignment subject to change)
	Dec 5	Perspectives on Philosophy, Theology, and Science	Journal & Reading Report 13 (SLO 7)
	Dec 6	Questions and Discussion	
16	Wednesday, Dec 12	Final Exam – 8:00-10:00 am	Final Examination (SLO 1-7, PO 1-2)

GRADING AND ASSESSMENT

Credit-Hour Definitions: 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. For this course, the instructor estimates that this total of 135 hours will be distributed in the following activities:

- Class lectures: 40 hours
- Reading: 60 hours
- Preparation for Exams: 20 hours
- Written Assignments: 15 hours

Criteria for Grades: In calculating grades I will look for evidence of mature, graduate level thinking as demonstrated in class participation and discussion and quality of written assignments. Written assignments will be graded relative to the degree to which the instructions listed in the description of each are followed and in accordance with the appropriate rubric. The final grade will take into account all of the elements explained below and no other extra reading or work shall be given to improve one's final grade. However, the instructor reserves the right to make adjustments to the student's grade based on overall class performance and his perception of the student's involvement in the class.

Passing Grades: Students must faithfully attend and participate in class, complete required readings, and turn in all written assignments.

Assignment Submission: All assignments are to be submitted via Learning Hub (Moodle), unless otherwise noted in the assignment instructions below. Absent extenuating circumstances, no late assignments will be accepted.

Assessment Breakdown

- | | |
|--|-----|
| 1. Class Attendance and Participation | 5% |
| 2. Reading Reports and Discussion Prep | 27% |
| 3. Additional Reading Report | 8% |
| 4. Exam | 60% |

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

A	94-100%	B -	80-82%	D	62-50%
A -	90-93%	C +	76-79%	F	below 50%
B +	87-89%	C	70-75%		
B	83-86%	C -	69-63%		

Assignment Guidelines

Please read the following instructions very carefully. If you have any questions, please consult with me well-before the due date for the assignment in question.

1. Class Attendance and Participation

Faithful attendance, preparation, and participation are essential to your success in this class and vital to the educational experience of your fellow students. The topic of discussion for each class period will be announced in advance, including instructions regarding the precise nature of required preparation. You are expected to show evidence of this preparation by actively contributing in discussions. Be sure you attend class faithfully and submit any valid excuses for absences in writing (via email) prior to missing class, if at all possible.

2. Reading, Reading Reports, and Discussion Preparation

You will complete the various assigned readings listed in the course outline and turn in (via Learning Hub) a reading report for those assigned readings, due by noon on the due date (as listed in the course schedule, any reports or journals received between noon and midnight of the due date will lose 35%; no credit will be available thereafter, absent extenuating circumstances).

The procedure and format for your reading report is as follows: list your name, the pages and time spent reading, three significant discussion questions based on the reading, and three points of useful/interesting information. Finally, write one brief paragraph summarizing your critical evaluation of the reading (in approximately 100 words, see reading report rubric). Your three questions should be of the type that evoke discussion and not merely yes/no or simple information questions. If you have informational questions you are encouraged to include those so that I can address them in class but merely informational questions will not count toward your three questions. Make sure that you keep a copy of your three discussion questions and points of useful/interesting information. These will be used during dedicated times for discussion.

3. Additional Reading Journal

In addition to the assigned readings for discussion as listed in the course outline, you will read approximately 235 pages as instructed below. Begin by reading from Ellen White's *Selected Messages*, volume 1, pages 15-76 and volume 3, pages 28-88. Then, read the following pages from *Understanding Scripture: An Adventist Approach*, 1-26, 135-151, 271-284, 309-351. If you have already read *Understanding Scripture*, select one or two resources from the recommended reading list and read approximately 125 pages. On or before the due date you will turn in via Learning Hub an additional reading journal. The format of this reading journal is as follows: list your name, the pages and time spent reading. Then, include two 200-250 word paragraphs for the readings from *Selected Messages* 1 and 3 and two 200-250 word paragraphs for the readings from

Understanding Scripture. Your paragraphs should include a brief summary or paraphrase of the points you found most significant and that you'd like to record for future usefulness in ministry. Some possible ways to frame your reaction include: commentary on the significance of the ideas, discussion of whether you agree or disagree and why, the influence on your thinking, how it might affect future ministry, etc.

4. Exams

There will be two examinations, including the final examination. Exams will be based on class lectures and discussions and consist of short answer and/or essay-type questions that expect the student to both reproduce specific information and show ability to appropriately evaluate and articulate that information within the broader context of the issues and biblical materials discussed.

READING REPORT/JOURNAL RUBRIC

Criteria		Meets Standard (5)	(4)	Good (3)	(2)	Does Not Meet Standard (1)	Absent (0)	Score	
Category									
75 %	Content	The student exhibited understanding of the material in the summary and critical evaluation. Three significant discussion questions and three points of useful/interesting information show evidence of thoughtful reading and reflection		Some understanding of the material is exhibited in the summary. There are some questions and points of interesting information. Little evidence of thoughtful reading and reflection.		It appears that the material was not carefully read. Questions and points of insight are either missing or poorly done.		Out of 5 _____	Out of 75 _____
25 %	Presentation of the Assignment	It is evident that the journal was composed with care and thoughtfulness. No spelling mistakes. Follows the prescribed format. It is clear that this assignment was not written in the last minute.		The journal is generally well done but includes some spelling and grammatical mistakes, only follows some of the instructions, and shows evidence of being completed in a rushed and halfhearted manner.		The journal looks messy; there are spelling mistakes and major departures from the instructions. It is evident that the student did not spend much time or effort preparing this assignment.		Out of 5 _____	Out of 25 _____

Total (out of 100):

CLASS POLICIES

Contact

Do not hesitate to contact me for help or information. The best way to reach me is through email.

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

Classroom Seating

In order to facilitate learning everyone's name please select a permanent seat until instructed otherwise.

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

Absent extenuating circumstances, late assignments will not be accepted.

Computers and Cellphones

Computers are allowed in the class only for the purposes of note-taking or other activities related to the course lecture. Cell phone use is not permitted in class. Please silence and/or turn off any electronic devices that are not being used for the specific purposes of this course. Please do not leave the class room to take a phone call during class time.

Students found to be misusing their computers (gaming, emailing, surfing the internet) or cellphones (texting, gaming, emailing, surfing the internet) will be spoken with after class. Repeat offenders will receive a 5% final grade penalty.

Recording

Students are not permitted to record class lectures.

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*

If a student is not present at the scheduled examination time he/she will get 0 points for that evaluation. When a student is excused by the Associate Dean's office from writing the examination at the appointed time, she/he will be given a different test from the rest of the class, usually an essay type examination consisting of only one question.

Language and Grammar

A student enrolled in a graduate program is expected to possess 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. It might be helpful to read your assignments aloud and have someone else do so as well. All written work must conform to Andrews University Standards for Written Work: <http://www.andrews.edu/grad/documents/standards-for-work.pdf>.

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.” *AU Bulletin*

You are responsible for knowing the class preparation assignment for the following class period. If you miss class (excused or unexcused) it is your responsibility to find out what is expected in preparation for the next class period.

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

Attendance is an integral part of the learning experience in this course. Unless there are extenuating circumstances, 1% will be taken off the final grade for each absence. Students who are late within the first 10 minutes will lose 0.33%. Students arriving beyond the first 10 minutes will lose the entire 1%.

“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.” *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.” *AU Bulletin*

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.

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

INSTRUCTOR PROFILE

Dr. John C. Peckham, Associate Professor of Theology and Christian Philosophy at the Seventh-day Adventist Theological Seminary, was born in New York and grew up in Massachusetts and Indiana. John pastored in the Indiana Conference of Seventh-day Adventists before being called to teach in the Religion Department at Southwestern Adventist University, where he received the Educator of the Year Award in 2012. In 2013, John was called to teach at the Theological Seminary of Andrews University and received the Daniel A. Augsburg Excellence in Teaching Award in 2016. John graduated from Atlantic Union College (B.S. Accounting; B.S. Business Administration) and Andrews University (M.Div., Emphasis in Systematic Theology; Ph.D., Systematic Theology). His dissertation, “The Concept of Divine Love in the Context of the God-World Relationship” won the outstanding dissertation award, published by Peter Lang in 2014.



An additional monograph on divine love, *The Love of God: A Canonical Model*, was published by IVP Academic in Fall 2015 and won IVP's 2015 Readers' Choice Award. In Fall 2016, *Canonical Theology: The Biblical Canon, Sola Scriptura, and Theological Method* was published (Grand Rapids: Eerdmans, 2016). In Fall 2018, *Theodicy of Love: Cosmic Conflict and the Problem of Evil* was published (Grand Rapids: Baker Academic, 2018). Articles John has written have appeared in *Philosophia Christi*, *Trinity Journal*, *Themelios*, *Andrews University Seminary Studies*, the *Mid-America Journal of Theology*, *Didaskalia*, the *Journal of the Adventist Theological Society*, *Perspective Digest*, and *Ministry Magazine*. John is currently working on a number of projects, including books on worldview, divine passibility, and the doctrine of God. John is married to an amazing woman, Brenda, who is a Registered Nurse and they have one son, Joel, their pride and joy. John's passion is studying and proclaiming the beauty of the biblical conceptual framework and the incomparable love of God that it manifests.

CLASS BIBLIOGRAPHY

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- Bacote, Vincent, Laura C. Miguélez, and Dennis L. Okholm, eds. *Evangelicals & Scripture: Tradition, Authority, and Hermeneutics*. Downers Grove, Ill.: InterVarsity Press, 2004.
- Barr, James. *The Scope and Authority of the Bible*. Philadelphia: Westminster, 1980.
- Bartholomew, Craig G. *Introducing Biblical Hermeneutics: A Comprehensive Framework for Hearing God in Scripture*. Grand Rapids, MI: Baker Academic, 2015.
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- Grudem, Wayne, C. John Collins, and Thomas Schreiner, eds. *Understanding Scripture: An Overview of the Bible's Origin, Reliability, and Meaning*, Wheaton, IL: Crossway, 2012.
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- Henry, Carl F. H. *God, Revelation, and Authority*. 6 vols. Waco, Tex.: Word Books, 1976.
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- Jensen, Peter. *The Revelation of God*. Contours of Christian Theology. Downers Grove, IL: InterVarsity Press, 2002.
- Kaiser, Walter C. *The Old Testament Documents: Are They Reliable & Relevant?* Downers Grove, Ill.: InterVarsity Press, 2001.
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- McDonald, Lee Martin. *The Biblical Canon: Its Origin, Transmission, and Authority*. Updated & rev. 3rd ed. Peabody, Mass.: Hendrickson Publishers, 2007.
- Meadors, Gary T., ed. *Four Views on Moving Beyond the Bible to Theology*, Counterpoints Bible & Theology. Grand Rapids, Mich.: Zondervan, 2009.

- Oliver, Simon, "Introducing Radical Orthodoxy: From Participation to Late Modernity," in *The Radical Orthodoxy Reader*, ed. Simon Oliver and John Milbank. New York: Routledge, 2009.
- Osborne, Grant R. *The Hermeneutical Spiral: A Comprehensive Introduction to Biblical Interpretation*. Rev. and expanded, 2nd ed. Downers Grove, Ill.: InterVarsity Press, 2006.
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- Plantinga, Alvin. *Where the Conflict Really Lies: Science, Religion, and Naturalism*. New York: Oxford University Press, 2011.
- Porter, Stanley and Steven M. Studebaker, eds. *Evangelical Theological Method: Five Views*. Downers Grove, IL: IVP Academic, 2018.
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THST 611, Revelation, Inspiration, and Hermeneutics

Summer 2019

John C. Peckham, Ph.D.

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	Seminary Hall S340
Class meeting times:	Monday-Thursday, 8:30 am – 11:20 am
Course Website:	learninghub.andrews.edu
Instructor Telephone:	
Instructor Email:	
Office location:	
Office hours:	Monday-Thursday, 11:30 am – 12:30 pm

BULLETIN DESCRIPTION OF COURSE

An interdisciplinary study of the process by which God communicates with human beings and of sound methods for interpreting and understanding the Scripture and applying its message.

PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

- MDiv: Scholarship - Manifests the practices of a Biblical scholar-theologian engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others.
- MA (Religion): Demonstrate understanding of the content and central issues of the specialized field of study
- PhD (Religion)/ ThD (Theology): Provide evidence of a broad understanding of the content area of the chosen major discipline and competency within the area of the minor discipline.

(The full set of program learning outcomes for your degree program is listed in **Appendix # 3.**)

The following **Course Learning Outcomes** contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

1. Define the nature of revelation, inspiration, and hermeneutics (RIH).
2. Understand the biblical material regarding RIH, canonicity, and biblical authority.
3. Evaluate models of revelation-inspiration and their theological implications.
4. Articulate and implement a theologically sound approach to RIH.
5. Discern the presuppositions and repercussions of the low view of Scripture.
6. Demonstrate a grasp of sound methods of interpreting Scripture.
7. Recognize the implications of a canonical approach to theological method.
8. Scholarship: Evaluates information and truth-claims found within various sources including books, articles, websites, and databases providing primary, secondary, and tertiary sources [NAD MDiv SLO 1]
9. Scholarship: Demonstrates the use of essential biblical hermeneutical principles for biblical study and sermon preparation, contrasting these with other popular approaches to interpretation [NAD MDiv SLO 2]
10. Scholarship: Compares and contrasts the various models of revelation and inspiration and how they affect theology [NAD MDiv SLO 3]

COURSE OVERVIEW

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

Date	Topic	Assignment Due	CLOs Addressed
May 13	Introduction & Historical Overview	Read and Review Syllabus	
May 14	Structure of Knowledge & Classical Model	Peckham, "Epistemological Authority" Reid, 47-74 Reading Report 1	CLO 1-3, 5, 8, 10

Date	Topic	Assignment Due	CLOs Addressed
May 15	Protestant-Scholastic Model & Liberal Model	Canale, "The Classical Model" Canale, "The Liberal Model" Reading Report 2	CLO 3, 8, 10
May 16	Historical-Cognitive-Linguistic Model 1	Canale, "The Historical-Cognitive Model" Castleman, 1-23 Reading Report 3	CLO 3, 4, 8, 10
May 20	Historical-Cognitive-Linguistic Model 2	Castleman, 25-39 Reid, 75-90 Reading Report 4	CLO 3, 5, 8, 10
May 21	Views of Inspiration and Inerrancy	Hasel, "Mistakes in the Bible?" Davidson, "Revelation and Authority" Reading Report 5	CLO 3, 4, 8, 10
May 22	Trustworthiness of Scripture	Castleman, 41-54 <i>Canonical Theology</i> 1-7, 16-28 Reading Report 6	CLO 3, 4, 8
May 23	Canon of Scripture	<i>Canonical Theology</i> 28-72 Reading Report 7	CLO 4, 7, 8
May 27	<i>Memorial Day – NO CLASS</i>		
May 28	Midterm Exam		CLO 1-7, 10
May 29	Historical Hermeneutics	Reid, 27-46 Castleman, 55-78 Reading Report 8	CLO 4, 5, 6, 8, 9
May 30	Micro-Hermeneutics and (Micro) Exegesis	Reid, 111-135 Davidson, "Interpreting Scripture" (skim 1-8, carefully read 9-19) Castleman, 79-93 Reading Report 9	CLO 7, 8, 9
June 3	Macro-Hermeneutics and Canonical Approach	<i>Canonical Theology</i> , 7-13, 140-165 Castleman, 95-113 Reading Report 10	CLO 5, 6, 8, 9
June 4	Canonical Theological Method	<i>Canonical Theology</i> , 196-225 Reading Report 11	CLO 6, 7, 8

Date	Topic	Assignment Due	CLOs Addressed
June 5	Epistemology and Hermeneutics in Theology and Science: God's Two Books	Castleman, 115-130 Hutchinson, "The Scientism Delusion" (this assignment subject to change) Reading Report 12 Additional Reading Report	CLO 7, 8
June 6	Final Exam		CLO 1-7, 10

ATTENDANCE

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign 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.

Attendance is an integral part of the learning experience in this course. Faithful attendance, preparation, and participation are essential to your success in this class and vital to the educational experience of your fellow students. **Unless there are extenuating circumstances, 1% will be taken off the final grade for each hour of absence (three tardies equal one absence). Students arriving beyond the first 10 minutes of any class hour will be considered absent.**

The topic of discussion for each class period is listed in this syllabus, including instructions regarding the precise nature of required preparation. You are expected to show evidence of this preparation by actively contributing in discussions. You are responsible for knowing the class preparation assignment for the following class period. If you miss class (excused or unexcused) it is your responsibility to find out what is expected in preparation for the next class period.

Be sure you attend class on time and faithfully and submit any valid excuses for absences in writing (via email) prior to missing class, if at all possible. **Each day you will mark yourself present or later via the attendance link at learninghub.andrews.edu, using the randomly generated password posted on the screen.**

COURSE MATERIALS

Required Course Materials

Castleman, Robbie F. *Interpreting the God-Breathed Word: How to Read and Study the Bible* (Grand Rapids: Baker Academic, 2018).

Peckham, John C. *Canonical Theology: The Biblical Canon, Sola Scriptura, and Theological Method* (Grand Rapids: Eerdmans, 2016).

Reid, George, ed. *Understanding Scripture: An Adventist Approach*, Vol. 1 (Biblical Research Institute, 2005).

White, Ellen. *Selected Messages*, vol. 1 (Washington, DC: Review and Herald, 1958), 5-76 (available online)

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Selected readings accessed via Learning Hub (Moodle).

Recommended Course Materials

van Bemmelen, Peter. "Inspiration," in *Handbook of Seventh-Day Adventist Theology*, ed. Raoul Dederen (Hagerstown, MD: Review and Herald, 2000), 22-57.

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Hanna, Martin. *The Cosmic Christ of Scripture: How to Read God's Three Books. Comparing Scripture Perspectives with the Writings of Ellen G. White*. (Berrien Springs, MI: Cosmic Christ Connections, 2006).

Holbrook, Frank, and Leo Van Dolson, eds. *Issues in Revelation and Inspiration*. Berrien Springs, Mich.: Adventist Theological Society Publications, 1992.

Osborne, Grant R. *The Hermeneutical Spiral: A Comprehensive Introduction to Biblical Interpretation*. Rev. and expanded, 2nd ed. Downers Grove, Ill.: InterVarsity Press, 2006.

For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore.

MORE ABOUT THE COURSE

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for professional masters' degrees (e.g. MDiv)** include 15 instructor contact hours and 30 hours of independent learning activities.
- **Courses for academic masters' (e.g. MA [Religion]) and all doctoral degrees** include 15 instructor contact hours, and 45 hours of independent learning activities.

The calculation of hours is based on the study skills of the average well-prepared graduate student. Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

		Professional Masters' Programs
		3 Credits
Instructor Contact Hours	Face to Face Instructional Time	30 hrs
	Other Instructor-Directed Activities	15 hrs
Independent Learning Activities	Reading Reports and Discussion Prep	55 hrs
	Additional Reading Journal	15 hrs
	(Preparation for) Exams	20 hrs
Total Hours:		135

GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

Assignment Description	Weighting
<p>Reading Reports and Discussion Prep</p> <p>You will complete the various assigned readings listed in the course outline and turn in (via Learning Hub) a reading report for those assigned readings, due by 7am on the due date (as listed in the course schedule, any reports received between 7am and the</p>	

<p>start of class on the due date will lose 35%; no credit will be available thereafter, absent extenuating circumstances).</p> <p>The procedure and format for your reading report is as follows: list your name, the pages and time spent reading, three significant discussion questions based on the reading, and three points of useful/interesting information. Finally, write one brief paragraph summarizing your critical evaluation of the reading (in approximately 100 words, see reading report rubric). Your three questions should be of the type that evoke discussion and not merely yes/no or simple information questions. If you have informational questions you are encouraged to include those so that I can address them in class but merely informational questions will not count toward your three questions. Make sure that you keep a copy of your three discussion questions and points of useful/interesting information. These will be used during dedicated times for discussion.</p>	<p>30%</p>
<p>Additional Reading Report</p> <p>In addition to the assigned readings for discussion as listed in the course outline, you will read approximately 235 pages as instructed below. Begin by reading from Ellen White’s <i>Selected Messages</i>, volume 1, pages 15-76 and volume 3, pages 28-88. Then, read the following pages from <i>Understanding Scripture: An Adventist Approach</i>, 1-26, 135-151, 271-284, 309-351. If you have already read <i>Understanding Scripture</i>, select one or two resources from the recommended reading list and read approximately 125 pages. On or before the due date listed in the course schedule you will turn in via Learning Hub an additional reading journal. The format of this reading journal is as follows: list your name, the pages and time spent reading. Then, include two 200-250 word paragraphs for the readings from <i>Selected Messages</i> 1 and 3 and two 200-250 word paragraphs for the readings from <i>Understanding Scripture</i>. Your paragraphs should include a brief summary or paraphrase of the points you found most significant and that you’d like to record for future usefulness in ministry. Some possible ways to frame your reaction include: commentary on the significance of the ideas, discussion of whether you agree or disagree and why, the influence on your thinking, how it might affect future ministry, etc.</p>	<p>10%</p>
<p>Exams</p> <p>There will be two examinations, including the final examination. Exams will be based on class lectures and discussions and consist of short answer and/or essay-type questions that expect the student to both reproduce specific information and show ability to appropriately evaluate and articulate that information within the broader context of the issues and biblical materials discussed.</p>	<p>60%</p>

* For grading rubrics that specify grading criteria in more detail, see Appendices.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

(The AU Bulletin states that: “An Incomplete (I) indicates that the student’s work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students

will be charged an incomplete fee for each incomplete grade issued.” DGs are not an option for most types of courses.)

Submission of Assignments

Unless otherwise noted, all assignments are to be submitted via Learning Hub (aka Moodle) by the date and time listed in the assignment description.

Late Submission

Reading reports received between noon and midnight of the due date will lose 35%; no credit will be available thereafter for late reading reports, absent extenuating circumstances). For all other assignments, absent extenuating circumstances, late assignments will not be accepted.

ABOUT YOUR INSTRUCTOR

Dr. John C. Peckham, Associate Professor of Theology and Christian Philosophy at the Seventh-day Adventist Theological Seminary, was born in New York and grew up in Massachusetts and Indiana. John pastored in the Indiana Conference of Seventh-day Adventists before being called to teach in the Religion Department at Southwestern Adventist University, where he received the Educator of the Year Award in 2012. In 2013, John was called to teach at the Theological Seminary of Andrews University and received the Daniel A. Augsburg Excellence in Teaching Award in 2016 and the Siegfried H. Horn Excellence in Research and Creative Scholarship Award in 2019. John graduated from Atlantic Union College (B.S. Accounting; B.S. Business Administration) and Andrews University (M.Div., Emphasis in Systematic Theology; Ph.D., Systematic Theology). His dissertation, “The Concept of Divine Love in the Context of the God-World Relationship” won the outstanding dissertation award, published by Peter Lang in 2014. An additional monograph on divine love, *The Love of God: A Canonical Model*, was published by IVP Academic in Fall 2015 and won IVP's 2015 Readers' Choice Award. In Fall 2016, *Canonical Theology: The Biblical Canon, Sola Scriptura, and Theological Method* was published (Grand Rapids: Eerdmans, 2016). In Fall 2018, *Theodicy of Love: Cosmic Conflict and the Problem of Evil* was published (Grand Rapids: Baker Academic, 2018). Articles John has written have appeared in *Philosophia Christi*, *Trinity Journal*, *Themelios*, *Andrews University Seminary Studies*, the *Mid-America Journal of Theology*, *Didaskalia*, the *Journal of the Adventist Theological Society*, *Perspective Digest*, and *Ministry Magazine*. John is currently working on a number of projects, including books on worldview, divine passibility, and the doctrine of God. John is married to an amazing woman, Brenda, who is a Registered Nurse and they have one son, Joel, their pride

and joy. John's passion is studying and proclaiming the beauty of the biblical conceptual framework and the incomparable love of God that it manifests.



OTHER COURSE-RELATED POLICIES

Academic Integrity

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, 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. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
 - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
 - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly 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
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: https://www.andrews.edu/academics/academic_integrity.html

Academic Accommodations

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success.

Use of Electronics

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

Communications and Updates

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

LearningHub Access

Andrews University Learning Hub hosts this course online.

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.

Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at www.learninghub.andrews.edu .

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

94-100%	A	83-86%	B	70-75%	C
90-93%	A-	80-82%	B-	63-69%	C-
87-89%	B+	76-79%	C+	50-62%	D

THE B GRADE

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

THE A GRADE

An A grade is given only when a student not only fulfills the criteria 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 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 by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's 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.

THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed.

APPENDIX 2: ASSIGNMENT RUBRIC(S)

READING REPORT/JOURNAL RUBRIC

Criteria		Meets Standard (5)	(4)	Good (3)	(2)	Does Not Meet Standard (1)	Absent (0)	Score	
Category									
75 %	Content	The student exhibited understanding of the material in the summary and critical evaluation. Three significant discussion questions and three points of useful/interesting information show evidence of thoughtful reading and reflection		Some understanding of the material is exhibited in the summary. There are some questions and points of interesting information. Little evidence of thoughtful reading and reflection.		It appears that the material was not carefully read. Questions and points of insight are either missing or poorly done.		Out of 5 _____	Out of 75 _____
25 %	Presentation of the Assignment	It is evident that the journal was composed with care and thoughtfulness. No spelling mistakes. Follows the prescribed format. It is clear that this assignment was not written in the last minute.		The journal is generally well done but includes some spelling and grammatical mistakes, only follows some of the instructions, and shows evidence of being completed in a rushed and halfhearted manner.		The journal looks messy; there are spelling mistakes and major departures from the instructions. It is evident that the student did not spend much time or effort preparing this assignment.		Out of 5 _____	Out of 25 _____

Total (out of 100):

APPENDIX 3: PROGRAM LEARNING OUTCOMES

MASTERS PROGRAMS

1. Master of Divinity (MDiv)

- 1) (Character) Models spiritual humility, maturity and integrity grounded in a living experience with God in joyful assurance of His salvation, nurtured by the sanctifying presence and power of the Holy Spirit.
- 2) (Scholarship) Manifests the practices of a Biblical scholar-theologian engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others.
- 3) (Discipleship & Evangelism) Demonstrates personal commitment, passion and essential skills for discipleship and evangelism, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church.
- 4) (Leadership) Exercises creative and visionary leadership as a minister and servant of Christ, discerning the needs, spiritual gifts and potential of others, in order to equip and engage in their God-given ministries.
- 5) (Worship) Facilitates enriching corporate worship that brings diverse peoples into the transforming presence of God.
- 6) (Administration/Management) Engages the abilities of self and others to strategically steward personal and corporate resources including time, health, finances, property and service in areas of spiritual giftedness.
- 7) (Relationships) Models effective relationships with people of diverse cultures, backgrounds, character, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit.

2. MA (Religion) Specialized Track

- 1) Conduct effective research in a specialized field of study
- 2) Practice a biblically grounded approach to scholarly inquiry
- 3) Articulate theology and research in terms of Seventh-day Adventist beliefs and practice
- 4) Demonstrate understanding of the content and central issues of the specialized field of study

DOCTORAL PROGRAMS

3. PhD (Religion)

- 1) Articulate an integrated theology and philosophy of faithfulness to God and Scripture, objectivity in research, and integrity in relationships.
- 2) Provide evidence of a broad understanding of the content area of the chosen major discipline and competency within the area of the minor discipline.

- 3) 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.
- 4) Write scholarly research, make a professional presentation, and submit for publication
- 5) Display teaching ability appropriate for college and university settings.

4. ThD (Theology)

- 1) Articulate an integrated theology and philosophy of faithfulness to God and Scripture, objectivity in research, and integrity in relationships.
- 2) Provide evidence of a broad understanding of the content area of the chosen major discipline and competency within the area of the minor discipline.
- 3) 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.
- 4) Write scholarly research, make a professional presentation and submit for publication
- 5) Display teaching ability appropriate for college and university settings.

APPENDIX 4: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

- Anizor, Uche. *How to Read Theology: Engaging Doctrine Critically and Charitably*. Grand Rapids: Baker, 2018.
- Bacote, Vincent, Laura C. Miguélez, and Dennis L. Okholm, eds. *Evangelicals & Scripture: Tradition, Authority, and Hermeneutics*. Downers Grove, Ill.: InterVarsity Press, 2004.
- Barr, James. *The Scope and Authority of the Bible*. Philadelphia: Westminster, 1980.
- Bartholomew, Craig G. *Introducing Biblical Hermeneutics: A Comprehensive Framework for Hearing God in Scripture*. Grand Rapids, MI: Baker Academic, 2015.
- Bloesch, Donald G. *Holy Scripture: Revelation, Inspiration & Interpretation*. Downers Grove, Ill.: InterVarsity Press, 2006.
- Bruce, F. F. *The New Testament Documents: Are They Reliable*. 3d ed. Grand Rapids, Mich.: Eerdmans, 1981.
- Canale, Fernando. *Back to Revelation-Inspiration: Searching for the Cognitive Foundation of Christian Theology in a Postmodern World*. Lanham, MD: University Press of America, 2001.
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- Carson, D.A., ed. *The Enduring Authority of the Christian Scriptures*. Grand Rapids, MI: Eerdmans, 2016.
- Castleman, Robbie F. *Interpreting the God-Breathed Word: How to Read and Study the Bible* (Grand Rapids: Baker Academic, 2018).
- Chou, Abner. *The Hermeneutics of the Biblical Writers: Learning to Interpret Scripture from the Prophets and Apostles*. Grand Rapids: Kregel Academic, 2018.
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- Grudem, Wayne, C. John Collins, and Thomas Schreiner, eds. *Understanding Scripture: An Overview of the Bible's Origin, Reliability, and Meaning*, Wheaton, IL: Crossway, 2012.
- Gruenler, Royce Gordon. *Meaning and Understanding: The Philosophical Framework for Biblical Interpretation*. Grand Rapids: Zondervan, 1991.
- Gulley, Norman R. *Systematic Theology: Prolegomena*. Berrien Springs, Mich.: Andrews University Press, 2003.
- Hanna, Martin. *The Cosmic Christ of Scripture: How to Read God's Three Books. Comparing Scripture Perspectives with the Writings of Ellen G. White*. (Berrien Springs, MI: Cosmic Christ Connections, 2006).
- Henry, Carl F. H. *God, Revelation, and Authority*. 6 vols. Waco, Tex.: Word Books, 1976.
- Holland Jr., Richard A. and Benjamin K. Forrest. *Good Arguments: Making Your Case in Writing and Public Speaking* (Grand Rapids: Baker Academic, 2017).
- Holbrook, Frank, and Leo Van Dolson, eds. *Issues in Revelation and Inspiration*. Berrien Springs, Mich.: Adventist Theological Society Publications, 1992.
- Hutchinson, Ian. *Monopolizing Knowledge: A Scientist Refutes Religion-Denying, Reason-Destroying Scientism*. Belmont, MA: Fias, 2011.
- Jensen, Peter. *The Revelation of God*. Contours of Christian Theology. Downers Grove, IL: InterVarsity Press, 2002.
- Kaiser, Walter C. *The Old Testament Documents: Are They Reliable & Relevant?* Downers Grove, Ill.: InterVarsity Press, 2001.
- Kelsey, David. *The Uses of Scripture in Recent Theology*. Philadelphia: Fortress, 1975.
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For additional books and articles, see also the Seminary Library Portal at <http://libguides.andrews.edu/religion> .