



HARDING SCHOOL OF THEOLOGY

5555 SEMINAR IN THEOLOGY: REVELATION AND SCRIPTURE

Spring 2020, Mon. 8:00-10:55 a.m.

Prof. Mark E. Powell

Course description

An advanced seminar on divine revelation and Scripture, with an emphasis on the historical development and contemporary discussion of these theological topics. Prerequisite: 5400 Systematic Theology or the permission of the instructor.

Course objectives

1. Exhibit an understanding of divine revelation and Scripture as developed in the history of Christianity and discussed in contemporary theology.
2. Exhibit an understanding of several contemporary theological movements.
3. Carefully present and critically interact with contemporary proposals on divine revelation and Scripture.

Required texts

Keith D. Stanglin, *The Letter and Spirit of Biblical Interpretation: From the Early Church to Modern Practice* (Grand Rapids: Baker Academic, 2018).

John Webster, *Holy Scripture: A Dogmatic Sketch* (New York: Cambridge University Press, 2003).

Textbooks can now be ordered through a link on the HST website. The Textbooks tab can be viewed on the navigation bar on any page of the website. Check the book list provided under the Textbooks tab (<http://hst.edu/students/textbook-services/>) for correct ISBN's and editions to insure correct ordering. A link provided there will take you to Amazon where you will only need to enter the ISBN to order your books.

Additional readings, course notes, a place to submit assignments, and grades are available on the Canvas course page at <http://elearning.harding.edu>.

Accessibility

HST professors are accessible to local and distance students. Please use the following to arrange appointments with me (in person or by phone):

Email: mpowell@harding.edu

Office Phone Number: (901) 432-7725

Office: Ijams Administration Building 209

Requirements and grading

1. Reading of assigned texts and class participation
2. Class presentation (10%)
3. Research paper (40%)
4. Mid-term exam (10%)
5. Final exam (40%)

Grading scale: 100-90 (A), 89-80 (B), 79-75 (C), 74-70 (D), 69 and below (F)

All readings and papers should be completed before the session for which they are assigned. Students may be penalized up to five points off the final grade for missing more than two class sessions or being late for more than three class sessions.

Academic Integrity

Academic dishonesty in all its forms is inconsistent with Christian faith and practice, and will result in penalties which could include a failing grade for the assignment, a failing grade for the course, dismissal from the course, and even dismissal from the school.

Credit Hour Workload

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Students with Disabilities

It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Steve McLeod, the Associate Dean, at 901-761-1353.

Library Resources

If you have not taken 5990 (Advanced Theological Research) or 5770 (Research in Counseling), or took either class more than a year ago, go to the HST Web site (www.hst.edu) for information concerning library services to students. Under the "library" tab you will find a link to and instructions for searching the HST online catalog (called Quest). There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, PsycINFO, and Religious and Theological Abstracts. Contact the library for passwords to these databases. Also available are the research guides distributed in 5990 and 5770. These annotated bibliographies list basic tools you will find helpful in your research.

Class schedule

Jan. 27 Orientation to the class

I. HISTORICAL DEVELOPMENT

Feb. 3 Patristic biblical interpretation

- (1) Stanglin, chaps. 2-3
- (2) Irenaeus, *Against Heresies* (Selections), in *Early Christian Fathers*, ed. Cyril C. Richardson (New York: Simon & Schuster, 1996), 369-384.
- (3) Origen, *On First Principles*, trans. G.W. Butterworth (Gloucester, MA: Peter Smith, 1973), Preface and Book IV, chaps. 1-3, pp. 1-6, 256-312 (read Greek translation, except where there is only a Latin translation).
- (4) Karlfried Froehlich, ed., *Biblical Interpretation in the Early Church* (Philadelphia: Fortress Press, 1984), 79-94.

Feb. 10 Medieval and Reformation biblical interpretation

- (1) Stanglin, chaps. 4-5
- (2) John Cassian, *Conferences* 14.8
At: <http://newadvent.org/fathers/350814.htm>
- (3) John Dillenberger, ed., *Martin Luther: Selections from his Writings*, (New York: Anchor Books, 1962), 14-19, 35-37.
- (4) John T. McNeill, ed., *Calvin: Institutes of the Christian Religion*, vol. 1, 1.1-9 (Philadelphia: Westminster Press, 1960), 35-96.
- (5) Dogmatic Decrees of the Council of Trent, Sessions 3-4 in *Creeds and Confessions of Faith in the Christian Tradition*, vol. II, eds. Jaroslav Pelikan and Valerie Hotchkiss (New Haven: Yale University Press, 2003), 821-24.

Feb. 17 Modern biblical interpretation

- (1) Stanglin, chaps. 6-8.
- (2) Alexander Campbell, "The Bible—Principles of Interpretation," *Millennial Harbinger*, 3rd series, 5 (1848): 13-24.

II. CONTEMPORARY PROPOSALS

Feb. 24 Conservative Protestantism: Traditional Formulations

- (1) Benjamin Breckinridge Warfield, *The Inspiration and Authority of the Bible* (Philadelphia: P&R, 1948), 71-128.
- (2) Carl F. H. Henry, "Inerrancy and the Bible in Modern Conservative Evangelical Thought" in *Introduction to Christian Theology: Contemporary North American Perspectives*, ed. Roger A. Badham (Louisville: Westminster John Knox Press, 1998), 53-65.
- (3) Chicago Statement on Biblical Inerrancy, in *Journal of the Evangelical Theological Society* 21, no 4 (December 1978): 289-296.

- Mar. 2 Karl Barth
- (1) Karl Barth, *Church Dogmatics: A Selection with Introduction by Helmut Gollwitzer*, trans. and ed. G.W. Bromiley (Louisville: Westminster John Knox Press, 1994), 29-86.
- Mar. 9 SPRING BREAK WEEK
- Mar. 16 Liberal Protestantism; Roman Catholicism
- (1) Schubert M. Ogden, *On Theology* (San Francisco: Harper and Row, 1986), 22-68.
 - (2) *Dei Verbum* and *Lumen Gentium* 25 in *Creeds and Confessions of Faith in the Christian Tradition*, vol. 3, eds. Jaroslav Pelikan and Valerie Hotchkiss (New Haven: Yale University Press, 2003), 650-62, 596-98.
 - (3) Mark E. Powell, "The 'Patient and Fraternal Dialogue' on Papal Infallibility: Contributions of a Free-Church Theologian," *Theological Studies* 74, no. 1 (2013): 105-118.
- Mar. 23 Postliberal Theology
- (1) Mid-term exam
 - (2) William C. Placher, *The Triune God: An Essay in Postliberal Theology* (Louisville: Westminster John Knox, 2007), 43-65.
 - (3) William C. Placher, "Scripture as Realistic Narrative: Some Preliminary Questions," *Perspectives in Religious Studies* 5, no. 1 (Spring 1978): 30-39.
 - (4) Ronald F. Thiemann, *Revelation and Theology* (Notre Dame: University of Notre Dame Press, 1985), 141-188.
- Mar. 30 Black and Feminist Liberation Theologies
- (1) Research paper prospectus due
 - (2) James H. Evans, Jr., *We Have Been Believers: An African American Systematic Theology* (Minneapolis: Fortress, 1992), 13-59.
 - (3) Catherine Mowry LaCugna, ed., *Freeing Theology: The Essentials of Theology in Feminist Perspective* (San Francisco: HarperSanFrancisco, 1993), 31-82.
- Apr. 6 Canonical Theism
- (1) William J. Abraham, "Canonical Theism: Thirty Theses," in *Canonical Theism: A Proposal for Theology and the Church*, eds. William J. Abraham, Jason E. Vickers, and Natalie B. Van Kirk (Grand Rapids: Eerdmans, 2008), 1-7.
 - (2) William J. Abraham, *Crossing the Threshold of Divine Revelation* (Grand Rapids: Eerdmans, 2006), 58-111.
- Apr. 13 STUDY WEEK
- Apr. 20 John Webster
- (1) Webster, *Holy Scripture: A Dogmatic Sketch*

- Apr. 27 Contemporary Evangelical Proposals; Final lecture
 (1) Research paper due on April 28
 (2) Kevin J. Vanhoozer, "God's Mighty Speech-Acts: The Doctrine of Scripture Today."
 In *Pathway into the Holy Scripture*, ed. P. E. Satterthwaite and D. F. Wright (Grand
 Rapids: Eerdmans, 1994) 143-181.

May 4 Paper presentations

May 11 Final exam

Class presentation

Students are required to lead one class discussion on the readings assigned for the session. The presentation should strike a balance between careful exposition of the readings, critical evaluation, and constructive suggestion. The presentation should include a one-page handout that highlights key points from the readings and presents two questions to promote class discussion.

The handout should be submitted as a PDF document on Canvas before the class session so other students have access to it. The presentation should last 10-15 minutes to allow time for class discussion of the readings.

Research paper

Students are required to submit a research paper, approximately 15 pages in length, on a theological issue related to divine revelation and Scripture. The research paper should carefully follow Turabian's *Manual* and may be penalized up to ten points for style. The research paper should be submitted as a Word or PDF document on Canvas by 11:59 p.m. (CST) on April 28. Late papers will be penalized one point per day late (excluding Sundays) for the first three days, and then three points per day late, up to 20 points total.

Possible topics include a detailed treatment of any issue covered in class, or the treatment of divine revelation and/or Scripture by a major historical or contemporary figure.

Students are encouraged to submit a prospectus (this can be informal and sent by email) that includes (1) the topic to be investigated and (2) a preliminary bibliography, by March 30.

Students will have 20 minutes to present their research paper (approximately 15 minutes) and field questions (approximately 5 minutes) on the final class session. This will allow the entire class to benefit from student research.

Criterion	Above Expectations Grade of A	Meets Expectations Grade of B or C	Below Expectations Grade of D or F
Presentation and interpretation	Rich presentation and interpretation of theologian and/or theological issue.	Adequate presentation and interpretation of theologian and/or theological issue.	Shallow presentation and interpretation of theologian and/or theological issue.
Critical analysis	Rich critical interaction that both displays appreciation and identifies areas of concern. May include constructive suggestion.	Adequate critical interaction, showing appreciation and/or identifying areas of concern.	Little or no critical interaction.
Research and scholarly support	Excellent research in the primary sources and major secondary sources (at least 15 scholarly sources).	Adequate research in the primary sources and major secondary sources (at least 10 scholarly sources).	Inadequate research (less than 10 scholarly sources).

Penalties: Grammar and style, late submission

Exams

Both exams are offered on-campus during the regular class time. All LIVE students who take exams off-campus must do so at a testing center that is approved by the professor. Many colleges, including community colleges, and public libraries have testing centers that administer exams for a small fee (to be paid by the student). A partial listing of approved testing centers is available at <https://www.ncta-testing.org/about-cctc>. It is the student's responsibility to find a testing center and send the professor instructions for sending exams to the testing center. The professor must approve any exceptions to this policy.

Use of technology

Canvas Online Learning System

In addition to the live video platform Zoom.us (see below), this course uses Harding's *Canvas Online Learning System*, which is accessed at <http://elearning.harding.edu>. If you have problems gaining access to Canvas, contact HU technical support (501) 279-4545. You will need your HST username and your password to log into Harding Pipeline. These are the same credentials you use to register for classes via Pipeline.

When you need to contact your professor via email, you may use the email system contained in the Canvas learning management system or email your professor directly at mpowell@harding.edu.

Harding University gives each student an email address that also utilizes your user name. Many students use other email addresses as their preferred address. You can set your Harding G-mail account to forward messages to an alternative email address if you want; however, it is your responsibility to check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent.

HST Live Interactive Video Education (HST LIVE) via ZOOM

In addition to Canvas (see above), this HST-Live course is supported with the video platform Zoom.us. For new Zoom platform users, go to <https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started> for helpful video tutorials about using this platform. The HST Live/Zoom Meeting ID for this course <https://zoom.us/j/9014327725>

Students new to HST LIVE should attend the HST LIVE Orientation Monday, January 13, at 6:00-8:00 p.m. The Zoom ID for the Orientation session is 3188055566 (or go to <https://zoom.us/j/3188055566>).

Equipment Requirements for LIVE Sections:

- Internet access using a latest version of a web browser such as Firefox (preferred).
- Latest version of Zoom software. This changes periodically without notification. If you already have Zoom, use that account. Basic Zoom.us is available free.
- Laptop or tablet with camera or desktop computer with camera.
- Ear buds with microphone - Apple MD827LL/A EarPods with Remote and Mic work well. Order on Amazon.com, <https://goo.gl/jLYfBG>.
- Additional monitor – Live video conferencing is best facilitated with two monitors.

LIVE Etiquette:

- HST Live is a convenience for distance broadcast and attendance. In terms of responsibilities, it is no different than on-campus participation. Attendance at all class sessions is required just as if in residence on the Memphis campus.
- “Making up” a missed session by watching the recording will be granted ONLY in extreme cases such as illness or family emergency (the same policy for those on the Memphis campus). Please make arrangements in your ministry context or employment to be in attendance for all calendared sessions (e.g. a staff meeting is not an excused absence). The same applies to arriving late or leaving early.

- Be seated in an environment that approximates a classroom setting (e.g. a chair at a desk in your office). Create a distraction free environment. It is not acceptable to sit or lie down on your bed or in a recliner, lounge on your deck or on the beach, or sit in a coffee shop, etc.
- Remain stationary at your computer during the class session except during breaks. If you must go to the restroom & mute your audio/video, Then return to your screen, un-mute, and resume the class.
- Arrange for your HST Live environment to be distraction free (e.g. no family noise, TV, etc.).
- Failure to observe these and related etiquette matters will result in grade reductions at the professor's sole discretion.