

**Summer
2017**

Expanded Course Descriptions

Bethel Seminary

San Diego

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Summer 2017

GC673: CROSS-CULTURAL EXPERIENCE

Professor: David Diener, MDiv, Ph.D

******Expanded Course Description not yet submitted for this course. Please contact the professor for more details. ******

Summer 2017

HS510DE: CHURCH HISTORY SURVEY (Distance)

Professor: Beth Langstaff-Foell

******Expanded Course Description not yet submitted for this course. Please contact the professor for more details.******

MF629: COMMUNITY MENTAL HEALTH

Professor: Heather Hoshiko

DESCRIPTION:

The history of community mental healthcare provides a context for introducing students to contemporary mental health issues and services, especially in Southern California. The course emphasizes strengths-based systemic recovery-oriented treatment with consumers, their families, and communities, who struggle with severe mental illness, chronic medical conditions, poverty, joblessness, violence, and other challenges. Direct contact with public and private agencies and their clients is a core part of this course, as students familiarize themselves with fundamental challenges both conceptually and spiritually, learning to integrate their faith.

COURSE OBJECTIVES/LEARNING OUTCOMES:

- Students will demonstrate a basic understanding of the strengths-based systemic recovery model applied to the psychosocial rehabilitation, fulfilling California requirements for familiarity with recovery-oriented approach to treatment.
- Students will demonstrate a basic knowledge of contemporary community mental health issues and services. A special emphasis will be given to services available in Southern California.
- Understand the concept and guiding principles of psychiatric/psychosocial rehabilitation, as well as of the Recovery Model.
- Recognize and discuss issues pertaining to the rehabilitation of individuals with psychiatric disabilities
- Make connections between mental health concerns and the overall ability of individuals to experience a desirable quality of life in the social and cultural contexts they prefer.
- Articulate an awareness of and sensitivity to the stigma that is associated with mental illness and its effects on those diagnosed with severe mental illness and their families, and describe ways to erase that stigma.
- Apply assessment techniques in psychiatric rehabilitation.
- Assess clients' skill and resource level in the different areas necessary for community functioning, such as communication skills, assertiveness skills, job seeking skills, parenting skills, adequate housing and education, access to transportation and health services, etc.
- Utilize these assessments to develop strength-based, culturally-appropriate, and evidence-based strategies utilizing different modalities, with an emphasis on psychosocial rehabilitation and recovery.
- Demonstrate awareness of how mental health providers can engage in advocacy for and empowerment of individuals with psychiatric disabilities.
- Demonstrate knowledge of existing community-based service models in Southern California.

RELEVANCE FOR PRACTICE:

This course highlights the importance of professional competence and the appropriate resources and skills necessary to excel in working with the community at large. Students will have the opportunity to explore several avenues of agency-based work, as well as have the privilege to hear from several local

experts in the field who will share their knowledge and experience. The course attenuates not only to overarching concepts in community mental health, but also delves deeper into unique facets of niche-clientele as well as incorporating theory, abnormal psychology, diagnosis, psychopharmacology, and issues pertaining to culture. *3 credits.*

COURSE FORMAT:

The course will be conducted on an 11-week schedule aligned with Bethel Seminary's academic calendar for the summer semester. The course requires weekly reading assignments, a research presentation including community-based resources, as well as a site visit report done by interviewing a licensed practitioner. Three exams will be given throughout the course covering the material only from the week's prior. Each week students will interact with each other and with the instructor through lecture and discussion.

REQUIRED READING:

- Newsome, D. W., & Gladding, S. T. (2013). *Clinical mental health counseling in community and agency settings* (4th ed.). Upper Saddle River, NJ: Pearson.
- Rosenberg, J., & Rosenberg, S. (2013). *Community mental health: Challenges for the 21st century* (2nd ed.). New York, NY: Routledge.

RECOMMENDED READING:

- American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Cara, E., & MacRae, A. (2013). *Psychosocial occupational therapy: An evolving practice* (3rd ed.). Clifton Park, NY: Delmar/Cengage Learning.
- Chan, F., Cardoso, E. S., & Chronister, J. A. (Eds.). (2009). *Understanding psychosocial adjustment to chronic illness and disability: A handbook for evidence-based practitioners*. New York, NY: Springer.
- Corrigan, P. W., Mueser, K. T., Bond, G. R., Drake, R. E., & Solomon, P. (2008). *Principles and practice of psychiatric rehabilitation: An empirical approach*. New York, NY: Guilford.
- Fischler, G. L., & Booth, N. (1999). *Vocational impact of psychiatric disorders: A guideline for rehabilitation professionals*. Gaithersburg, MD: Aspen.
- Helman, C. G. (2007). *Culture, health and illness* (5th ed.). New York, NY: Oxford University Press.
- Hughes, R., & Weinstein, D. (Eds.). (2000). *Best practices in psychosocial rehabilitation*. Columbia, MD: International Association of Psychosocial Rehabilitation Services.
- Jackson, R. L. (2001). *The clubhouse model: Empowering applications of theory to generalist practice*. Belmont, CA: Brooks/Cole.
- King, R., Lloyd, C., & Meehan, T. (2007). *Handbook of psychosocial rehabilitation*. Malden, MA: Blackwell.
- King, R., Lloyd, C., Meehan, T., Deane, F., & Kavanagh, D. (Eds.). (2012). *Manual of psychosocial rehabilitation*. Hoboken, NJ: Wiley-Blackwell.
- Pratt, C. W., Gill, K. J., Barrett, N. M., & Roberts, M. M. (2013). *Psychiatric Rehabilitation* (3rd ed.). San Diego, CA: Academic Press.
- Ritter, L., & Lampkin, S. M. (2012). *Community mental health*. Sudbury, MA: Jones & Bartlett Learning.
- Salzer, M. S. (Ed.). (2006). *Psychiatric rehabilitation skills in practice: A CPRP preparation and skills workbook*. Linthicum, MD: United States Psychiatric Rehabilitation Association.

ASSIGNMENTS:

Due Date	Assignment	Points
June 5-August 14, 2017	Participation in Lecture and Group	25 Points
August 14, 2017	Site Visit Interview and Report	60 Points
June 19, July 24, August 1	Reflection Papers	25 Points Each (Totaling 75 Points)
June 26, July 31, August 1	Exams	30 Points Each (Totaling 90 Points)
Varies Per Student (Sign-up first day of the course)	Mini Research Project	50 Points
August 14, 2017	Extra Credit	Up to 5 Points
		<i>Maximum Points Attainable: 300 Poi</i>

PREREQUISITES: MF625

RELATION TO CURRICULUM: MF629 is a degree specific requirement for the Masters of Marriage and Family Therapy (MFT) students.

FINAL EXAM: There are three exams spaced throughout the duration of the course and the information provided prior to that date (no cumulative final exam). Reflection papers, site visit reports, and other assignments tailored to practical application are also assigned and required. This course’s main focus is on emotional and experiential processing.

Last Date Edited: March 6, 2017

MF636: DYNAMICS OF FAMILY PROCESS

Professor: Donna Scott

DESCRIPTION:

The dynamic processes of family and couple relationships such as socialization, communication, shame, power, stress, and coping are examined. Special attention is given to spirituality and how families transition through divorce, remarriage, and grief. Students are given opportunities to explore these dynamics in their own families of origin. San Diego only. One and a half hours.

COURSE OBJECTIVES/LEARNING OUTCOMES:

After successfully completing this course, students will [as indicated by AAMFT Core Competencies (CC) and program student learning outcomes (SLO)], be able to:

1. Differentiate and describe “normal family process” as a concept that is different from “normal family” (CC 1.2.1-1.2.2; and SLO 3).
2. Articulate family process within the language of and through the lens of the student’s preferred systems theory (CC 6.1.1 & 6.3.1-6.4.1; and SLO 3).
3. Identify normal family process through family life cycle changes, major transitions and crises (CC 1.2.1 & 2.1.1; and SLO 2).
4. Identify normal family process as it occurs in families with different structures (CC 1.2.1-1.2.2; and SLO 5 & 8).
5. Explore their family of origin processes with the concomitant increase in understanding and acceptance of their “self of therapist” (CC 1.2.1 & 2.3.8; and SLO 3, 5 & 9).
6. Articulate how spiritual dynamics play such important formative and functional roles in family process (CC 2.3.8 & 6.1.1; and SLO 3).

RELEVANCE FOR MINISTRY:

Understanding the intrapersonal and especially the interpersonal processes that are characteristic in widely diverse families helps to form therapeutic and ministry interventions with couples and families. Theoretical insights integrated with theological perspectives deepen students’ understanding of how to help families maximize resilience while going through transitions and other stressors.

COURSE FORMAT:

This 1.5 credit course will meet once per week for four weeks. Lecture, modified seminar discussion and small group experiences will form the majority of the classroom learning. Weekly quizzes (including the first week) on the assigned reading due that day, and a research paper will provide the major evaluation measures of student learning. All quizzes will be multiple-choice format and will be given near the beginning of each class meeting.

REQUIRED READING:

Walsh, F. (2012). *Normal family processes: Growing diversity and complexity*. (4th ed.). New

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York, NY: Guilford. (chaps. 1-11, 15, 17-20, 22, 23)

RECOMMENDED READING*:

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: Author.

Bader E., & Pearson, P. (1988). *In quest of the mythical mate: A developmental approach to diagnosis and treatment in couples therapy*. New York, NY: Brunner/Mazel.

Dattilio, F. M. (Ed.) (2001). *Case studies in couple and family therapy: Systemic and cognitive perspectives*. New York, NY: Guilford Press.

Broderick., C. B. (1993). *Understanding family process: Basics of family systems theory*. Newbury Park, CA: Sage.

Galvin, K. M., Bylund, C. L., & Brommel, B. J. (2012). *Family communication: Cohesion and change*. (8th ed.). Boston, MA: Allyn & Bacon.

Gottman, J. M. (1999). *The marriage clinic: A scientifically based marital therapy*. New York, NY: W.W. Norton.

Napier, A.Y. & Whitaker, C. (1988). *The family crucible: The intense experience of family therapy*. New York, NY: HarperPerennial

Walsh, F. (2006). *Strengthening family resilience*. (2nd ed.) New York, NY: Guilford Press.

Weeks, G. R., & Treat, S. R. (2001). *Couples in treatment: Techniques and approaches for effective practice*. Philadelphia, PA: Brunner-Routledge.

*An updated recommended reading list will be included in the syllabus.

ASSIGNMENTS:

Participation in class	16%
Seven quizzes	56%
Research paper	<u>28%</u>
TOTAL	100%

PREREQUISITES:

MF500 Principles of Counseling (3; when required)
MF625 Theories of MFT I (3)

RELATIONSHIP TO CURRICULUM: This course is part of the required core of the program, usually to be taken during the first academic year.

FINAL EXAM: There is no cumulative or final exam.

LAST REVISION DATE: 02/22/2017

MF658: DOMESTIC VIOLENCE ASSESSMENT AND INTERVENTION

Professor: Ronald Rowe, Ph.D., MFT

DESCRIPTION:

The focus of this course includes California laws, research, theories, and spiritual perspectives regarding detection, assessment, and intervention in cases of spousal or partner abuse. California BBS requirements for specific instruction in this area are met in this course. Prerequisite: MF625/MH625.

Two hours.

COURSE OBJECTIVES/LEARNING OUTCOMES:

Upon successfully completing this course, students will fulfill the requirements of the American Association for Marriage and Family Therapy Core Competencies (CC), the Bethel MFT Students Learning Outcome (SLO), and the California Board of Behavioral Sciences MFT educational requirements found in Business and Professions Code Section 4980.36. Students will be able to:

1. Articulate a theology and sociology of gender relationship in the context of the fall and redemption of humankind (SLO 3).
2. Recall California laws and ethical guidelines in the assessments of spousal/partners domestic violence (CC 5.1.2, 5.2.1).
3. Detect and assess for intimate partner violence in clients (CC 2.3.1, 5.3.3).
4. Evaluate the impact of culture on the families of intimate partner violence (CC 1.2.1).
5. Intervene with different treatment options for perpetrators of intimate partner violence (CC 2.3.6, 4.3.2, 5.3.3, 5.3.5).
6. Intervene with different treatment for victims of intimate partner violence (CC 5.3.3, 5.3.5-5.3.7).
7. Refer spousal/partners to access community resources and other helps (CC 5.3.7).

RELEVANCE FOR MINISTRY:

Domestic Violence is a traumatic process in an intimate relationship. People can die. MFTs and MHCs must be clear about how to intervene in these events when they present in counseling. Students will learn the scriptural clarity regarding gender and intimate relationships. Violence is not of the Lord. As Professional Counselors you can influence the Christian community in understanding this dangerous stain in relationships, and create healthy change.

COURSE FORMAT: This is a one unit class.

There will be three meetings August 8, 10, & 11, 2017. Tuesday, Thursday, & Friday, 4:15 pm – 8:45 pm. The Course will use lecture, class discussion, student role plays, videos, and required reading material. Each class will have a quiz. There will be a required written two page case study paper and presentation, describing appropriate intervention with a DV client.

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REQUIRED READING:

Kroeger, C. C., & Nason-Clark, N. (2010). *No place for abuse: Biblical & practical resources to counteract domestic violence*. Downers Grove, IL: IVP Books.

Wilson, K. J. (2006). *When Violence Begins at Home: A Comprehensive Guide to Understanding and Ending Domestic Abuse*. Alameda, CA: Hunter House.

RECOMMENDED READING:

Johnson, A. J., Editor (2015). *Religion and Men's Violence Against Women*. New York, NY: Springer.
(This book will be available in e-edition in Bethel Library, for you to read there) **You are not expected purchase this book**

ASSIGNMENTS:

Due Date	Assignments	Points	Students
August 16-19	1. Attendance & Participation	200	
Any day	2. Case Study Presentation and Paper	400	
Daily	3. Quizzes	400	
	Maximum number of points for the course	1000	

PREREQUISITIES: MF625/MH625

RELATION TO CURRICULUM: Required course for MFT and MHC students. This course meets Core Competences, Student Learning Outcomes, and BBS requirement for licensing.

FINAL EXAM: No final exam.

Last Date Edited: February 28, 2017

Summer 2017

MF666: SEX/INTIMACY/COUPLES/FAMILY

Professor: Jennifer Konzen

******Expanded Course Description not yet submitted for this course. Please contact the professor for more details.******

Summer 2017

MF715: MFT PRACTICUM/SUPERVISED CLINICAL EXPERIENCE I

Professor: Terri Hightower/Paula Bunn

******Expanded Course Description not yet submitted for this course. Please contact the professor for more details. ******

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MH626: ADVANCED PSYCHOTHERAPY THEORY AND TECHNIQUES

Professor: Dr. Karen Quek

******Expanded Course Description not yet submitted for this course. Please contact the professor for more details.******

MH636: CAREER DEVELOPMENT

Professor: Dr. Katherine Turner

DESCRIPTION:

This course introduces career development theories and service delivery models, examining education, personal, legal, ethical, and occupational aspects of career development throughout the lifespan. Students will explore employment trends, demographics, and career satisfaction from integrated social science and theological perspectives with applications to culturally and economically diverse populations with varying resources. Prerequisite: MH625. San Diego only. Three hours

COURSE OBJECTIVES/LEARNING OUTCOMES:

By completing this course students will know, be able to do, and value

1. **Helping Skills** - Become proficient in the basic career facilitating process while reflecting on productive interpersonal relationships.
2. **Labor Market Information and Resources** – Understand labor market and occupational information and trends. Be able to use current resources.
3. **Assessment** - Comprehend both formal and informal career development assessments with emphasis on relating appropriate ones to the population served.
4. **Diverse Populations** - Recognize special needs of various groups and adapt services to meet their needs.
5. **Ethical and Legal Issues** –
6. **Career Development Models** - Understand career development theories, models, and techniques as they apply to lifelong development, gender, age, and ethnic background.
7. **Employability Skills** - Know job search strategies and placement techniques, especially in working with specific groups.
8. **Training Clients and Peers** - Prepare and develop materials for training programs and presentations.
9. **Program Management/Implementation** - Understand career development programs and their implementation, and work as a liaison in collaborative relationships.
10. **Promotion and Public Relations** - Market and promote career development programs with staff and supervisors.
11. **Technology** - Comprehend and use career development computer applications.

RELEVANCE FOR MINISTRY:

This course will help students to minister in an increasing diverse populace in San Diego and beyond. It will increase students' effectiveness in ministering in a multicultural setting. Students will develop a biblical and theological understanding of vocation and calling, career, and work as foundational to career counseling.

COURSE FORMAT:

The course will be conducted on a 11-week schedule aligned with Bethel Seminary’s academic calendar. The course requires reading, writing, watching videos, role-plays, use of libraries and use of online resources. Each week students will interact with each other and with the instructor through threaded discussions and other assignments that promote active learning.

REQUIRED READING:

1. Swanson, J. L., and Fouad, N. A. (2010). *Career Theory and Practice: Learning Through Case Studies* (2nd Ed). Thousand Oaks, CA: Sage Publications. ISBN: 9781412937511.
1. Stevens, P. (2000). *The Other Six Days: Vocation, Work, and Ministry in Biblical Perspective*. Wm. B. Eerdmans Publishing Co.
2. The Cross-cultural Adaptability Inventory (CCAI) is available online

Career Counseling: Assignments

Evaluation method: Course total=100%

Quizzes	10%
RIASEC and IAT	10%
Leadership survey	5%
Cross Cultural Adaptability survey	5%
Multicultural Video + IAT	15%
CV/Resume 15%	10%
LinkedIn Assignment Project	20%
Final Career Counseling Project	25%

REQUIRED ASSESSMENT INSTRUMENTS:

Your course includes one Strong Interest Inventory (SII) and one Myers Briggs Type Indicator (MBTI) There is a fee for these instruments. You will administer these instruments to a non-relative as a part of your career-counseling project.

ASSIGNMENTS:

Week 2 Linked In Assignment (100)	Week 5 Career Path Interview (100)	Week 8 Career Planning (200)
Week 3 Identifying Skills (100)	Week 6 Role of technology (100)	Week 9 Goal setting (100)
Week 4 Finding a Passion (100)	Week 7 Video Journal (200)	Week 10 Career Changes across the lifespan (100)
		Week 11 Career counseling project (300)

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PREREQUISITES: MH625

RELATION TO CURRICULUM: An elective of both M.Div. and MA program.

FINAL EXAM: No final exam. Papers, presentations and experiential assignments are required.

Last Date Edited: March 8, 2017

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MH667: HUMAN SEXUALITY & INTIMACY

Professor: Jennifer Konzen

******Expanded Course Description not yet submitted for this course. Please contact the professor for more details.******

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ML507: MISSIONAL OUTREACH & EVANGELISM

Professor: Curtis B. Gruber

******Expanded Course Description not yet submitted for this course. Please contact the professor for more details.******

ML527: LEADING CELEBRATIONS IN THE CHRISTIAN LIFE CYCLE

Professor: Dr. James D. Smith III

DESCRIPTION:

This course offers biblical-theological foundations, and practical skills, for marking special celebration/worship moments in Christian life and community. Ceremonies such as dedication, baptism, communion, wedding, memorial/funeral and holy day will be explored. Students will be equipped to plan and lead in Spirit-led and resourceful ways, connecting and integrating theological insight with pastoral practice and care.

COURSE OBJECTIVES/ LEARNING OUTCOMES: By the course's end, students will...

- *Understand polity implications for ministry: congregational rhythms, rite and role
- *Envision the human life cycle and celebrations of Christian growth "moments"
- *Mature in their theology of ministerial functions by assessing biblical foundations
- *Be prepared/encouraged for pastoral ministry, noting practical function/principle
- *Better protect those under their care from abuse/misuse in life situations/systems
- *Expand access to resources for a range of recurrent pastoral WISHMAP duties

RELEVANCE FOR MINISTRY:

We work with people. Each human life tells its distinctive story – the "living human document" (Boisen). Yet "what's personal is often most universal" (Nouwen). In life's stages, seasons, passages, steps or movements, we find shared moments inviting identification/celebration. In the Faith community, we choose life by honoring its "sacramental" elements together.

COURSE FORMAT:

We will meet in person for presentation and true to life discussion, further informed by resources in books/sites and Moodle texts.

REQUIRED READING (complemented by Moodle and Library Reserves):

- Langford, Andy. *Christian Weddings* (1995)
Mansell, John. *The Funeral: A Pastor's Guide* (1998)
Nouwen, Henri. *Creative Ministry* (1971).

ASSIGNMENTS:

Six succinct definition/guideline papers formulating personal ministry approaches to key concepts/celebrations (15 points each)
Informed, constructive "grace and truth" participation (10 points)

PREREQUISITES: None

RELATION TO CURRICULUM: Required for M.Div. students, elective for others

FINAL EXAM: None

NT652DE: GREEK EXEGESIS

Professor: Dr. Lyn Nixon

DESCRIPTION:

Exegesis of select texts from the Greek New Testament. Translation and syntactical work will be the backbone of the course, with a goal toward the preparation to teach or preach the text. Attention will also be provided to text-critical, lexical, and grammatical issues. Prerequisite: NT542. One and a half hours.

COURSE OBJECTIVES/LEARNING OUTCOMES: By the end of the course students will have:

1. Gained greater proficiency in translating a Greek text, giving attention to nuances of grammar and syntax.
2. Acquired additional experience in using a sustainable methodology of exegesis for the New Testament, including performing an integrated exegesis of a text through text-critical, lexical, grammatical/syntactical, and structural analysis, as well as researching and investigating contextual and historical-contextual issues.
3. Strengthened their ability to incorporate translation and exegesis of the Greek NT into understanding and communicating the literature of the NT as the Word of God and, in particular, into preparation for teaching and preaching.

RELEVANCE FOR MINISTRY:

This course provides students with experience in using higher-level skills to translate and analyze the Greek of the New Testament for effective teaching in ministry contexts and for personal spiritual growth.

COURSE FORMAT:

The course will use translation work, worksheets, media lessons, reading/translation groups, readings, and a final project. Students will meet periodically with the instructor or a Greek coach through an online medium. The participation requirement can also be met by viewing and responding to recordings of live sessions.

REQUIRED READING:

Textbooks:

Blomberg, Craig L. with Jennifer Foutz Markley. *A Handbook of New Testament Exegesis*. Grand Rapids: Baker Academic, 2010. ISBN: 978-0-8010-3177-9.

Aland, Barbara, et al., eds. *The Greek New Testament*, 5th rev. ed. with dictionary. Stuttgart: Deutsche Bibelgesellschaft, 2014. ISBN: 978-3-438-05117-2. [Abbreviation: UBS5]. (UBS5 is available in other configurations. This is the ISBN number for the hardcover version containing the Greek-English dictionary. You may get a different cover or a version without the dictionary, if you prefer. Also, you may use UBS4 if that is the version you used in NT542). [From NT542]

A Greek-English Lexicon of the New Testament and Other Early Christian Literature, 3rd ed. Revised and edited by Frederick William Danker. Chicago: University of Chicago Press, 2000. ISBN 0-226-03933-1 [Abbreviation: BDAG]. [From NT542]

Wallace, Daniel B. *Greek Grammar Beyond the Basics: An Exegetical Syntax of the New Testament*. Grand Rapids: Zondervan, 1996. ISBN: 978-0-310-21895-1. [From NT542]

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Provided Articles:

Beale, G. K. "Primary Ways the New Testament Uses the Old Testament." In *Handbook on the New Testament Use of the Old Testament: Exegesis and Interpretation*, 55-93. Grand Rapids: Baker Academic, 2012.

Black, David Alan. "Appendix 2." In *New Testament Textual Criticism: A Concise Guide*, 63-65. Grand Rapids: Baker, 1994.

Brooks, James A. "Evaluation of Variant Readings." Used by permission.

Holmes, Michael W. "New Testament Textual Criticism." In *Introducing New Testament Interpretation*. Edited by Scot McKnight, 53-74. Grand Rapids: Baker Book House, 1989.

Schreiner, Thomas. "Diagramming and Conducting a Grammatical Analysis." In *Interpreting the Pauline Epistles*, 2nd ed., 69-96. Grand Rapids: Baker, 2011.

Commentaries: A list of approved commentaries for the final project will be provided in the Syllabus.

RECOMMENDED READING AND MATERIALS (NOT REQUIRED): A list will be provided in the Syllabus.

ASSIGNMENTS:

1. Participation in Reading Group (10%)
2. Grammatical/Syntactical and Exegetical Worksheets (4 at 10% each = 40% total)
3. Final Project (50%)

PREREQUISITES: NT542

RELATION TO CURRICULUM: Required course for the Greek track and the Greek/Hebrew track of the MDiv program. May be used as elective credit for the MATS degree.

FINAL EXAM: No

Last Date Edited: March 3, 2017

OT652: HEBREW EXEGESIS

Professor: Dr. Norah W. Caudill

DESCRIPTION:

This course will engage in exegesis of selected texts from the Hebrew Bible. The primary emphasis will be on translation and syntactical work, with some attention given to text-critical, lexical, and grammatical review.

COURSE OBJECTIVES/ LEARNING OUTCOMES:

Students will be able to: (1) Analyze biblical books within their original cultural contexts (2) Interpret Scripture using sound exegetical method (3) Demonstrate skill in Hebrew for the purposes of interpreting Scripture (4) Integrate key course concepts into personal wholeness and faith praxis.

SIGNIFICANCE FOR LIFE AND MINISTRY:

A working knowledge of Hebrew will enhance the minister's skill in exegesis, will provide the critical skills necessary to evaluate various translations, and will broaden access to advanced study tools and commentaries. In addition the ability to analyze a biblical text in its historical, cultural and literary setting and to discern its meaning and application for the church today is a foundational skill for any preaching or teaching ministry.

COURSE FORMAT:

The class will meet two nights a week for three hours. Class sessions will include lecture, reading of prepared Hebrew texts and discussion. *Attendance at all class sessions is vital, and students should expect to spend at least two to three hours of outside preparation for every hour in class.*

REQUIRED READING:

Brown, Francis, S. R. Driver, and Charles A. Briggs, eds. *The Brown-Driver-Briggs Hebrew and English Lexicon*. Peabody: Hendrickson, 1996; [original date 1906]. (other publishers okay) ISBN 1565632060

Elliger, Karl, and Wilhelm Rudolph, eds. *Biblia Hebraica Stuttgartensia*, 5th ed. Peabody: Hendrickson, 2006. (other publishers okay) ISBN 3438052229

Matthews, Victor H. *The Hebrew Prophets and their Social World: An Introduction*. 2nd ed. Grand Rapids: Baker Academic, 2012. ISBN 978-0801048616

McComiskey, Thomas Edward, ed. *Hosea, Joel, Amos*. Volume 1 of *The Minor Prophets: An Exegetical and Expository Commentary*. Baker Academic, 1992. ISBN: 978-0801062858 ***This commentary is out of print but is available for purchase from the professor for \$40.00.**

Williams, Ronald J. *Williams' Hebrew Syntax*. 3rd ed. University of Toronto Press, 2007. ISBN: 978-0802094292

*Required E-Reading: *A selection of book chapters and journal articles will be made available in Moodle. Students should expect an approximate charge of \$15.00 for these materials.*

RECOMMENDED READING:

Andersen, Francis I., David Noel Freedman, and William Foxwell Albright. *Amos: A New Translation with Introduction and Commentary*. Anchor Bible 24A. Anchor Bible, 1989. ISBN: 978-0385007733

Einspahr, Bruce. *Index to Brown, Driver & Briggs' Hebrew Lexicon*. Chicago: Moody Press, 1976. ISBN: 978-0802440822

Gorman, Michael J. *Elements of Biblical Exegesis: A Basic Guide for Students and Ministers*. Rev. & exp. ed. Peabody, Mass.: Hendrickson, 2009. ISBN 978-1598563115

Hubbard, David Allan. *Joel and Amos: An Introduction and Commentary*. Tyndale Old Testament Commentaries 22b. Downers Grove, Ill.: InterVarsity Press, 1989. ISBN 978-1844743599

Paul, Shalom M. *Amos: A Commentary on the Book of Amos*. Hermeneia. Edited by Frank M. Cross. Minneapolis: Fortress Press, 1991. ISBN 978-0800660239

Seow, C. L. *A Grammar for Biblical Hebrew*. Rev. ed. Nashville: Abingdon, 1995. ISBN 978-0687157860.

ASSIGNMENTS:

- 1) Attendance/Participation/Evaluation (5%)
- 2) Reading Reports (15%)
- 3) Translation Assignments (50%)
- 4) Exegesis Project (30%) (*Trans-regional requirement*)

PREREQUISITES: OT542 (or equivalent).

RELATIONSHIP TO CURRICULUM: Required for all dual-language track MDivs; all Hebrew language track MDivs; and can be a concentration option for MATS/Biblical Studies concentration.

FINAL EXAMINATION: No.

LAST DATE EDITED: Feb. 22, 2017

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TS513DE: SYSTEMATIC THEOLOGY II (Distance)

Professor: Glen G. Scorgie, Ph.D

******Expanded Course Description not yet submitted for this course. Please contact the professor for more details.******

TS516DI: CHRISTIAN SOCIAL ETHICS (Distance)

Professor: Dr. André Ong

DESCRIPTION:

This is a study of the ethical vision of the Christian faith. The qualifier of “social” emphasizes the Christian engagement with both Christians and non-Christians in our pluralistic world. The qualifier of “Christian” indicates looking at the same ethical and materials conditions of life from a distinctively Biblical and Christian worldview. This class will briefly cover the history of ethical thought from both Christian and non-Christian sources, and then review the distinctive motivation supporting evangelical ethical concern, as well as basic ethical terms and methodology. Attention is then given to the discipline of developing biblically-faithful responses to a number of specific contemporary ethical issues that is persuasive in both the Christian and non-Christian environment.

PRIMARY LEARNING OUTCOMES:

That upon completion of this course the student will have:

1. A grasp of the ethical vision of the Christian faith
2. Appreciation of the distinctive motivation supporting evangelical ethical concern
3. A working knowledge of basic Christian ethical theory, methods and terms
4. Display a disposition of diligent inquiry, reverence and delight concerning the revealed moral will of God
5. Demonstrate an increased ability to apply biblical principles through ethical reasoning to contemporary moral issues
4. Demonstrate enhanced skills for self-directed ethical research, and effective written and oral communication.

ADDITIONAL PROGRAM LEARNING OUTCOMES:

That upon completion of the course the student will:

1. Demonstrate the ability to contextualize the ethical dimensions of the gospel in ways that respectfully engage with realities of human diversity (e.g., culture, economy, gender)
2. Develop self-identity and personal holiness in light of scriptural truth concerning ethics
3. Analyze and evaluate one’s own cultural framework and assumptions in ethical decision-making
4. Demonstrate commitment to serving inspired by the Christian ethical vision
5. Exhibit healthy, ethically informed gender relations
6. Integrate key course concepts into ethical professional practice

RELEVANCE FOR MINISTRY:

This course introduces the moral vision of the Christian faith, and the methods by which Christians may engage in responsible, contextually sensitive ethical decision-making. Christian leaders need this

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knowledge and these skills in order to provide moral leadership and ethical wisdom to the people of God in a challenging and pluralistic world.

COURSE FORMAT:

This fully online, accelerated-format course will be taught in seven-week (June 12 to July 28). Because of its accelerated format, the workload will be approximately twice the workload per week of a regular semester-length course. It will consist of seven modules, each beginning on a Tuesday and concluding the following Monday. The course requires reading, writing, and use of library and online resources. Each week students will interact asynchronously (that is, not necessarily at the same moment in real time) in an informed manner with other classmates and with the instructor. One additional week (until August 4) will be granted to complete the final written assignment(s).

REQUIRED READING:

The Bible

e-Reserve Articles in Moodle

Clark, David and Robert Rakestraw, eds. *Readings in Christian Ethics, 2 vols.* (Vol. 1: *Theory and Method*, Vol. 2: *Issues and Applications*) Grand Rapids: Baker, 1994-1996. ISBN-13: 978-0801025815 and 978-080102-0568

Grenz, Stanley J. *The Moral Quest: Foundations of Christian Ethics.* Downer's Grove: Intervarsity Press, 1997. ISBN-13: 978-0830815685

Wright, N. T. 2010. *After You Believe: Why Christian Character Matters.* New York: HarperCollins. ISBN-13: 978-0061730542

RECOMMENDED RESOURCES:

Atkinson, David, & David Field, eds. 1995. *New dictionary of Christian ethics and pastoral theology.* Downers Grove: IVP.

Green, Joel, ed. 2011. *Dictionary of Scripture and ethics.* Grand Rapid: Baker.

Scorgie, Glen G., ed. 2011. *Dictionary of Christian spirituality.* Grand Rapids: Zondervan.

Strunk, William, Jr., & E. B. White. 2000. *The elements of style.* 4th ed. Boston: Allyn & Bacon.

Smedes, Lewis B. *Mere Morality: What God Expects from Ordinary People.* Grand Rapids: Eerdmans, 1983.

Reuschling, Wyndy Corbin. *Reviving Evangelical Ethics: The Promises and Pitfalls of Classic Models of Morality.* Grand Rapids: Brazos Press, 2008

Stassen, Glen, & David Gushee. *Kingdom Ethics: Following Jesus in Contemporary Context.* Downers Grove: IVP, 2003.

Sacks, Jonathan. *Not in God's Name: Confronting Religious Violence.* Schocken, 2015.

Volf, Miroslav. *Exclusion and Embrace: A theological Exploration of Identity, Otherness, and Reconciliation.* Abingdon Press. 1996.

ASSIGNMENTS:

1. Online Discussion Forums (30%)
2. Ethics Foundation Paper (20%)
3. Ethics Position Paper (20%)
4. Final exam (30%)

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PREREQUISITE: None

RELATION TO CURRICULUM: Core requirement for all degree programs.

FINAL EXAM: Yes

Last Date Edited: 16 March 2017