

Azusa Pacific University
Division of Religion and Philosophy
Department of Biblical Studies
Course Instruction Plan
Fall 2014

Course: UBBL-496 (01): Senior Seminar: Biblical Theology and Ethics (3 units) W 12:50-3:50 Duke 202

Course Credit

Description: Following the APU Credit Hour policy, to meet the identified student learning outcomes of this course, the expectations are that this 3 unit course, delivered over a 15 week term will approximate:

3 hours/week classroom or direct faculty instruction

6 hours/week (approximate minimum) out of class student work, including (but not limited to) reading, research, and writing assignments.

Instructor: Matthew Ryan Hauge, Ph.D. Associate Professor of Biblical Studies

Contact: My office is located on the second story of the Duke building in the School of Theology – Duke 234. My office hours are by appointment only. Please feel free to contact me via email (mhauge@apu.edu) or phone (626.815.5434) to setup a guaranteed appointment time. In case of an emergency, you are welcome to use my personal line (626.263.0272). Please consult our course website (<http://matthewryanhauge.com>) for a digital copy of the syllabus, the list of required textbooks, writing guides as well as other relevant resources for the critical study of biblical literature. I hope that you will consider me a lifelong resource as your life unfolds within and beyond the walls of Azusa Pacific University. In that vein, please join the ongoing conversation on Facebook ([Matthew Ryan Hauge](#)), Twitter ([@MatthewHauge](#)), and the podcast/blog (<http://biblestudyandthechristianlife.com>).

University

Mission

Statement: Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

Division

Mission

Statement: The Division of Religion and Philosophy of Azusa Pacific University exists to equip and encourage our students and faculty as they grow in comprehension and enactment of philosophical, theological, and biblical truth. The Division pursues this mission through coordinated programs of study appropriate to our various majors and to the general studies requirements of Azusa Pacific University, and through opportunities for Christian scholarship and ministry.

Department

Mission

Statement: The Department of Biblical Studies at Azusa Pacific University aims to equip undergraduate students by offering degree programs in Biblical Studies, supporting the General Studies program with courses in Biblical Studies, and preparing undergraduate men and women for ministry and/or graduate programs. Emphasis is placed upon training them in leadership perspectives, intelligent interpretation of the Christian Scriptures, and integrating their understanding of the Bible with their responses to God, self, and neighbor as well as to just responses to human need.

Personal Mission Statement:

As a Christian biblical scholar, it is my privilege to serve the Church and the academy, to model intellectual rigor embodied within a confessional commitment to the Body of Christ. The Bible is the inspired, the only infallible, authoritative Word of God, testifying to the redemptive activity of God through the death and resurrection of Christ, a divine song summoning each one of us to the cross. My task is to bear witness to this divine song so that it may be heard more clearly, understood more soundly, and applied more justly within our contemporary social and cultural context.

Catalog Course Description:

This senior seminar examines an important theological and ethical issue facing Christians today. This course explains selected methods and content from the fields of biblical theology and biblical ethics and prepares students to articulate various ways in which the Christian faith can be lived out in the contemporary world. The seminar format includes an oral presentation and a thesis.

General Studies Status:

Meets the General Studies Senior Seminar requirement.

Prerequisites:

Completion of one of each 100-, 200-, and 300-level UBBL General Studies courses and one General Studies Doctrine course. In addition to the prerequisites listed above, a student intending to register for Senior Seminar must meet the following prerequisites. 1. Completion of a minimum of 90 units. 2. Completion of the Upper-division Writing Intensive requirement. 3. Completion of God’s Word and the Christian Response units, according to the following: for students transferring in 0–27 units: 9 units of God’s Word and the Christian Response; for students transferring in 28–59 units: 6 units of God’s Word and the Christian Response; and, for students transferring in 60 or more units: 3 units of God’s Word and the Christian Response.

Student Learning Outcomes:

1. The student will be able to compose a biblical studies thesis paper that satisfies established research standards for the academic study of Scripture and that conforms to generally accepted standards of academic writing within the American system of post-secondary education.
2. The student will be able to analyze and critique published academic treatments of biblical ethics at a level of dialogue that contributes to the quest for clarity in our understanding of the Scriptures and their relevance.
3. The student will be able to provide argument and justification for his or her own beliefs on a basis other than a simple appeal to authority (or upbringing) when engaging issues that rise out of a critical engagement with the Old and New Testaments.
4. The student will be able to converse about significant themes, concepts, theories, and backgrounds germane to the academic study of biblical ethics.

Student Learning Outcomes	IDEA Objectives	Course Requirements
1. The student will be able to compose a biblical studies thesis paper that satisfies established research standards for the academic study of Scripture and that conforms to generally accepted standards of academic writing within the American system of post-secondary education.	Gaining factual knowledge; Developing skill in expressing oneself orally or in writing; Learning to analyze and critically evaluate ideas, arguments, and points of view; Developing a clearer understanding of and commitment to personal values; Acquiring an interest in learning more by asking	Senior Thesis

	questions and seeking answers	
2. The student will be able to analyze and critique published academic treatments of biblical ethics at a level of dialogue that contributes to the quest for clarity in our understanding of the Scriptures and their relevance.	Gaining factual knowledge; Developing skill in expressing oneself orally or in writing; Learning to analyze and critically evaluate ideas, arguments, and points of view; Developing a clearer understanding of and commitment to personal values; Acquiring an interest in learning more by asking questions and seeking answers	Reading Questions; Class Presentations; Senior Thesis
3. The student will be able to provide argument and justification for his or her own beliefs on a basis other than a simple appeal to authority (or upbringing) when engaging issues that rise out of a critical engagement with the Old and New Testaments.	Gaining factual knowledge; Developing skill in expressing oneself orally or in writing; Learning to analyze and critically evaluate ideas, arguments, and points of view; Developing a clearer understanding of and commitment to personal values; Acquiring an interest in learning more by asking questions and seeking answers	Reading Questions; Class Presentations; Senior Thesis
4. The student will be able to converse about significant themes, concepts, theories, and backgrounds germane to the academic study of biblical ethics.	Gaining factual knowledge; Developing skill in expressing oneself orally or in writing; Learning to analyze and critically evaluate ideas, arguments, and points of view; Developing a clearer understanding of and commitment to personal values; Acquiring an interest in learning more by asking questions and seeking answers	Reading Questions; Class Presentations; Senior Thesis

Required Textbooks:

Hearing the New Testament: Strategies for Interpretation. 2nd ed. Joel B. Green, ed. Grand Rapids: William B. Eerdmans Publishing Company, 2010 (ISBN 978-0-8028-6420-8).

The New Oxford Annotated Bible with the Apocrypha (NRSV). 4th ed. Michael D. Coogan, ed. New York: Oxford University Press, 2010 (ISBN 978-0-1952-8959-6).

Patzia, Arthur G. *The Making of the New Testament: Origin, Collection, Text & Canon*. 2nd ed. Downers Grove: IVP Academic, 2011 (ISBN 978-0-8308-2721-3).

Recommended

Textbooks: *Dictionary of Scripture and Ethics*. Joel B. Green, ed. Grand Rapids: Baker Academic, 2011 (ISBN 978-0-8010-3406-0).

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 6th ed. rev. John Grossman and Alice Bennett. Chicago and London: The University of Chicago Press, 1996 (ISBN 0-226-81627-3).

Course

Requirements: **I. Participation.** Every student is to be prepared by prior study and careful thought to enter into class discussion by asking questions, making comments, and otherwise discussing the ideas under examination. Not only does such public dialogue tend to improve the quality of one's education, give evidence of one's preparedness for class and understanding of the course's issues, it also adds an important social dimension to the course which makes our work together more significant and vital. This class is understood from the beginning to be for the education of its students, to be addressed to their issues, to be responsive to their questions. It is particularly important, therefore, that no one coast, but that everyone listen and speak responsively to the discourse that happens in every class session. Indeed, students will be understood to be full participants in this course and are expected to stand with the professor as its teachers and will have teaching responsibilities nearly every session.

Since this is a seminar in which discussion is extraordinarily important, one is simply not to be absent from class. One who attends class, but sits quietly, will receive a "75" for the day. One who misses class will receive a zero.

II. Reading Questions. Prior to the beginning of each class session devoted to our reading and discussion of *The Making of the New Testament* and *Hearing the New Testament* each student not presenting is to turn in a typed list of at least 5 questions, distributed to cover the whole section assigned to be read for that day, submitted electronically. They will be taken to indicate the degree to which a student has engaged the ideas laid out in a section of text. They are to be the kinds of questions one would ask in a serious discussion of serious issues. Each question is to include a parenthetical reference to the specific page(s) from which the question has arisen. These questions are to be written carefully and are to deal with the most significant issues of the section. Although these questions will not be given letter grades, they will be used as indicators of the student's readiness for class. At the end of the question sheet the student is to indicate how much of the assigned material was studied (i.e., read closely at least once). The report is to be: "I closely read ___% of the material assigned to be read for today." It is expected that 100% will be reported. The score earned for weekly questions will be adjusted at the end of the term according to the average percentage of reading. That is, anything short of 100% will reduce one's grade. The reading questions fulfill Student Learning Outcomes 2-4.

III. Class Presentations. Each student will be assigned the task of leading class discussions. Those presenting the same day are to work together as a group. Each presentation is to be the length of one class session. Each group is to provide the rest of the members of the class with a thorough (electronic) outline of the material being presented. Presenters are not to read their outlines. A presentation will be evaluated according to how well the following is accomplished: (1) the group is to demonstrate a good understanding of the material under consideration; (2) the group is to present ideas clearly and coherently; (3) the group is to respond well to class questions and comments, engaging the class, evoking questions and comments over the assigned material; (4) the group is to distribute a thorough outline that exhaustively covers the assigned material (so that the oral presentation need not).

Each presenter in a group is to provide the professor on the day of presentation with a signed report (1) of the amount of time he or she spent working on the presentation apart from group

meetings, (2) of the amount of time he or she spent on the presentation in group meetings, and (3) of the involvement of each other group member in preparation for the presentation insofar as it can be determined. These reports will also contribute to the determination of one's grade for the presentation.

Although reading the texts of the course and the documents that outline them will deliver considerable information, the point of what goes on in class during presentations is not chiefly information delivery, but the evocation of thought and understanding. The professor will be an active participant in the discussion that unfolds around presentations. However, the ideas moving around presentations, not the professor, will be the centerpiece of class sessions. Again, each presenter is responsible for all the material to be presented that day. Although, obviously, presenters are to be unusually well prepared for class, every student is to be well prepared in order to engage in careful study of the material, to discuss the material with the presenter, the professor, and others. The class presentations fulfill Student Learning Outcomes 2-4.

IV. Senior Thesis. This course requires a senior thesis of approximately 7,500 words (**Due: Dec 12**). **No late senior theses will be accepted** except in the case of a documented illness/emergency. The student is expected to make use of at least twenty sources, three of which must be journal articles, and three of which must be from a feminist and/or non-Western perspective. The senior thesis fulfills Student Learning Outcomes 1-4.

Begin by selecting a contemporary social issue to investigate from a biblical-theological perspective. Identify the Scripture passages in either the Old or New Testaments (or both) that seem to have bearing upon the social issue you have selected.

The social issue upon which one turns one's attention in one's thesis is to be chosen carefully and in consultation with the professor. APU asks that these theses "include all of the following elements: [1] an obvious thesis on a debatable contention; [2] convincing and well-supported arguments in defense of the thesis; [3] full and fair consideration of opposing positions; [4] judicious use of primary and secondary source material; [5] good organization with an effective introduction, clear divisions, smooth transitions, and a strong conclusion; [6] stylistic finesse in clarity, tone, word choice, sentence structure, and paragraph construction; [7] correct and consistent use of a standard citation form; [and 8] mastery of standard grammar, good usage, and appropriate mechanics."

In the course of your senior thesis please consider the following questions: What are the differing perspectives on the social issue you have selected? What is the main point that you wish to argue from a biblical-theological perspective? What Scripture or set of Scriptures seem to have bearing on this social issue? If you are using a set of Scriptures how are they related? What would you say is the overall theme, message, or point of your Scripture? What do at least three modern biblical scholars, theologians, or ethicists say about the overall theme, message or point of your Scripture, especially as it relates to the social issue you have raised? What are the similarities or differences in the way each of these scholars address this theme, message, or point? Use additional scholars throughout your paper to illuminate or support your argument. What is the genre of your Scripture? Is there any dispute over the authorship of your Scripture? If there is dispute, what are reasons for what you believe about the authorship of your Scripture? What is the larger literary context of your Scripture? What is the historical situation, social setting, or background of your Scripture? What seems to be the writer's personal situation and the situation of the writer's first century audience? What literary features mark the beginning and end of your Scripture? What is the structure or flow of your Scripture? What are some significant differences in wording or terminology between at least three different English Bible translations of your Scripture (e.g., NKJV, NRSV, NIV, NASB, etc.)? What are some key words or terms that occur in your Scripture? What is the controversy, conflict, issue, question, problem, or occasion addressed in your passage, and what does it have to do with the social issue you have raised? If there is conflict

or controversy how does the writer resolve or attempt to resolve the matter? What message does the writer expect his or her first century audience to hear? What particular problem, challenge, or difficulty does your passage or its message pose for the modern reader or even the skeptic? What would you say to modern readers or skeptics about their difficulties with your passage? What conclusions should we draw concerning the relevance and authority of the Scripture in addressing the social issue you have raised? How does Scripture, tradition, reason, and experience (the Wesleyan Quadrilateral) support your perspective?

Please follow these guidelines for the senior thesis.

- * Please consult the [Thesis Guide](#) on the course website.
- * Unless otherwise noted, all writing assignments must be written according to the [Student Supplement to the SBL Handbook of Style](#).
- * It must be stapled, typed, double-spaced, left-justified, and must not exceed the page limit.
- * It should be written in the third person impersonal at all times.
- * Use Times New Roman set at 12 dpi with black ink only.
- * Include page numbers (bottom-center), beginning on the first page of writing.
- * Include a title page with paper title, course name, instructor’s name, student’s name, and date.
- * Fully document your paper to indicate the name of any source from which ideas or information have been derived.
- * For documentation, please consult the [Citation Format Guide](#) on our course website. All footnotes should be single-spaced and set at 10 dpi.
- * The only statements that do not require footnotes are those that are either common knowledge or the student’s own personal observations.
- * Please include a “Works Cited” bibliography; only include sources in your bibliography that you cite in your paper (this page should not have a page number).
- * Plagiarism of any kind automatically disqualifies the assignment from receiving any credit.
- * Use inclusive language and correct grammar and spelling.

Style Standard: All writing assignments must be written according to the [Student Supplement to the SBL Handbook of Style](#). For documentation, please consult the [Citation Format Guide](#) on our course website. All footnotes should be single-spaced and set at 10 dpi.

Grading:	Participation	150 points	15%
	Reading Questions	150 points	15%
	Class Presentations	200 points	20%
	Senior Thesis	<u>500 points</u>	<u>50%</u>
	Total Grade	1000 points	100%

Grading Scale:

A	100-94	B	86-84	C	76-74	D	66-64
A-	93-90	B-	83-80	C-	73-70	D-	63-60
B+	89-87	C+	79-77	D+	69-67	F	59-0

Grading Criteria:

A	Superior knowledge regarding details, assumptions, implications, history; superior thinking with information relevant to application, critique, and relationship to other information.
B	More than adequate knowledge regarding technical terms, distinctions, and possesses an ability to use information.

C	Basic knowledge needed to function and carry on learning regarding major principles, central terms, major figures, also possesses an awareness of field or discipline.
D	Serious gaps in knowledge, confusion of concepts and categories, inability to recall basic information.
F	Absence of knowledge, incapable of carrying on a conversation about the subject, misunderstands most concepts, confuses all categories.

Information Literacy:

Information literacy is defined as “a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:

- determine the nature and extent of the information needed.
- access needed information effectively and efficiently.
- evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- individually or as a member of a group, use information effectively to accomplish a specific purpose.
- understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally

This course requires students to complete course assignments using resources available from the University Libraries. Research assistance and subject guides for this course are available at <http://apu.libguides.com/>

Academic Integrity Policy:

The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

Plagiarism Statement:

Students found guilty of plagiarism will be reported to the Provost, and a memorandum of the plagiarism event will be placed in the student’s permanent file in the Provost’s office.

Additionally, papers and/or assignments determined to be the result of plagiarism will receive *no credit (0%)*. In the case of a second infraction, the student will be given an *F grade* for the entire course and may be suspended and/or dismissed from the university.

Course Policies: Attendance. In this course every student is responsible for the entire contents of every class, regardless of whether or not the student is present. This includes announcements made in class

that may revise this syllabus or alter the class schedule. Attendance will be taken regularly and each unexcused absence will deduct 1% from your total grade. A student who accumulates more than 10 absences will receive an F for the course regardless of the reasons for the absences.

Deadlines. All assignments are due in class on the date assigned per the class-schedule. No late assignments will be accepted.

Make-Up Work. There will be no make-up exams except in the case of a documented illness on the date of the exam. It is the student's responsibility to make arrangements in such a case. If you know you cannot avoid an absence on an exam date, you must make arrangements *prior* to the exam date.

Incomplete Grades. The grade "*Incomplete*" (*I*) is given only under special circumstances. An *I* grade may be given upon recommendation of the professor with the permission of the appropriate academic dean. To obtain an incomplete, the student must fill out the official Incomplete Form available from the Office of the Undergraduate Registrar. An Incomplete may be granted for up to 12 weeks from date of issue. Petition for extension beyond the 12 weeks will be subject to review by the faculty member and the appropriate academic dean. An Incomplete submitted without the Incomplete Form or not made up within the allotted period, will automatically become an *F*. An *IN* grade reflects an Incomplete with no filed paperwork at the time the grades were issued.

Students with Disabilities:

Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

Writing Center Statement:

Students are encouraged to make use of the resources available at the Writing Center, offices located in the Marshburn Library on East Campus. The Writing Center is available to help students with all aspects of their writing projects.

University & Department Policies:

All university and departmental policies affecting student work, appeals, and grievances, as outlined in the Undergraduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

Class Visitors Policy:

Having uninvited guests in class may interfere with the classroom community-building process, impose someone on the class who lacks the shared history and background preparation often necessary to deal with sensitive issues, make some students reluctant to engage meaningfully and thus interfere with the learning process, and disrupt classroom activity. All prospective guest(s) must have a visitation date approved in advance by the registrar's office, who will then contact the instructor for final approval.

Selected Bibliography

Ballard, Bruce. "The Death Penalty: God's Timeless Standard for the Nations?" *Journal of the Evangelical Theological Society* 43/3 (Spring 2000): 471-487.

Blacketer, Raymond A. "No escape by deception: Calvin's exegesis of lies and liars in the Old Testament." *Reformation & Renaissance Review* 10/3 (December 2008): 267-289.

Bonhoeffer, Dietrich. *The Cost of Discipleship*. New York: Touchstone, 1959.

- Bretherton, Donald J. "An Invitation to Murder? A Re-interpretation of Exodus 22:18, "You shall not suffer a witch to live." *Expository Times* 116/5 (Fall 2005): 145-152.
- Chapman, Audrey R. "Genetic engineering and theology: exploring the interconnections." *Theology Today* 59/1 (April 2002): 71-89.
- Childs, Brevard S. *Biblical Theology of the Old and New Testaments: Theological Reflection on the Christian Bible*. Minneapolis: Fortress Press, 1992.
- Childs, Brevard S. *Introduction to the Old Testament as Scripture*. Philadelphia: Fortress Press, 1979.
- Clark, David K. and Robert Rakestraw. *Readings in Christian Ethics*. Grand Rapids: Baker Academic, 2008.
- Cone, James H. *For My People: Black Theology and the Black Church, Where have we been and where are we going?* Maryknoll: Orbis Books, 1984.
- Davis, John Jefferson. *Evangelical Ethics: Issues Facing the Church*. New Jersey: Presbyterian and Reformed Publishing Company, 2004.
- Essex, Keith. "Euthanasia." *Masters Seminary Journal* 11/2 (Fall 2000): 191-212.
- Frame, John M. *The Doctrine of the Christian Life: A Theology of Lordship*. Phillipsburg: P& R Publishing Company, 2008.
- Furnish, Victor Paul. *The Love Command in the New Testament*. Nashville: Abingdon Press, 1972.
- _____. *Theology and Ethics in Paul*. Louisville: Westminster John Knox Press, 1968, 2009.
- Gardner, E. Clinton. *Biblical Faith and Social Ethics*. New York: Harper & Row, Publishers, 1960.
- Gentry, Kenneth. "The Bible and the Question of Alcoholic Beverages." *Criswell Theological Review* 5/2 (Spring 2008): 39-51.
- Geisler, Norman L. *Christian Ethics: Contemporary Issues and Options*. Grand Rapids: Baker Academic, 2010.
- Grisanti, Michael A. "The Abortion Dilemma." *Masters Seminary Journal* 11/2 (Fall 2000): 169-190.
- Hays, Richard B. *The Moral Vision of the New Testament: Community, Cross, New Creation, A Contemporary Introduction to New Testament Ethics*. New York: HarperCollins, 1996.
- Jeal, Roy R. and Linda A. West. "Rolling away the stone: post-abortion women in the Christian community." *Journal of Pastoral Care & Counseling* 57/1 (Spring 2003): 53-64.
- Johns, Loren L. "Conceiving violence: the apocalypse of John and the Left Behind series." *Direction* 34/2 (Fall 2005): 194-214.
- King, Martin Luther Jr. *A Testament of Hope: The Essential Writings and Speeches of Martin Luther King Jr.*, ed. James M. Washington. New York: HarperCollins, 1986.
- Kuan, Jeffrey K. "Biblical interpretation and the rhetoric of violence and war." *Asia Journal of Theology* 23/2 (October 2009): 189-203.
- Land, Richard D. "The Christian and Alcohol." *Criswell Theological Review* 5/2 (Spring 2008): 19-38.
- Martin, Dale B. "Beyond: A Response to Richard Norris." *Anglican Theological Review* 90/3 (Summer 2008):

521-526.

- Maston, T.B. *Biblical Ethics: A Guide to the Ethical Message of the Scriptures from Genesis to Revelation*. Atlanta: Mercer University Press, 1997.
- McQuilkin, J. Robertson. *An Introduction to Biblical Ethics*. Wheaton: Tyndale House Publishers, 1989, 1995.
- Milco, Michael R. *Ethical Dilemmas in Church Leadership: Case Studies in Biblical Decision Making*. Grand Rapids: Kregel Academic & Professional, 1997.
- Miranda, José Porfirio. *Mark and the Bible: A Critique of the Philosophy of Oppression*. Maryknoll: Orbis Books, 1971, 1974.
- Moyd, Olin P. *Redemption in Black Theology*. Valley Forge: Judson Press, 1979.
- Moyo, Fulata Lusungu. "Can Divorce be a Solution to Marital Problems in a Christian Marriage?" *Ecumenical Review* 56/4 (October 2004): 437-447.
- Niebuhr, Reinhold. *Moral Man and Immoral Society: A Study in Ethics and Politics*. New York: Charles Scribner's Sons, 1932, 1960.
- Norris, Richard A. "Some notes on the current debate regarding homosexuality and the place of homosexuals in the church." *Anglican Theological Review* 90/3 (Summer 2008):437-511.
- Pinfield, Chris. "Christian perspectives on money & credit." *Stimulus* 17/3 (August 2009): 26-29.
- Polaski, Donald C. & Sandra Hack Polaski. "Listening to a conversation: Divorce, the Torah, and Earliest Christianity." *Review & Expositor* 106/4 (Fall 2009): 591-602.
- Rae, Scott B. *Moral Choices: An Introduction to Ethics*. Grand Rapids: Zondervan Publishing House, 2000.
- Rasmussen, Larry L. "Environmental racism and environmental justice: moral theology in the making?" *Journal of the Society of Christian Ethics* 24/1 (Spring-Summer 2004):3-28.
- Rollin, Bernard E. "Genetic engineering and the sacred." *Zygon* 40/4 (December 2005): 939-951.
- Snodgrass, Klyne. "Jesus and money: no place to hide and no easy answers." *Word & World* 30/2 (Spring 2010): 135-143.
- Thatcher, Adrian. "Norms, Rules, and Steadfast Love: Towards an inclusive theology of intimacy." *Theology & Sexuality* 9/2 (March 2003): 230-241.
- Thurman, Howard. *Jesus and the Disinherited*. Boston: Beacon Press, 1996.
- Trull, Joe E. & James E. Carter. *Ministerial Ethics: Moral Formation for Church Leaders*. Grand Rapids: Baker Academic, 2004.
- Wallis, Jim. "America's original sin: the legacy of white racism." *Cross Currents* 57/2 (Summer 2007): 197-202.
- Wilkins, Steve. *Beyond Bumper Sticker Ethics: An Introduction to Theories of Right and Wrong*. Downers Grove, IL: InterVarsity Press, 1995.
- Williams, Michael James. "Lies, lies, I tell you! The Deceptions of Genesis." *Calvin Theological Journal* 43/1 (April 2008): 9-20.

Senior Seminar: Biblical Theology and Ethics
Course Calendar
Fall 2014

(course schedule, topics, evaluation and assignments may be changed at the instructor's discretion)

- Sept 3 *Introduction to the Course*
Reading: Please carefully read the entire syllabus and the "Thesis Guide" handout.
- Part I: What Is It?
- Sept 10 *What is the Bible?*
Reading: Patzia, 1-146.
Assignment: Please come to class with a typed statement of your thesis and be prepared to discuss your thesis with the class.
- Sept 17 *How Does the Bible Work?*
Reading: Patzia, 147-265.
- Part II: What Does It Mean?
- Sept 24 *The Challenge of Hearing the New Testament*
Reading: Green, 1-14.
- Textual Criticism of the New Testament*
Reading: Green, 15-33.
- Oct 1 *Historical Criticism and Social-Scientific Perspectives in New Testament Study*
Reading: Green, 34-64.
- The Relevance of Extracanonical Jewish Texts to New Testament Study*
Reading: Green, 65-84.
- Oct 8 *The Relevance of Greco-Roman Literature and Culture to New Testament Study*
Reading: Green, 85-101.
- Traditio-Historical Criticism*
Reading: Green, 102-121.
- Oct 15 *The Use of the Old Testament by New Testament Authors*
Reading: Green, 122-139.
- Genre Analysis*
Reading: Green, 140-165.
- Oct 22 *Rhetorical Criticism*
Reading: Green, 166-188.
- Modern Linguistics and Word Study in the New Testament*
Reading: Green, 189-217.
- Oct 29 *Discourse Analysis and New Testament Interpretation*
Reading: Green, 218-239.

Narrative Criticism

Reading: Green, 240-258.

Nov 5 *The Reader in New Testament Interpretation*
Reading: Green, 259-288.

Feminist Criticism

Reading: Green, 289-325.

Nov 12 *African American Criticism*
Reading: Green, 326-349.

Latino/a Hermeneutics

Reading: Green, 350-371.

Nov 19 *Society of Biblical Literature Annual Meeting*
No class today.

Nov 26 *Study Day*
No class today.

Dec 3 *Reading the New Testament in Canonical Context*
Reading: Green, 372-396.

The New Testament, Theology, and Ethics

Reading: Green, 397-413.

Dec 12 *Senior Seminar: Biblical Theology and Ethics*
Senior Thesis Due

Student Information Sheet
UBBL-496 (01): Senior Seminar: Biblical Theology and Ethics
Fall 2014

1. Name _____

2. APU Box No. _____

Phone No. () _____

Email: _____

3. Home Address (Residence/Campus):

Zip Code

City

State

4. Major: _____

Why did you choose this major? _____

5. Previous biblical literature courses completed (and name of instructor if taken at APU):

UBBL-100: _____

UBBL-230: _____

UBBL-xxx: _____

6. Present Standing: _____ Sr. _____ Jr. _____ Soph. _____ Fr.

7. Life Plans: _____

8. Comments: _____

9. Signature: _____

I agree to abide by the terms and conditions of this syllabus (sign, print name, and give date).