



## THST 940-001

### SEMINAR IN SYSTEMATIC THEOLOGY

## THST 649-001

### SEMINAR IN THEOLOGICAL ISSUES

Fall 2019

*Martin Hanna, PhD*

#### CLASS & CONTACT INFORMATION

<b>Class location:</b>	N 108, Adventist Theological Seminary
<b>Class meeting times:</b>	Aug 26 to Dec 12, time to be decided
<b>Course Website:</b>	<a href="http://learninghub.andrews.edu">learninghub.andrews.edu</a>
<b>Instructor Telephone:</b>	269-471-3433
<b>Instructor Email:</b>	<a href="mailto:mhanna@andrews.edu">mhanna@andrews.edu</a>
<b>Office location:</b>	N 312, Adventist Theological Seminary
<b>Office hours:</b>	Tuesdays and Thursdays, 9:30am to 12:30pm

#### BULLETIN DESCRIPTION OF COURSE

##### **THST940 Seminar in Systematic Theology**

Selected issues in systematic theology. Can be repeated for credit.

**THST649 Seminar in Theological Issues** Study of issues such as Christology, anthropology, ecclesiology, contemporary theology, and Christian ethics. Repeatable. Available for PhD/ThD, MA, and select MDiv students.

This Fall our seminar explores the topic—“Science-Theology Dialogue.” Students accepted into this Seminar will receive mentoring for writing a paper/article on a topic of their choosing which is connected to the subject of the seminar and/or connected with their plans for a PhD dissertation topic.

## 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:

### 1. **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.

### 2. **PhD (Biblical and Ancient Near Eastern Archaeology)**

- 1) Knows the history, methods and theories of archaeology
- 2) Knows the material culture and history of the Biblical and ancient Near Eastern and Mediterranean world
- 3) Applies knowledge of the material remains to an understanding of Biblical and ancient Near Eastern contexts
- 4) Demonstrates the skills to conduct all phases of field work, including follow-up analyses and presentation and publication of findings

### 3. **PhD (Religious Education)**

- 1) Christian Apologist: Develop and articulate effectively a philosophy of religious education
- 2) Pastor-Teacher: Use and teach appropriate methodologies for discipling Christians across the lifespan
- 3) Servant-Leader: Demonstrate the ability to apply and model the principles of servant leadership in the church, school, and broader community
- 4) Evaluator-Researcher: who understands the basic terminology, potential contributions, and limitations of scholarly research in the evaluation and implementation of discipleship initiatives
- 5) Maturing Christian: who 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
- 6) Lifelong Scholar: who demonstrates on-going personal and professional development
- 7) Area of Emphasis: demonstrates the ability to apply all relevant core competencies to the area of emphasis

### 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.  
 (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:

**Students who complete this course are able to:**

1. Describe the shifts from premodern to modern to postmodern models of science-theology dialogue.
2. Discuss the impact of science on models of theological exegesis in various periods of history.
3. Compare and contrast Classical (conservative) and Liberal models of science-theology dialogue.
4. Summarize the implications of models of Revelation, Inspiration, and Hermeneutics for understanding science-theology dialogue.
5. Discuss the implications of science-theology dialogue for theological method.
6. Discuss the implications for science-theology dialogue of Scripture as Special Revelation of God.
7. Discuss the implications for science-theology dialogue of Nature as General Revelation of God.
8. Evaluate reason, experience, and tradition as resources for understanding science-theology dialogue.
9. Show how recent research has influenced his/her personal understanding of science-theology dialogue.
10. Discuss the application of foundational concepts and issues of science-theology dialogue to practical real-life situations.
11. Explain how this class has contributed to development of participants’ competencies as outlined in the goals for the PhD, MA, or MDiv programs.

**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
Week 1		Online negotiation of meeting time	
Week 2	Historical Survey	Sharing of research interests.	CLOs 1-11
Week 3	Adventist Issues	First draft of research topic.	CLOs 1-11
Week 4	Research Resources	Improved topic, initial research question, and thesis.	CLOs 1-11
Week 5	Writing Skills	Improved topic, research question, thesis, and one page discussion.	CLOs 1-11
Week 6	Knowledge Will Be increased		CLOs 1-11
Week 7	General and Special Revelation	Five page report.	CLOs 1-11
Week 8	Moral and Natural Evil		CLOs 1-11
Week 9	Miracles and the Laws of Nature	Seven page report.	CLOs 1-11

Date	Topic	Assignment Due	CLOs Addressed
Week 10	Participant presentations		CLOs 1-11
Week 11	Participant presentations	Ten page report.	CLOs 1-11
Week 12	Participant presentations		CLOs 1-11
Week 13	Participant presentations	Fifteen page report.	CLOs 1-11
Week 14	Participant presentations		CLOs 1-11
Week 15		Twenty page report.	CLOs 1-11
Week 16			

## ATTENDANCE

*(adapted from the AU bulletin)*

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.

## COURSE MATERIALS

### **Required Course Materials (digitally available without cost through the James White Library)**

Martin Hanna, "The Use of Science in Theology: Case Studies of Thomas F. Torrance and Langdon B. Gilkey." Andrews University, PhD. Dissertation, 2004.

J. B. Stump, Allan G. Padget, eds., *The Blackwell Companion to Science and Christianity*. Malden, MA: Wiley-Blackwell, 2012. ISBN 978-1-4443-3571-2

Michael Hanby, *No God, No Science? Theology, Cosmology, Biology*. Malden, MA: Wiley-Blackwell, 2013. ISBN-10: 111923087X

### **Recommended Course Materials**

See more recommended materials in bibliography in Appendix 4 below.

For ISBN and price information, please see the listing at the Bookstore [www.andrews.edu/bookstore](http://www.andrews.edu/bookstore).

*The AU bookstore is our contracted source for students to find textbook information as well as textbooks.*

## 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:

		3 Credits
<b>Instructor Contact Hours</b>	<b>Face to Face Instructional Time</b>	45 hrs
<b>Independent Learning Activities</b>	<b>Online dialogue</b>	25 hrs
	<b>Research reports</b>	50 hrs
	<b>Research Paper</b>	60 hrs
<b>Total Hours:</b>		180 hrs

## 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.

<b>Assignment Description</b>	<b>Weighting</b>
Attendance and participation	10%
Online Dialogue	15%
Research reports	35%
Research paper	40%
<b>Total</b>	<b>100%</b>

\* For grading rubrics that specify grading criteria in more detail, see Appendix 2.

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**

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 research proposal and paper.
3. **Each week write a brief description** of at least one issue you are dealing with in your research and how it is related to the reading you are doing and the lectures and discussions during class sessions. Aspects of the same issues may be discussed in more depth 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. **You are required to respond to at least one different colleague each week. But you are encouraged to respond as many as you can.**
5. **Research Proposal.** Write a proposal for a research paper on a topic related to the theme of this seminar. 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. **See due dates in course overview above.**
6. **Research Paper.** Write a research paper based on your research proposal. The paper should be at least 20 pages long. Include at least twenty resources in your footnotes and bibliography. **See course review above for dates for oral reports on your research progress.**
7. **All assignments are to be turned in through the Learning Hub (Moodle) account for this course.**

### **Late Submission**

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

## **ABOUT YOUR INSTRUCTOR**

**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 is also project leader for “Facilitating Science-Theology Dialogue,” a project funded by the *American Association for the Advancement of Science*. Martin enjoys even more his marriage to Henrietta (PhD in Nursing) and their children: Pharez, Melody, and Zachary.



## 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](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 in Nethery Hall 100 ([disabilities@andrews.edu](mailto:disabilities@andrews.edu) or 269-471-6096) as soon as possible so that accommodations can be arranged.

### **Use of Electronics**

*(The seminary-voted statement regarding recording of course lectures is below. Exceptions are at the discretion of the instructor.)*

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. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with LearningHub.

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with Learning Hub	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Technical assistance with your Andrews account	<a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a>	

## **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*

## **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.

***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](http://www.learninghub.andrews.edu).***

## **APPENDIX 1: INTERPRETING LETTER GRADES**

### **Letter Grades and Percentages**

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 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)**

**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
<b>Introduction</b>	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  _____ —
<b>Purpose or Thesis</b>	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  _____ —
<b>Content</b>	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  _____ —

<b>Use of Sources</b>	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 _____
<b>Citations</b>	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 _____ -
<b>Organization -Structural Development of the Idea</b>	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 _____

<b>Conclusion</b>	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  _____
<b>Bibliography</b>	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  _____
<b>Mechanics</b>	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  _____
<b>Total</b>			<b>Total</b>				(out of 100 _____)

## 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 in Pastoral Ministry (MAPM)

- 1) Deliver effective biblically-based sermons
- 2) Demonstrate proper biblical interpretation skills
- 3) Understand the historical-theological development of the Seventh-day Adventist Church
- 4) Exhibit capability for training church members for evangelism
- 5) Demonstrate an understanding of how to empower church members for leadership
- 6) Exhibit capability for reaching specific social groups

### 3. MA in Youth and Young Adult Ministry (MAYYAM)

- 1) Christian Apologist (a): Articulates effectively a theology and philosophy of youth ministry
- 2) Christian Apologist (b): Exposes students to general seminary content in order to provide an Adventist Christian foundation to the practice of youth and young adult ministry
- 3) Pastor-Teacher: Uses appropriate methodologies to disciple youth and young adults
- 4) Servant Leader: Demonstrates the ability to apply the principles of servant leadership in working with youth and young adults
- 5) Maturing Christian: Engages consistently in biblical devotional habits to be open to the transforming work of the Holy Spirit in his or her life
- 6) Youth and Young Adult Specialist: Develop, direct, advocate for, and evaluate youth ministry for the broader church

### 4. MA (Religion) Interdisciplinary Track

- 1) Conduct effective research for teaching and ministry
- 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 biblical studies, theology, and religious history within the Seventh-day Adventist church

#### **5. 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

#### **6. MA (Religious Education)**

- 1) Christian Apologist: who articulates a philosophy of Christian education
- 2) Pastor-Teacher: who uses appropriate methodologies to disciple
- 3) Servant-Leader: who demonstrates the ability to apply the principles of servant leadership
- 4) Evaluator-Researcher: who understands the basic terminology, potential contributions, and limitations of scholarly research in the evaluation and implementation of discipleship initiatives
- 5) Maturing Christian: who 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
- 6) Lifelong Scholar: who demonstrates on-going personal and professional development
- 7) Area of Emphasis: demonstrates the ability to apply all relevant core competencies to the area of emphasis

### **DOCTORAL PROGRAMS**

#### **7. Doctor of Ministry (DMin)**

- 1) Critically reflect on, articulate, and apply biblically based principles and values for excellence in mission and ministry.
- 2) Conduct research and implement an intervention in response to ministry challenges and trends in a *glocal* context, related to the primary field of service.
- 3) Demonstrate knowledge and skills acquired, and analyze the resultant impact on one's ministerial experience.

#### **8. Doctor of Missiology (DMiss)**

- 1) Grow in spiritual disciplines
- 2) Develop theological foundations
- 3) Skill in research
- 4) Implement effective strategies
- 5) Ability to train

#### **9. PhD (Religion)**

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

- 8) 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.
- 9) Write scholarly research, make a professional presentation, and submit for publication
- 10) Display teaching ability appropriate for college and university settings.

#### **10. PhD (Biblical and Ancient Near Eastern Archaeology)**

- 5) Knows the history, methods and theories of archaeology
- 6) Knows the material culture and history of the Biblical and ancient Near Eastern and Mediterranean world
- 7) Applies knowledge of the material remains to an understanding of Biblical and ancient Near Eastern contexts
- 8) Demonstrates the skills to conduct all phases of field work, including follow-up analyses and presentation and publication of findings

#### **11. PhD (Religious Education)**

- 8) Christian Apologist: Develop and articulate effectively a philosophy of religious education
- 9) Pastor-Teacher: Use and teach appropriate methodologies for discipling Christians across the lifespan
- 10) Servant-Leader: Demonstrate the ability to apply and model the principles of servant leadership in the church, school, and broader community
- 11) Evaluator-Researcher: who understands the basic terminology, potential contributions, and limitations of scholarly research in the evaluation and implementation of discipleship initiatives
- 12) Maturing Christian: who 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
- 13) Lifelong Scholar: who demonstrates on-going personal and professional development
- 14) Area of Emphasis: demonstrates the ability to apply all relevant core competencies to the area of emphasis

#### **12. ThD (Theology)**

- 6) Articulate an integrated theology and philosophy of faithfulness to God and Scripture, objectivity in research, and integrity in relationships.
- 7) Provide evidence of a broad understanding of the content area of the chosen major discipline and competency within the area of the minor discipline.
- 8) 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.
- 9) Write scholarly research, make a professional presentation and submit for publication
- 10) Display teaching ability appropriate for college and university settings.

### **APPENDIX 4: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES**

#### **Recommended reading—Science-Theology Dialogue:**

Barbour, Ian G. *Religion and Science*. New York: HarperCollins, 1991.

Barbour, Ian G. *When Science Meets Religion: Enemies, Strangers or Partners*. San Francisco: Harper, 2000.

Bube, Richard H. *Putting it all Together: Seven Patterns for Relating Science and the Christian Faith*. Lanham, Md: University Press of America, 1995.

Dixon, Thomas. *Science and Religion: A Very Short Introduction*. New York: Oxford University Press, 2008.

McGrath, A. E. *Science and Religion: A New Introduction*. Wiley-Blackwell, 2011.

#### **Young Earth Creationism**

Ashton, John F. (editor). *In Six Days: Why fifty scientists choose to believe in creation*. Master Books, 2000.

Morris, Henry. (editor). *Scientific Creationism: Study Real Evidence of Origins, Discover Scientific Flaws in Evolution*. Master Books, 1974.

Morris, Henry. *Biblical Cosmology and Modern Science*. Baker Book House, 1970.

#### **Old Earth Creationism**

Moreland, J. P. *Christianity and the Nature of Science*. Grand Rapids, MI: Baker Book House, 1989.

Plantinga, A. *Where the Conflict Lies: Science, Religion, and Naturalism*. Oxford: Oxford University Press, 2011.

Ross, Hugh. *Navigating Genesis: A Scientist's Journey through Genesis 1-11*. RTB Press, 2014.

Ross, Hugh. *A Matter of Days: Resolving a Creation Controversy*. RTB Press, 2015.

Snoke, David. *A Biblical Case for an Old Earth*. Baker Books, 2006.

#### **Intelligent Design**

Behe, Michael J. *Darwin's Black Box*. Simon & Schuster, 1996.

Dembski, William A. *The Design Inference: Eliminating Chance through Small Probabilities*. Cambridge: Cambridge University Press, 1998.

Dembski, William A. (editor). *Mere Creation: Science, Faith & Intelligent Design*. InterVarsity Press, 1998.

#### **Theistic Evolution**

Collins, Francis S. *The Language of God*. Free Press, 2006.

Peacocke, Arthur. *Creation and the World of Science*. Oxford: Clarendon Press, 1979.

Peters, Ted and Martinez Hewlett. *Evolution from Creation to New Creation: Conflict, Conversation, and Convergence*. Nashville, TN: Abingdon Press, 2003.

Polkinghorne, John. *The Polkinghorne Reader*. West Conshohocken, Pa.: SPCK/Templeton Press, 2010.

#### **Dialogical Resources**

Carlson, R. F. (editor). *Science and Christianity: Four Views*. Downers Grove, IL: InterVarsity Press, 2000.

Hagopian, David G. (editor). *The Genesis Debate: Three Views on the Days of Creation*. Crux Press, 2001.

Johnson, P.E. and D.O. Lamoureux. *Darwinism Defeated?* Regent College Publishers, 1999.

Moreland J.P. and John Mark Reynolds (editors). *Three Views on Creation and Evolution*. Zondervan Publishing House, 1999.

#### **Biblical Studies**

Alexander, T. Desmond and David W. Baker (editors). *Dictionary of the Old Testament: Pentateuch*. InterVarsity Press; Downers Grove, 2003.

Mortenson, Terry and Thane H. Ury (editors). *Coming to Grips with Genesis: Biblical Authority and the Age of the Earth*. Master Books, 2008.

Waltke, Bruce K. *Genesis: A Commentary*. Zondervan, 2001.

Walton, John H. *Genesis: The NIV Application Commentary*. Zondervan, 2001.

#### **Miscellaneous**

Haarsma, Deborah B. and Loren D. Haarsma. *Origins: A Reformed Look at Creation, Design, & Evolution*. Faith Alive Christian Resources, 2007.

Pannenberg, Wolfhart. *Toward a Theology of Nature: Essays on Science and Faith*. Westminster/John Knox Press, 1993.

Van Till, Howard J., Davis A. Young and Clarence Menninga. *Science Held Hostage: What's Wrong with Creation Science and Evolutionism*. Inter-Varsity Press, 1988.



Young, Davis A. "The contemporary relevance of Augustine's view of creation," *ASA Journal*, v. 40, no. 1 (1988): 42-45.

#### **Anthologies, Companions, Handbooks, Collections**

Clayton, Philip and Zachary Simpson (eds.). *The Oxford Handbook of Religion and Science*, Oxford: Oxford University Press, 2006.

Dixon, Thomas, Geoffrey Cantor, and Stephen Pumfrey (eds.). *Science and Religion: New Historical Perspectives*, Cambridge: Cambridge University Press, 2010.

Harrison, Peter (ed.). *The Cambridge Companion to Science and Religion*, Cambridge: Cambridge University Press, 2010.

#### **Recommended reading—Theological Exegesis:**

Cummins, S. A. "The Theological Interpretation of Scripture: Recent Contributions by Stephen F. Fowl, Christopher R. Seitz and Francis Watson." *Currents in Biblical Research*, Apr 01, 2004; Vol. 2, No. 2, p. 179-196.

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Shipp, R. Mark. "Divine Sovereignty and Human Freedom in the Old Testament," *Christian Studies Journal* 22 (2007/2008), 5-18.

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Wright, T. J. "Reconsidering Concursus," *International Journal of Systematic Theology* 4:2 (July 2002), 205-215.

### **Christocentric Method:**

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