

Andrews University

THST 656
**SEMINAR IN HISTORICAL THEOLOGY:
HUMAN NATURE AND DESTINY**
SUMMER 2021
RICARDO BENTANCUR

GENERAL CLASS INFORMATION

Class location: Lake Union by Zoom.
Class time/day: [Learning Hub information](#) June 20-24,2021.
Credits offered: 3

INSTRUCTOR CONTACT

Instructor: Ricardo Bentancur
Telephone: 208-573-5587
Email: ricardo.bentancur@pacificpress.com
Office location: 208-465-2597
Office hours: 7:30-17:30

COURSE DESCRIPTION

Origin of humanity, the fall, and sin- its nature and effect. The nature of man, the doctrine of immortality. Man and woman as the image of God. The Christian message confronts the world with the image of a true human identity. It is not a negative self-annihilating message of Eastern mysticism, nor a utopia of liberalism. A human being is a priceless speck of dust of the ground, made in the image of God; a blade of grass whom God cherishes as the apple of His eye (Deuteronomy 32:10). But humans are rebels, slaves to themselves and their consequences. The story of the liberation of humans from themselves is the story of redemption.

COURSE MATERIALS

Required:

1. The Bible
2. Sherlock, Charles. *Doctrine of Humanity*. Downers Grove: InterVarsity Press, 1996.
3. Stevenson, L., D. Haberman. *Ten Theories of Human Nature*. Oxford University Press, 1998.
4. Bentancur, R. *Las oraciones de mi Maestro*. APIA, 2020.

OUTCOMES

Program Learning Outcomes (PO)

MA in Pastoral Ministry (MAPM) 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.
4. Trains church members for evangelism.
5. Empowers church members for leadership.
6. Capable of reaching specific social groups.

Student Learning Outcomes (SLO)

Upon the completion of this course students should be able to:

1. To examine different views of human nature throughout the history of theology.
2. To establish as closely as possible the Biblical picture of the original human nature.
3. To chart the Biblical view of human destiny, and the way of realizing this destiny.
4. To clarify as much as possible the importance and content of such traditional Christian doctrines as sin against the Holy Spirit, original sin, the fall, Imago Dei, immortality, and resurrection.
5. To point out the implications coming out from the different approaches to the doctrine of human nature on the notion of God, health, sin, salvation among others.
6. To give pastors insights for their ministry developed through preaching, bible studying and evangelism.
7. Informatively and concisely share the information gained during this semester in a written form in a manner reflecting their status as graduate students.
8. Learn how to work with a small group of students made up of randomly selected class members throughout the semester.

TOPICS AND ASSIGNMENTS

Day	Date	Class Topic	Assignments Due
1	Sunday, June 20	Syllabus and Assignments	Reading Reports is due on Sunday, June 20, 2021 by midnight. In this day, students should post in the Learning Hub information an electronic MSW document
		Questions about the paper	
		<u>HUMAN NATURE:</u> Introduction. Lecture 1: Debate over Human Nature	

2	Monday, June 21	Lecture 2: Existence and Content of Human Nature	
		Lecture 3: Non-Creationist Theories of Human Origin	
		Lecture 4: Creationist Theories of Human Origin	
3	Tuesday, June 22	Lecture 5: Permanent Constitution and Nature of the Soul	
		Lecture 6: The Dialectical Character of Human Nature	
		<u>SIN AND EVIL:</u> Lecture 7: The Problem of Human Existence	
4	Wednesday, June 23	Lecture 8: The Fall	
		Lecture 9: Sin and Evil	
		Lecture 10: The Origin of Sin	
5	Thursday, June 24	Lecture 11: The Beginning of Sin	
		Lecture 12: Transmission of Sin	
		<u>HUMAN DESTINY:</u> Lecture 13: Eternity as Human Destiny	
	September 20		Final Project: 90 days from the first day of class. Sermon and Seminar is due today September 20, 2021 by midnight. In this day, students should post in the <i>Learning Hub</i> an electronic MSW document with final project.
	October 20		Late final-assignment (120 days from the first day of class) submission receives no more than a B by midnight on this day, October 20, 2021.
	November 21		Late final-assignment (150 days from the first day of class) submission receives no more than a C by midnight on this day, November 20, 2021.

			<i>172 days from the first day of Class, students who have not completed all intensive requirements by December 12, 2021, will receive a F and will need to repeat the class.</i>
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GRADING AND ASSESSMENT

Credit-Hour Definitions

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:

- Class Lectures during the Intensive: 35 hours
- Reading and writing before meeting: 40 hours
- Sermon and Seminar 60 hours

Criteria for Grades

Every student can earn up to a B by memorizing and repeating the content of lectures and reading. Both ethical and graduate thinking require more than memory. Superior grades reflect independent and mature thinking and contribution.

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 A GRADE

An A grade is only given when a student not only fulfils 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 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 demonstrable competency has been observed.

Passing Grades

Disclose assignments that require a passing grade to pass the course (e.g., examinations and projects).

Assignment Submission

Submit your pre-intensive assignments in hard copy the first day of class (Sunday, June 20, 2021). Submit your post-intensive assignments in electronic copy by e-mail: **Ricardo.bentancur@pacificpress.com**

Late Submission

All late assessment will incur a 10% per day penalty.

ASSIGNMENTS GUIDELINES

Reading Reports. The student will read 40 hours from two of the textbooks and will write a reading report of 10 full pages typed, double-spaced, Times New Roman, 12. The reading report is to contain two pages summary (one per book) and 20 ideas (10 ideas per book, about 2-3 ideas per page) that provoked a deep reflection in the student. The **Reading Report is due on Sunday, June 20, 2021.**

Sermon and Seminar. The student will write one sermon and a seminar to present in a church on the Doctrine of Humanity. The sermon and seminar are built on one of the topics listed below. The seminar is composed by three presentations. The Sermon and Seminar are **due on September 20, 2021.**

List of suggested topics for sermons and seminars

- Worth of a Human Being
- Image of God
- Human Will
- Alienation
- Human nature in the writings of ...
- Human soul and immortality
- The self
- Body and soul
- Resurrection or immortality?
- Sin
- Freedom or determinism
- Male/female
- Home and family

The percentage of each requirement in the final grade is as follows:

1.	Reading Report	30%
2.	Sermon and Seminar	70%
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	Total	100%

Grading Scale

A (95-100%)
A- (90-94%)
B+ (87-89%)

B (83-86%)
B- (80-82%)
C+ (77-79%)

C (73-76%)
C (70-72%)
D (60-69%)

CLASS POLICIES

Classroom Seating

Provide a statement about your policy on classroom seating (e.g., In order to facilitate learning everyone's name please select a permanent seat until instructed otherwise).

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

Prepare a statement about your policy on late submission of assignments (e.g., All late assignments incur a 10% daily penalty).

Additional Policies

Include statements about other policies relevant to your class.

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

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”.

AU Bulletin

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.

Rubric for Assessing Research Projects

Student _____

Criteria	(5) Exceptional	(4) Proficient	(3) Satisfactory	(2) Emerging	(1) Unsatisfactory	Score
Title Page	Includes: 1) institution's name, 2) title, 3) name of the course, 4) course period, 5) name of the student, 6) date submitted, 7) follows AU Standards for Written work (AUSWW). Shows 0 errors	Misses 1 of the 7 components	Misses 2 of the 7 components	Misses 3 components	Misses more than 3 components	
Introduction	The introduction is engaging, states the main topic and purpose of the paper, and previews the structure of the paper	Introduction states the main topic and purpose of the paper and previews its structure	States the main topic and purpose of the paper but does not adequately previews its structure	The introduction states the main topic but lack a purpose and a preview of its structure	There is no clear introduction or main topic, and the structure of the paper is missing	
Content	Content is focused, ideas are well developed, and transitions are used to enhance ideas. Each paragraph has thoughtful supporting sentences. Meets paper length requirements. Uses recently published sources and exceeds the use of sources and number of pages recommended	Content is focused. Good transitions. Paragraph development is present. Meets paper length requirements. Uses a minimum of 15 sources published in the past 10 years	Content is focused. Transitions are deficient. Paragraph development is present but not perfected. Meets paper length requirements	Content is not well focused. Transitions and paragraphs are weak. Does not meets paper length requirements	The paper is written and completely out of focus	
Project Description	Project is described in detail. Protocols to be followed are presented. Specific aspects of the organization, implementation, and evaluation are offered. Meets paper length requirements	Project is well described. Some details regarding protocols, organization, implementation, and evaluation of the project are missing. Meets length	Project is satisfactorily described and meets paper length	Project is poorly describing and does not meet number of pages.	The report misses entire sections of the project description. Does not meet paper length.	
Organization	Report provides a table of contents, and is organized using different subhead levels, following AUSWW. Subheadings are exceptionally well-worded and reflect upon the main subject. Exceeds all	Table of contents and subheading levels follow AUSWW	Paper provides a table of contents and is organized using different	Paper provides first level headings, but headings do not clearly reflect upon the subject. No table of contents. Does not follow	Does not provide a table of contents and is not divided under headings and subheadings. Does	

	organizational specifications stated in the syllabus	Standards. Subtitles reflects upon the subject but wording need can be improved.	subheading level. However, do not follow AU standards of written work	all specifications stated in the syllabus and AUSWW	not follow organizational specifications stated in the syllabus and AUSWW	
Format/Style	All text and reference following specification from AUSWW. Syntax and semantics are outstanding. Models language and style. No errors in errors in punctuation, spelling, and sentence formation	Follows consistently AUSWW with minor flaws. Syntax and semantics is very good. No major errors in style	Follows consistently all format AUSWW. Syntax and semantics are good. Few errors in style	Follows inconsistently some AUSWW. Syntax and semantics is poor	Does not follow AUSWW. Syntax and semantics are deficient	
Conclusion	Conclusion is engaging and provides an outstanding overview of the project and personal reflections on projected implementation. Exceeds expectations	Conclusion restates the purpose, gives a good summary, and provides personal opinions about the outcome	Conclusion restates the purpose and satisfactorily summarizes results Lacks personal reflection on projected implementation	Conclusion attempts to summarize the trust of the project but is ambiguous. Lacks personal reflection	Conclusion fails to summarize and to express personal reflection on the project	

Criteria	(5) Exceptional	(4) Proficient	(3) Satisfactory	(2) Emerging	(1) Unsatisfactory	Score
Title Page	Includes: 1) institution's name, 2) title, 3) name of the course, 4) course period, 5) name of the student, 6) date submitted, 7) follows AU Standards for Written work (AUSWW). Shows 0 errors	Misses 1 of the 7 components	Misses 2 of the 7 components	Misses 3 components	Misses more than 3 components	
Introduction	The introduction is engaging, states the main topic and purpose of the paper, and previews the structure of the paper	Introduction states the main topic and purpose of the paper and previews its structure	States the main topic and purpose of the paper but does not adequately previews its structure	The introduction states the main topic but lack a purpose and a preview of its structure	There is no clear introduction or main topic, and the structure of the paper is missing	
Content	Content is focused, ideas are well developed, and transitions are used to enhance ideas. Each paragraph has thoughtful supporting sentences. Meets paper length requirements. Uses recently published sources and exceeds the use of sources and number of pages recommended	Content is focused. Good transitions. Paragraph development is present. Meets paper length requirements. Uses a minimum of 15 sources published in the past 10 years	Content is focused. Transitions are deficient. Paragraph development is present but not perfected. Meets paper length requirements	Content is not well focused. Transitions and paragraphs are weak. Does not meet paper length requirements	The paper is written and completely out of focus	
Project Description	Project is described in detail. Protocols to be followed are presented. Specific aspects of the organization, implementation, and evaluation are offered. Meets paper length requirements	Project is well described. Some details regarding protocols, organization, implementation, and evaluation of the project are missing. Meets length	Project is satisfactorily described and meets paper length	Project is poorly describing and does not meet number of pages.	The report misses entire sections of the project description. Does not meet paper length.	
Organization	Report provides a table of contents, and is organized using different subhead levels, following AUSWW. Subheadings are exceptionally well-worded	Table of contents and subheading levels follow AUSWW Standards.	Paper provides a table of contents and is organized using different subheading level. However,	Paper provides first level headings, but headings do not clearly reflect upon	Does not provide a table of contents and is not divided under headings and	

	and reflect upon the main subject. Exceeds all organizational specifications stated in the syllabus	Subtitles reflects upon the subject but wording need can be improved.	do not follow AU standards of written work	the subject. No table of contents. Does not follow all specifications stated in the syllabus and AUSWW	subheadings. Does not follow organizational specifications stated in the syllabus and AUSWW	
Format/Style	All text and reference following specification from AUSWW. Syntax and semantics are outstanding. Models language and style. No errors in errors in punctuation, spelling, and sentence formation	Follows consistently AUSWW with minor flaws. Syntax and semantics is very good. No major errors in style	Follows consistently all format AUSWW. Syntax and semantics are good. Few errors in style	Follows inconsistently some AUSWW. Syntax and semantics is poor	Does not follow AUSWW. Syntax and semantics are deficient	
Conclusion	Conclusion is engaging and provides an outstanding overview of the project and personal reflections on projected implementation. Exceeds expectations	Conclusion restates the purpose, gives a good summary, and provides personal opinions about the outcome	Conclusion restates the purpose and satisfactorily summarizes results Lacks personal reflection on projected implementation	Conclusion attempts to summarize the trust of the project but is ambiguous. Lacks personal reflection	Conclusion fails to summarize and to express personal reflection on the project	

INSTRUCTOR PROFILE

Ricardo Bentancur has worked for the past 40 years in editorial's jobs. He worked in Association Casa Editora Sudamericana, Buenos Aires publishing company, for 25 years as an editor, and currently he is the Director of International Department at Pacific Press Publishing Association, Nampa, Idaho. He has a degree in theology from Del Plata Adventist University, a master's in theology from Argentinian Catholic Pontifical University, a degree in philosophy from the National University of Buenos Aires, and a doctorate in philosophy and letters from the National University of Cordoba, Argentine. Ricardo taught Ethics in Carl Rogers Institute of Buenos

Aires for many years. He has strong editorial and general language skills. He translates into Spanish from English, French and Portuguese, and writes poetry. He is written four books and hundreds of articles for different magazines.

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