THST 635-001

ISSUES IN ORIGINS

Fall 2018

Martin Hanna, PhD.
Randy Younker, PhD.

Andrews University
THST 635-001
ISSUES IN ORIGINS
FALL 2018

GENERAL CLASS INFORMATION

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

INSTRUCTOR CONTACT

Instructor: Martin Hanna, PhD; Randy Younker, PhD
Telephone: 269-471-3433 (Hanna); 269-471-3273 (Younker)
Email: mhanna@andrews.edu younker@andrews.edu
Office location: Seminary, N312 (Hanna); Horn Museum (Younker)
Office hours: 10:00 – 12:00 Tuesday and Thursday

COURSE DESCRIPTION

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

COURSE MATERIALS

Required:


Recommended:


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

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**Revision Statement**

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

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**Outcomes**

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

**Masters of Divinity (MDIV) Program Outcomes**

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

**Doctor of Ministry (DMIN) Program Outcomes**

1. Develop deeper biblical spirituality.
2. Experience positive collegial relationships.
3. Gain theoretical knowledge that contributes to advanced ministry.
4. Evaluate ministerial practices through theological reflection.
5. Articulate theological and theoretical understandings that advance global ministry.
6. Develop habits of study that contribute to lifelong learning.
MA Religion Program Outcomes
1. Commit to a Bible-grounded, Christ-centered, and Spirit-filled approach to scholarly inquiry.
2. Promote Seventh-day Adventist identity and unity as pedagogical and scholarly inquiry.
3. Evaluate, conduct, and effectively communicate research within their field of specialization.

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

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

PhD Religious Education Program Outcomes
1. Conducts research, and analyzes and reports findings.

MA in Pastoral Ministry (MAPMin) English & Spanish Program Outcomes
1. Delivers effective biblically based sermons.
2. Demonstrates proper biblical interpretation skills.
3. Understands the historical–theological and missional development of the Adventist Church.

Student Learning Outcomes (SLO):

The primary objectives of this class are:

- For each student to become a developing theologian who demonstrates advanced understanding of Adventist theology of origins and the Flood, with the basic biblical foundations of these teachings, the key hermeneutical issues involved in interpreting Genesis 1-11, key issues in the interface between theology and science, the fundamental tenants and challenges of secular evolutionary theory, and selected biological, geological and geomorphological responses to macro-evolutionary theory.

- For each student to freely and personally embrace the core Seventh-day Adventist perspectives and values shared in this course, particularly a love and care for God’s Creation.

Secondary objectives include:

- For each student to become an effective leader and a persuasive evangelist able to share and defend in a winsome way the teachings of Jesus in Scripture regarding origins and the Flood and their importance with respect to the character of God and the cross and other central teachings of Scripture, and with a Christocentric emphasis.

- For each student to be able to organize and present Creation weekend seminars, not only to congregations, but to secular groups in the community.
### TOPICS AND ASSIGNMENTS (TOPIC SCHEDULE IS TENTATIVE)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class Topic</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td></td>
<td>Tuesday August 28.</td>
<td>Hanna: Theology, Science, and Origins: Pre-modern, Modern, and Post-modern Perspectives</td>
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<td></td>
<td></td>
<td>Supplemental Readings:</td>
<td></td>
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<tr>
<td>1</td>
<td>Thursday August 30</td>
<td>Continued: Theology, Science, and Origins: Pre-modern, Modern, and Post-modern Perspectives</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Tuesday September 4</td>
<td>Hanna: Knowledge Will Be Increased: End-Time Study of Origins from Scripture and Nature.</td>
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<tr>
<td>Thursday September 6</td>
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**Supplemental Readings:**


**Supplemental Readings:**


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**Topic and research question**

(one page discussion)

MDiv PO, 2, 3, 7; MA: Religion PO, 1, 2.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>September 11</td>
<td>Younker: <strong>Interpretive Approaches to Genesis 1-11: Orthodox, Liberal, and Neo-Orthodox Approaches</strong></td>
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<tr>
<td></td>
<td><strong>Assigned Readings:</strong></td>
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<tr>
<td></td>
<td><strong>Supplemental Readings:</strong></td>
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<tr>
<td></td>
<td>Richardson, <em>Religion and Science</em>, “Part II: Method: Postmodern Apologetics, or Why Theologians Must Pay Attention to Science,” 105-120.</td>
</tr>
<tr>
<td>September 13</td>
<td>No Class</td>
</tr>
</tbody>
</table>

**SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY**
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Day</th>
<th>Topic</th>
<th>Assigned Readings</th>
<th>Supplemental Readings</th>
</tr>
</thead>
</table>
| Tuesday    | September 18 | Younker: **Biblical and Scientific Chronology: Deep Time or Recent Creation?** | Assigned Readings:  
Baldwin, *Catastrophe and Calvary* pages 40-62,  
HASEL, “The ‘Days’ of Creation in Genesis 1: Literal ‘Days’ or Figurative “Periods/Epochs” of Time?”;  
(YOUNKER, *God’s Creation*, “But did it really happen?”)  
Supplemental Readings:  
PHILIP DUCE, *Reading the Mind of God: Interpretation in Science and Theology*  
JOHN HYMAN, “How Knowledge Works,” *The Philosophical Quarterly*  
J. S. KESelman, “The Book of Genesis, A Decade of Scholarly Research,”  
YOUNKER: **Biblical Cosmology and Cosmogony (What is Raqia?) Was the Flood Global?** |
| Thursday   | September 20 | Younker: **Genesis 1 and 2: Contradictory or Complementary? How long were the Six Days of Creation?** | Assigned Readings:  
Read in textbooks.  
YOUNKER: **Geologic Evidence for Catastrophism: Gaps in the Geologic Column, Etc.** |  |
| Tuesday    | September 25 | Younker: **Genesis 1 and 2: Contradictory or Complementary? How long were the Six Days of Creation?** | Assigned Readings:  
Read in textbooks.  
YOUNKER: **Geologic Evidence for Catastrophism: Gaps in the Geologic Column, Etc.** |  |
| Tuesday  
| October 2 | Younker: **Green River Formation; Pulsating Springs; Whale Fossils from South Africa**  
|  
| Assigned Readings:  
| Supplemental Readings:  
| Younker: **A look at the Theory of Human Evolution.**  
| Five page proposal rough draft.  
| MDiv PO, 2, 3, 7; MA: Religion PO, 1, 2.  
|  
| Thursday  
| October 4 |  
|  
| Tuesday  
| October 9 | Younker: **The Implications of the Theory of Human Evolution for Christian Belief.**  
|  
| Thursday  
| October 11 | Younker: **Scientific Challenges and SDA Research: Yellowstone Fossil Forests**  
|  
|  
| Seven-Day Adventist Theological Seminary |
Tuesday October 16
Thursday October 18

MID-TERM EXAMINATION
8:30 a.m. to 9:20 a.m.

Younker: **Paleo-currents; Fossil tracks; Roll Front Deposits; Termite Nests**

A review of varve research in broad perspective indicating the geologic processes accounting for normal annual laminae or varves. Recent discoveries in Green River suggest that inflow processes are responsible for non-annual near-shore laminae in Fossil Lake Green River illustrating the often revisionary nature of scientific discovery. This can be a useful model for revision in theology.

**Recommended (Not Required) Assigned Readings:**


**Supplemental Readings:**


Scientific Approaches to Uranium Roll Front Formation: Assumptions play a key role in interpretation. The rate of one...
The process of earth history discussed seems to be variable depending upon the assumptions used in the discussion. For example, laboratory experiments have produced actual uranium roll front ore deposits by means of a six month process when parallel real-life chemicals flow through wet sand and a little vegetable matter rather than through sandstone. Geologists indicate that the latter process would produce the same results in about 700,000 to one million years. See:


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**Tuesday October 23**


Guest Lecturer: Timothy Standish, Ph.D., Research Scientist, Geoscience Research Institute (specializes in molecular biology)

**Assigned Readings:**

Read in textbooks.

**Supplemental Readings:**


Harold J. Morowitz, “The Origin of Life,” in *What Darwin Began: Modern Darwinian*
Thursday
October 25


Clausen: *Hard Rock Geology and Issues in Earth Origins: Challenges, but also Evidence of Catastrophe in Earth History Suggesting to the Eyes of Faith that Earth History Represents Something Other than Original Creation*

Guest Lecturer: Ben Clausen, Ph.D., Research Scientist, Geoscience Research Institute (specializes in nuclear physics)

**Assigned Readings:**
Read in textbooks.

**Supplemental Readings:**

**Classic Papers on Big Bang Cosmology:**


James Glanz, “Exploding Stars Point to a Universal Repulsive Force,”
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>October 30</td>
<td><strong>Hanna:</strong> <em>The Origin of the Rationality of Faith and the Faithfulness of Reason.</em></td>
</tr>
<tr>
<td>Thursday</td>
<td>November 1</td>
<td><strong>Hanna:</strong> <em>How Do You Read? Hermeneutics in Theology and Science.</em></td>
</tr>
</tbody>
</table>

**Important Books on Big Bang Cosmology and Theology:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td>Tuesday, November 6</td>
<td>Gary Burdick, PhD in Physics: Associate Dean of Research, Andrews University. <strong>Guest Lecture.</strong></td>
</tr>
<tr>
<td>Assigned Readings:</td>
<td>Read in textbooks.</td>
</tr>
<tr>
<td>Thursday, November 8</td>
<td>Tom Goodwin, PhD in Biology: Chair of Department of Biology. <strong>Honest Friends: A Proposal for Science-Theology Dialog.</strong></td>
</tr>
<tr>
<td>Assigned Readings:</td>
<td>Read in textbooks.</td>
</tr>
<tr>
<td>November 13</td>
<td>Scholarly Article Collection due. MDiv PO, 2, 3, 7; MA: Religion PO, 1, 2.</td>
</tr>
<tr>
<td>Tuesday, November 13</td>
<td>Hanna: <strong>The Origin of Time: God Who Was, Is, and Is to Come.</strong></td>
</tr>
<tr>
<td>Thursday, November 15</td>
<td>Hanna: <strong>As It Was in the Beginning: The Relevance of the Study of Origins.</strong></td>
</tr>
<tr>
<td>November 18-25</td>
<td>No Class <strong>THANKSGIVING BREAK</strong></td>
</tr>
</tbody>
</table>
| Tuesday November 27 | Martin Hanna: *The Way Forward for SDA Scientists and Theologians.*  
Assigned Readings:  
Read in textbooks.  
|---------------------|-------------------------------------------------------------------------------------------------|
| Thursday November 29 | Martin Hanna: *The Way Forward for SDA Scientists and Theologians.*  
Assigned Readings:  
Read in textbooks.  
|---------------------|----------------------------------------------------------------------------------------------|
| Tuesday December 4  | Younker: *The Creation Debate Today*  
Recommended (Not Required) Assigned Readings:  
Supplemental Readings:  
Alan Robock, “The ‘Little Ice Age’: Northern Hemisphere Average Observations and Model | Research Paper  
MDiv PO, 2, 3, 7;  
MA: Religion PO, 1, 2.  
|---------------------|----------------------------------------------------------------------------------------------|

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<tr>
<th></th>
<th>Thursday December 6</th>
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<tbody>
<tr>
<td>16</td>
<td>Wednesday December 12</td>
<td><strong>FINAL EXAMINATION</strong></td>
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<td></td>
<td></td>
<td>8:00 a.m. – 10:00 p.m.</td>
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</table>

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

**GRADING AND ASSESSMENT**

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Professional</th>
<th>Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class attendance and participation</td>
<td>32 hours</td>
<td>32 hours</td>
</tr>
<tr>
<td>Required reading</td>
<td>20 hours</td>
<td>34 hours</td>
</tr>
<tr>
<td>Online Dialog (Moodle)</td>
<td>4 hours</td>
<td>4 hours</td>
</tr>
<tr>
<td>Scholarly Article Collection</td>
<td>24 hours</td>
<td>40 hours</td>
</tr>
<tr>
<td>Exam Preparation</td>
<td>10 hours</td>
<td>10 hours</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>90 hours</strong></td>
<td><strong>120 hours</strong></td>
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</table>

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Professional</th>
<th>Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class attendance and participation</td>
<td>32 hours</td>
<td>32 hours</td>
</tr>
<tr>
<td>Required reading</td>
<td>25 hours</td>
<td>40 hours</td>
</tr>
<tr>
<td>Online Dialog (Moodle)</td>
<td>6 hours</td>
<td>10 hours</td>
</tr>
</tbody>
</table>
Suggested Minimum Study Hours

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

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

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>30 hours</th>
<th>43 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarly Article Collection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam Preparation</td>
<td>9 hours</td>
<td>10 hours</td>
</tr>
<tr>
<td>Research Paper</td>
<td>33 hours</td>
<td>45 hours</td>
</tr>
<tr>
<td>Total</td>
<td>135 hours</td>
<td>180 hours</td>
</tr>
</tbody>
</table>
Approximate Point Distribution

1. Midterm Exam 70 points (approximate)
2. Final Exam 70 points (approximate)
3. Online Dialog (Moodle) 12 points (exact)
4. Scholarly Article Collection 48 points (exact)

TOTAL 200 POINTS (approximate)

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

Suggested Total Study Time by Degree

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

Breakdown of Suggested Study Time for MDiv Students

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

Total: 58 hours

Online Dialog (Moodle).
1. Each week write a brief description of at least one issue you are dealing with in your learning experience and how it is related to the reading you are doing and the lectures and discussions during class sessions. The same issues may be discussed further in subsequent weeks.

2. Each week write a brief response to at least one of the issues mentioned by your colleagues. Your response should include at least two points. At least one of your comments must be a positive comment on something you like about what was written. The other comment may provide constructive criticism.

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

Examinations

There will be two exams in this course:

- **Midterm Exam**: October 16, 2018, 8:30-9:20 am
  Covers all lectures from the beginning of the course through the Midterm as well as all textbook readings.
• **Final Exam:** Wednesday Dec 12, 2016, 8:00am – 10:00.
Covers all lectures from the Midterm to the end of the semester. The Final Exam will not include material covered during the first half of the course.

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

**Scholarly Article Collection**

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

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

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

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

**Detailed Instructions**

a. Spend approximately 24 hours locating, photocopying, and reading 24 scholarly journal articles. Eight (8) of the total 24 articles are already provided for you. They are listed at the end of this section, and you may retrieve them on the Moodle site for this course. Students should collect up to four (4) articles in each of the following six (6) categories:

1. Epistemological and Hermeneutical Issues
2. Biblical Issues
3. Spirit of Prophecy Issues
4. Evolutionary Theory Issues
5. Creation Science Issues
6. Theological, Philosophical and Ethical Issues

b. While reading articles, underline or highlight sentences, phrases and words deemed to be important.

c. If producing a hardcopy, purchase a two-inch, three-ring notebook for this project and notebook dividers with at least 6 tabs for labeling the specified categories.

d. On the front of the first divider write the following:

• First and last name, e-mail address and phone number
- The number of articles in the Collection
- The number of hours spent collecting, categorizing and reading articles for the Collection

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

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


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


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


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


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


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


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


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

_Suggested Resources for the Additional 16 Articles_

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

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

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

_White Estate Resources_

- Ellen G. White Statements Relating to Geology and Earth Sciences:  

- Interpreting Ellen G. White’s Earth History Comments:  
  [http://www.whiteestate.org/issues/genesis.html](http://www.whiteestate.org/issues/genesis.html)

_Criteria for Grades_

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

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

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

**THE A GRADE**

An A grade is only given when a student not only fulfills the criteria stipulated above for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and
independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

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

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

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

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

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

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

**Assignment Submission**
1. **Class Attendance and Participation.** Attend all class sessions and participate in discussions, assignments, and activities.
2. **Reading of assigned materials** to supplement class experience and to inform your five page research proposal on a topic relevant to the class.
3. **Each week write a brief description** of at least one issue you are dealing with in your study/research and how it is related to the reading you are doing and the lectures and discussions during class sessions. The same issues may be discussed further in subsequent weeks.
4. **Each week write a brief response** to at least one of the issues mentioned by your colleagues. Your response should include at least two points. At least one of your comments must be a positive comment on something you like about what was written. The other comment may provide constructive criticism.

5. **Three credit students.** Write a research proposal on a topic related to the theme of this class. Describe how the required readings and the class discussions relate to your proposal. The proposal should be at least five pages long. Include at least seven resources in your footnotes and bibliography. **Due dates:** topic and research question—week two; problem and thesis—week four; proposal rough draft—week six; proposal final draft—week eight.

6. **Three credit students.** Write a research paper based on your research proposal. The paper should be at least 15 pages long. Include at least fifteen resources in your footnotes and bibliography. **Due date:** week fourteen.

7. **Scholarly Article Collection due Tuesday, November 8 (Week 11).**

8. **All assignments (except the article collection) are to be turned in through the Moodle account for this course.**

9. **Final Exam:** Wednesday, December 12, 8:00am – 10:00.

**Late Submission**

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

**Other Guidelines**

<table>
<thead>
<tr>
<th>Option 1</th>
<th>Option 2</th>
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</thead>
<tbody>
<tr>
<td>1. Class attendance</td>
<td>10%</td>
</tr>
<tr>
<td>2. Description of issues</td>
<td>15%</td>
</tr>
<tr>
<td>3. Response to colleagues</td>
<td>15%</td>
</tr>
<tr>
<td>4. Research Proposal</td>
<td>5%</td>
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<tr>
<td>5. Research Paper</td>
<td>25%</td>
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<tr>
<td>6. Mid-Term Exam</td>
<td>30%</td>
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<tr>
<td>7. Final Exam</td>
<td>30%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

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).
### THST Research Paper Rubric

**Last update: March 12, 2014**

<table>
<thead>
<tr>
<th>Criteria Category</th>
<th>Excellent (5)</th>
<th>Very Good (4)</th>
<th>Good (3)</th>
<th>Fair (2)</th>
<th>Poor (1)</th>
<th>Absent (0)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Introduction is engaging, states main topic and clearly previews the paper.</td>
<td>Introduction states main topic and adequately previews the paper.</td>
<td>Introduction states main topic but does not adequately preview the paper.</td>
<td>Introduction does not state main topic and does not adequately preview the paper.</td>
<td>Unclear and convoluted introduction.</td>
<td>No introduction</td>
<td>Out of 10</td>
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<tr>
<td><strong>Purpose or Thesis</strong></td>
<td>Clearly and concisely states the paper’s purpose in a single sentence, which is engaging, and thought provoking.</td>
<td>The purpose is stated and is succinct, clear and has more than one sentence.</td>
<td>The purpose is stated but is not succinct, not very clear and has more than one sentence.</td>
<td>The purpose is not clearly stated or not easily understandable</td>
<td>The purpose is not stated and/or unintelligible</td>
<td>No purpose given</td>
<td>Out of 10</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Balanced presentation of relevant information that clearly supports the purpose. Thoughtful, in-depth analysis of the topic. Reader gains important insight.</td>
<td>Information is directly related to the purpose. Good analysis of the topic. Reader gains profitable insight.</td>
<td>Information is only partly related to the purpose. Some analysis of the topic. Reader gains some insight.</td>
<td>Information is somewhat disconnected from the purpose. Analysis is somewhat vague or confused. Reader gains little insight.</td>
<td>Information is disconnected from or unrelated to the purpose. Analysis is vague or confused. Reader gains no insight.</td>
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<td>Out of 25</td>
</tr>
<tr>
<td><strong>Use of Sources</strong></td>
<td>Relates material to other significant and pertinent information about the topic, at a level that includes considerable synthesis and analysis. Few references to significant materials or other relevant information about the topic. Arguments are seldom supported by references to relevant.</td>
<td>Relates the material to other significant and pertinent information about the topic. Arguments are well-supported by references to relevant.</td>
<td>Some references to significant materials or other relevant information about the topic. Arguments are supported by references to relevant.</td>
<td>Few references to significant materials or other relevant information about the topic. Arguments are sometimes supported by references to relevant.</td>
<td>No references to sources</td>
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<td>Out of 10</td>
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<tr>
<td><strong>Event Day</strong></td>
<td><strong>Analysis</strong></td>
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<tr>
<td>Relevant information and gives evidence of thoughtful research in relevant sources.</td>
<td>Information and gives evidence of research in relevant sources.</td>
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<tr>
<td><strong>Citations</strong></td>
<td><strong>References</strong></td>
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<tr>
<td>All cited works are presented in the correct format with no errors.</td>
<td>References to relevant information and give little evidence of research in relevant sources.</td>
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<tr>
<td><strong>Organization-Structural Development of the Idea</strong></td>
<td><strong>Conclusion</strong></td>
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<tr>
<td>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.</td>
<td>Conclusion is confusing, does not restate purpose, is incomplete or unfocused, and introduces new information.</td>
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</tr>
<tr>
<td><strong>Bibliography</strong></td>
<td><strong>Presented in the correct format with no errors.</strong> Includes more than 10+</td>
<td>No bibliography included.</td>
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</table>
**CLASS POLICIES**

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

**Late Assignment Submission**
All late assignments incur a 10% daily penalty.

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

*AU Bulletin*

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

*AU Bulletin*

Absences will be counted by the hour. Only four absences are allowed. At the same time, each absence will result in a loss of 2.5% from the final grade. This loss may be recovered by writing additional pages for the assignments. Two pages written at an acceptable level of scholarship can redeem one absence.
Teacher Tardiness
“Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean”. AU Bulletin

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

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

AU Bulletin

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

AU Bulletin

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

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

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

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

**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.

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**INSTRUCTOR PROFILE**

**Martin Hanna** is from Nassau, one of the beautiful islands of the Bahamas, where he served as High School Teacher and Pastor. At Northern Caribbean University, in Jamaica, he served as Counselor, Dean of Men, Associate Professor, Chair of Religion, and Research Center Director. He earned a PhD at Andrews University, where he enjoys research and teaching, especially on science-theology relations as is evident in his books: The Use of Science in Theology, and The Cosmic Christ of Scripture. He enjoys even more his marriage to Henrietta Hanna (PhD in Nursing) and their children: Pharez, Melody, and Zachary.
Randall W. Younker is Professor of Old Testament and Biblical Archaeology and Director of the Institute of Archaeology and the Horn Archaeology Museum at Andrews University. He has a B.A. in Religion and an M.A. in Teaching Biology from Pacific Union College. He also earned an M.A. and Ph.D. in Near Eastern Archaeology from the University of Arizona. During the last 33 years Randy has traveled extensively throughout the Middle East and has directed numerous archaeological projects in Israel, Jordan, Cyprus and Sicily. His publications include contributions to the Anchor Bible Dictionary, The Archaeology of Society in the Holy Land, Peoples of the Old Testament World, Ancient Ammon, Near Eastern Archaeology: A Reader (2003), The Future of Biblical Archaeology (2004), and Crossing Jordan (2007) and was a consultant for the National Geographic publication Letter and Scroll (2009). Randy has also been active on various General Conference committees for the SDA church: he presently serves on the Biblical Research Institute Committee (BRICOM) and the Faith and Science Council. Randy also wrote the lessons for the Adult Sabbath School Quarterly on Creation and authored the companion volume, God’s Creation (1999).

Guest Lecturers:
John Baldwin, PhD in Theology.
Tim Standish, PhD in Biology.
Tom Godwin, PhD in Biology.
Ben Clausen, PhD in Nuclear Physics.
Gary Burdick, PhD in Physics.