

RTCH 785C: THE MIRACULOUS AND THE BIBLICAL TRADITIONS

PhD
Fall 2007

REGENT UNIVERSITY
DOCTOR OF PHILOSOPHY PROGRAM
SCHOOL OF DIVINITY

The School of Divinity is committed to providing biblical and theological education and training from a renewal perspective for the spiritual equipping of men and women who will contribute to the renewal of the Church and the evangelization of the world.

1. YOUR PROFESSOR FOR THIS COURSE: Dr. Graham H. Twelftree

Twelftree is the Distinguished Professor of New Testament within the School of Divinity for its Ph.D. program. He received his B.A. (hons.) from Adelaide University (Australia) in History and Politics. His M.A. (Theology) is from Oxford University (England) and his Ph.D. (New Testament) is from Nottingham University (England). Dr. Twelftree was the New Testament lecturer at All Souls College of Applied Theology (London) from 1980-83 before returning to Australia to be ordained in the Uniting Church in Australia. In 1995 he and his wife Barbara planted a Vineyard Church in Adelaide. Dr. Twelftree is now an honorary Vineyard pastor at Vineyard Christian Fellowship North Phoenix. Dr. Twelftree is the author of numerous reviews, articles and books, including *Christ Triumphant: Exorcism Then and Now* (London: Hodder and Stoughton, 1985); *Jesus the Exorcist: A Contribution to the Study of the Historical Jesus* (Tübingen; Mohr and Peabody, MA: Hendrickson, 1993); *The Way of Discipleship: Mark 8 to 10* (Sydney: Albatross and Oxford: BRF, 1993) and *Jesus the Miracle Worker: A Historical and Theological Study* (Downers Grove, IL: IVP, 1999). His book *Thinking Clearly About Life After Death* (London: Monarch) came out in 2002. In 2003 his book *Your Point Being...? 300 Striking Stories for Speakers, Preachers and Teachers* (London: Monarch) appeared. At present he is fulfilling a contract to SPCK (London) to write *People of the Spirit: Luke's View of the Church* and *In the Name of Jesus: Exorcism Among Early Christians* for Baker Academic (Grand Rapids). He is a member of *Studiorum Novi Testamenti Societas*, a national board director of the *Institute for Biblical Studies* as well as a contributor to, and on the editorial board of, the *Journal for the Study of the Historical Jesus* (Sheffield University Press). Apart from the New Testament, his interests are his family, classical music, and walking.

2. PERSONAL LETTER FROM GRAHAM TWELFTREE

Dear Fellow Students,

One of the distinctive features of the biblical traditions, especially those associated with Jesus, is the preponderance of the miraculous. This course is designed to explore the extent, nature, value and possible implications of those traditions.

In a doctoral program students are making a significant transition in their relationship with professors from that of a teacher to that of a mentor. You and I are becoming fellow students, sharing the quest for knowledge. Therefore, it is not my intention to lecture or teach very much in a formal way during this course. As post-graduates I am inviting you to participate with me in this course in a way in which we can learn from each other.

A worthy goal in life is to hold together—often, it seems, in tension—three aspects of life: (a) a deep devotion to Jesus, (b) intellectual rigor and integrity, along with (c) a practical ability, modeled on Jesus, to “do the book” as well as talk about it. I invite you to join me in adopting such a goal—even in research.

Take every opportunity to see that you are wholly devoted to Jesus, are a person of intellectual integrity, as well as able to work out your devotion to Jesus in your home, church, work and research life.

Finally, I express my gratitude to Alicia Pickett (Graduate Assistant) and Kathy Schultz (secretary) for all their help in relation to the life of this course.

I look forward to being a part of this course with you and hope you find it helpful for your development theologically as well as a Christian scholar.

God is good!

Graham

3. DESCRIPTION AND PURPOSE OF COURSE

- 3.1 This doctoral seminar is designed to help students explore in depth the miraculous element in the biblical traditions, with a focus and emphasis on the New Testament. Students will examine the dominant milieu of the biblical traditions in relation to the miraculous, the principle streams of miraculous traditions in the Bible, the history of the treatment of the miraculous (especially in relation to Jesus), the miraculous in the early Church, as well as the recent scholarly debates about the miraculous and its potential significance for contemporary theological speculation.
- 3.2 The residency phase of this course simulates an academic conference in order to train students in the preparation and delivery of, as well as in responding to, scholarly papers through a small formal paper and discussion.
- 3.3 The course comprises four aspects:
 - 3.2.1 *The background to the miraculous in the New Testament* which seeks to identify the major influences on the miraculous element in the New Testament.
 - 3.2.2 *Jesus and the miraculous* which focuses on the place and significance of miracles and the miraculous in the ministry of the historical Jesus.
 - 3.2.3 *The miraculous in the early Churches as reflected in the New Testament* which focuses on the varying understandings of the miraculous among early Christians.
 - 3.2.4 *The Problem of the Miraculous* which focuses on the philosophical, scientific and theological objections to miracles as well as the supposed place of the miraculous in contemporary Christianity.

4. INTEGRATION OF LEARNING AND CONTEXT

- 4.1 The Regent University School of Divinity Ph.D. in Renewal Studies is fundamentally committed to the integration of learning and context. Necessarily in Renewal pedagogy, there must be a marriage between the teaching academy and the particular ministry settings in which students have located themselves. Course design fosters this union by embracing the “situatedness” of students as an integral part of the learning process through assignments that make the interdependence between cognition and context concrete.
- 4.2 Each course offering carefully develops the cognitive knowledge base, critical evaluation skills, and research competencies essential to the Ph.D. while fully considering the importance of the contextual, relational, and transcognitive dimensions of learning inherent to spiritual formation within a Renewal theology.

5. COURSE COMPETENCIES AND LEARNING OBJECTIVES

After completion of this course, students should be able to:

- 5.1 **Demonstrate** a knowledge of the background to the miracle traditions in the New Testament.
- 5.2 **Analyze** and **synthesize** information in a clear, concise, and cogent form.
- 5.3 **Demonstrate** the ability to read, comprehend, evaluate the main arguments and contextualize scholarly works on the subject of the miraculous.
- 5.4 **Exhibit** a detailed knowledge of the various approaches to the miracles by the New Testament writers.
- 5.5 **Demonstrate** a thorough understanding of the perceived philosophical, scientific and theological objections to the miraculous.
- 5.6 **Show** evidence of a command of the issues associated with a discussion of the miraculous in contemporary Christianity.
- 5.7 **Deliver** and **respond to** a formal conference paper.

6. CORE VALUES

- 6.1 Regent University is a graduate university that exists to bring glory to God the Father and His Son Jesus Christ through the work of the Holy Spirit.

6.2 REGENT UNIVERSITY VISION

Our vision, through our graduates and scholarly activities, is to provide Christian leadership in transforming society by affirming and teaching principles of truth, justice and love as described in the Holy Scriptures, embodied in the person of Jesus Christ and enabled through the power of the Holy Spirit. *Soli Deo Gloria*. Therefore, the School of Divinity is committed to the following mission and core values:

6.3 SCHOOL OF DIVINITY MISSION

To provide biblical, theological, and academic education with an emphasis on the renewing work of the Holy Spirit for the equipping of men and women who will bear witness to the gospel of Jesus Christ, proclaim the kingdom of God, and contribute to the renewal of the Church.

6.4 SCHOOL OF DIVINITY CORE VALUES

- Spiritual formation within the context of life-long learning, which recognizes the on-going development of Christ-like character as the primary building block for Christian life and service.
- Leadership development from a renewal perspective, which embraces the contemporary expression of the Holy Spirit.
- Excellence in biblical, theological, and academic education, which is grounded on the authority of the Bible as the inspired Word of God, and which reflects cutting edge scholarship.
- Practical training and experience that promote healthy habits of the heart, mind, and spirit, and which equip graduate professionals for fruitful ministry in the church,

community, and the world.

- Advancement of world evangelization and discipleship, which are primary biblical mandates.

7. PROGRAM COMPETENCIES

This course contributes to the fulfillment of the following Program Competencies:

- 7.1 Students will be able to engage in *original research* and writing that *advances theological understanding* for the sake of academy, church, and society.
- 7.2 Student will be able to develop a commitment to the vocation of theological scholarship in its dimensions of teaching, learning, and research.
- 7.3 Students will be able to demonstrate awareness of the contemporary conventions of advanced academic research and communication, including newly emerging possibilities for framing inquiries and organizing and examining data.
- 7.4 Students will be able to express facility with research methods and approaches in history and theology, with special reference to Renewal Studies.

8. REQUIRED BOOKS AND READINGS

- 8.1 The following books are to be purchased.
 - *The Chicago Manual of Style* (Chicago: University of Chicago Press, 2003). A slightly earlier edition is adequate.
 - *The SBL Handbook of Style* (Ed. P Patrick H. Alexander, et al.: Peabody, Mass: Hendrickson, 2003). **All papers must conform to this guide, which is dependent on *The Chicago Manual*.**
- 8.2 The following books will either be reviewed (and discussed) in class or are of central importance to the course, including the comprehensive examinations.
 - BULTMANN, Rudolf. *History of the Synoptic Tradition*, rev. ed. (New York: Harper and Row, 1963) with particular reference to Part III.
 - BULTMANN, Rudolf. "The Question of Wonder," in his *Faith and Understanding* (Philadelphia: Fortress, 1987).
 - COTTER, Wendy. *Miracles in Greco-Roman Antiquity: A Sourcebook for the Study of New Testament Miracle Stories* (London and New York: Routledge, 1999).
 - EVE, Eric. *The Jewish Context of Jesus' Miracles* (JSNTSup. 231; London and New York: Sheffield Academic, 2002).
 - FUNK, Robert W. and The Jesus Seminar. *The Acts of Jesus: What Did Jesus Really Do? The Search for the Authentic Deeds of Jesus* (New York: HarperCollins, 1998).
 - GEIVETT, Douglas and Gary R. HABERMAS, *In Defense of Miracles: A Comprehensive Case for God's Action in History* (Downers Grove, Ill.: IVP, 1997).
 - GRANT, Robert M. *Miracle and Natural Law in Graeco-Roman and Early Christian Thought* (Amsterdam: North-Holland, 1952).
 - GREIG, Gary S. and Kevin N. SPRINGER. ed., *The Kingdom and the Power: Are Healing and the Spiritual Gifts used by Jesus and the Early Church Meant for the Church Today?* (Ventura, Calif.: Regal, 1993).
 - KAHL, Werner. *New Testament Miracle Stories in their Religious-Historical Setting: A Religionsgeschichtliche Comparison from a Structural Perspective*

- (Göttingen: Vandenhoeck & Ruprecht, 1994).
KEE, Howard Clark. *Miracle in the Early Christian World: A Study in Sociohistorical Method* (New Haven and London: Yale University Press, 1983).
MEIER, John P. *A Marginal Jew: Rethinking the Historical Jesus*, vol. 2 (New York: Doubleday, 1994), with particular reference to Part three.
SMITH, Morton. *Jesus the Magician* (London: Gollancz, 1978).
SWINBURNE, Richard G. "Miracles," *The Philosophical Quarterly* 18 (1968): 320-28.
SWINBURNE, Richard G. ed. *Miracles* (New York: Macmillan and London: Collier Macmillan, 1989).
SWINBURNE, Richard G. *The Concept of Miracle* (London: Macmillan, 1970).
THEISSEN, Gerd. *Miracle Stories of the Early Christian Tradition* (Edinburgh: T & T Clark, 1983).
TWELFREE, Graham H. *In the Name of Jesus* (Grand Rapids: Baker Academic, 2007).
TWELFTREE, Graham H. *Jesus the Exorcist: A Contribution to the Study of the Historical Jesus* (WUNT 2/54; Tübingen: J. C. B. Mohr and Peabody, Mass.: Hendrickson, 1993).
TWELFTREE, Graham H. *Jesus the Miracle Worker: A Historical and Theological Study* (Downers Grove, Ill.: IVP, 1999).
- 8.2 Further bibliographical data may be found in the following:
TWELFTREE, Graham H. *Jesus the Miracle Worker: A Historical and Theological Study* (Downers Grove, Ill.: IVP, 1999).
- 8.3 Writing skills web sites which may be useful.
<http://ksumail.kennesaw.edu/~shagin/introconclthesis.htm>
<http://owl.english.purdue.edu/handouts/index2.html>
<http://writingcenter.gmu.edu/esl/ourfavoritesites.html>
<http://www.ume.maine.edu/~wcenter/others.html>
<http://www.ceu.hu/ltc/ltc.html>
<http://www.bedfordstmartins.com/hacker/bedhandbook/>
- 8.4 The following (in order of possible usefulness) may help in developing writing skills.
KANE, Thomas. *The New Oxford Guide to Writing* (New York and Oxford: Oxford University Press, 1988).
HEFFERNAN, James A. W. and John E. LINCOLN, *Writing: A College Handbook*, 3rd ed. (New York and London: Norton, 1990).
HACKER, Diana. *A Writer's Reference*, 5th ed. (Boston and New York: Bedford/St. Martin's, 2003). *Note*: Web linked.
JOHNSON, Andrew P. *A Short Guide to Academic Writing* (Lanham, Md.: University Press of America, 2003). *Note*: Section Three.
- 8.5 The Regent University Writing Center recommends:
RANKIN, Elizabeth. *The Work of Writing: Insights and Strategies for Academics and Professionals* (San Francisco: Jossey-Bass/John Wiley, 2001).
WILLIAMS Joseph M., *Style: The Basics of Clarity and Grace* (New York: Pearson Longman, 2003).

9. RECOMMENDED BOOKS AND READINGS

- 9.1 Writing skills web sites which may be useful.
<http://ksumail.kennesaw.edu/~shagin/introconclthesis.htm>
<http://owl.english.purdue.edu/handouts/index2.html>
<http://writingcenter.gmu.edu/esl/ourfavoritesites.html>

<http://www.ume.maine.edu/~wcenter/others.html>

<http://www.ceu.hu/ltc/ltc.html>

<http://www.bedfordstmartins.com/hacker/bedhandbook/>

9.2 In writing a book review, the following resources may be helpful:

<http://www.library.dal.ca/how/bookrev.html>

<http://www.wisc.edu/writing/Handbook/CriReadingBook..html>

<http://www.hist.ucalgary.ca/review.review./html>

http://courses.washington.edu/tande/book_reviews.htm

<http://www.library.ualberta.ca/guides/bookreview/index.cfm>

9.3 The following (in order of possible usefulness) may help in developing writing skills:
KANE, Thomas. *The New Oxford Guide to Writing* (New York and Oxford: Oxford University Press, 1988).

HEFFERNAN, James A. W. and John E. LINCOLN, *Writing: A College Handbook*, 3rd ed. (New York and London: Norton, 1990).

HACKER, Diana. *A Writer's Reference*, 5th ed. (Boston and New York: Bedford/St. Martin's, 2003). *Note*: Web linked.

JOHNSON, Andrew P. *A Short Guide to Academic Writing* (Lanham, Md.: University Press of America, 2003). *Note*: Section Three.

9.4 The Regent University Writing Center recommends:

RANKIN, Elizabeth. *The Work of Writing: Insights and Strategies for Academics and Professionals* (San Francisco: Jossey-Bass/John Wiley, 2001).

WILLIAMS Joseph M., *Style: The Basics of Clarity and Grace* (New York: Pearson Longman, 2003).

9.5 **The professor does not loan books from his library!**

University Library

Students are expected to make use of the wide variety of services and resources provided by the Regent University Library as they conduct research for written assignments and other projects assigned in this course. See a list of services at the following web address: <http://www.regent.edu/lib/theo/tenways.html>.

Books and articles can be requested from the Regent University Library by Ph.D. students. See the Library's webpage at <http://www.regent.edu/general/library> for more information. Here, students can search the Library Catalog for texts. Books are loaned out for a six-week period, and students must return them by UPS or Federal Express at their own expense before the loan period is over. Note that the library cannot loan out books that are currently on reserve for courses. Generally, there is no cost for articles, although students may incur some expense if the library encounters unusual costs obtaining them.

Students may call the Library Reference Desk toll-free at 1-888-249-1822. Reference assistance is also available by e-mail at refer@regent.edu or students may contact Bob Sivigny, Divinity Librarian, at robosiv@regent.edu. Students should explore what library services are available in their local area, particularly from public libraries, and determine where they are able to inter-library loan materials that are not held in their local library system.

The *Religion Resources* page at <http://www.regent.edu/general/library/subjects/divinity> is also an excellent resource as is the document *Recommended Resources for Old and New Testament Studies* available in the *Resources* section on the Divinity web site

(<http://www.regent.edu/acad/schdiv/resources/home.cfm>).

E-MAIL

All official Regent correspondence is issued ONLY via the student's Regent e-mail address. Non-Regent e-mail addresses are not utilized by the University. There are procedures available on the Regent e-mail system for forwarding individual e-mail received on the Regent account to another non-Regent e-mail address. However, this forwarding procedure can be unreliable. Thus it is recommended that the student regularly (i.e. daily) check the Regent e-mail account.

REGENT COMPUTER STANDARDS

Since the School of Divinity makes use of computer software and the Internet to communicate with students and enhance its courses, all students are required to be "computer literate" — proficient in the use of required computer hardware and software. For hardware, software, internet media software, and ISP requirements, check the following link:

<http://www.regent.edu/acad/schdiv/students/compstandards.shtml>.

BLACKBOARD INFORMATION

Blackboard (Bb) has two primary purposes in our courses: (1) to provide a means for students to receive timely information about the course in general, assignments, grades, and announcements from the instructor and (2) to promote thoughtful interaction between the professor and students and among students themselves as they work through course materials during the pre-residential and post-residential periods.

For instructions on how to access and use Blackboard, please work through the *Blackboard Tutorial*, which is in the *Resources* section of the Divinity web site (<http://www.regent.edu/acad/schdiv/students/tutorials.shtml>). Students are expected to be proficient at using the various areas of Bb, including the Discussion Board, Chat Tool, and downloading and viewing documents in Adobe (.pdf), PowerPoint (.ppt), Windows Media and Real Audio.

Students complete their weekly assignments as posted in the *Course Schedule* on Bb. They should also post to the *Discussion Board* on weeks when it is assigned, and check the *Announcements* section **each week** beginning the **first week** of the semester. Students are expected to check their Regent e-mail daily to ensure timely receipt of messages from the professor.

After working through the [Blackboard Tutorial](#), if you have problems and/or are not able to login, send an e-mail to bbdiv@regent.edu, describe the problem in detail and include your full name, your Blackboard User Name, Password, Regent e-mail address, and telephone number(s).

Regent University Information Technology (IT) will enroll you in the Blackboard portion of the course a few business days after you register for the course. Note that in order to be enrolled in the Blackboard course, you *must first register* for the course through GENISYS. This is required for all courses. If you are having problems registering through GENISYS please contact the University Registrar (757) 226-4047 for registration questions and the Information Technology Helpdesk (757) 226-4076 for technical questions.

10. SUBMISSION OF ASSIGNMENTS & E-MAILING THE PROFESSOR

10.1 **All email correspondence must be sent through your Regent University email**

- account to grahtwe@regent.edu and copied to alicpic@regent.edu.**
- 10.2 The subject line of **all e-mail messages** related to this course should include the course number (RTCH 785C), and the name of the student. For example, SUBJECT: RTCH 785C, John Smith).
- 10.3 Following these directions enables the professor to identify quickly the student and course and to keep track of assignments, facilitating a timely response. **Students should always include their first and last name at the end of all e-mail messages.** Thank you.
- 10.4 Assignments for this course should be submitted through the Assignment Tool in Blackboard. Instructions on how to use the “Assignment Tool” can be found on <http://www.regent.edu/acad/schdiv/students/tutorials.shtml> or going to the *Before you Begin* section of your Blackboard course.
- 10.5 Papers should be in MS Word (.doc) format.
- 10.6 ***For every 24 hour period, or part thereof, a piece of work is late, one (1) part grade will be deducted (e.g., a A- grade will be recorded as a B+ or B+ grade will be recorded as a B).***

COURSE PROCEDURES

There are several key elements you will need to fully understand prior to enrolling in this course.

1. This course requires **extensive online interaction and the completion of assignments according to the assignments schedule during the pre-residential and post-residential periods.** Thus, keeping up with the course schedule is required for your success as a doctoral student. Your personal schedule must allow you to keep up with the due dates for the readings and other assignments as found in the Course Schedule in the *Syllabus* and *Assignments* sections of Blackboard (Bb).
2. Be sure you can complete this course in the scheduled semester. Incompletes will only be granted for true emergency situations, not for poor planning.
3. You must have continuous access to a working and dependable Internet provider as well as reliable e-mail that can send and receive attachments. You must also have access to Microsoft Word 97 or later for writing assignments.

11. COURSE SCHEDULE

- 11.1 **Pre-residency** involves students completing the following before coming to residency: (For details see the “Assignment” sections below).
- The writing of the presentation paper
 - Preparation for giving a critical book review
 - Preparation for giving a response to a peer presentation paper which will be emailed to you one week before the residency
- 11.2 **Residency (October 8-19, 2007)** involves students taking part in the following (see also the “Assignment” sections below):
- Worship
 - **Students are to come to the residency prepared to lead worship once by bringing two (only!) songs on CD and by facilitating a brief time of prayer. The songs are to be (a) worshipful, i.e., not about God but addressed to God, (b) generally well known and (c) presented in a way that facilitates active vocal participation by the class. No homily is to be included in the worship.**
 - Present a 30 minute paper (which will be followed by a 10 min prepared peer

response and a 20 minute open discussion)

- Give a 10 minute response to a paper and submit it before leaving the residency
- Present a 20 minute critical book(s) review essay (which will be followed by a 10 min open discussion)
- If you would like an appointment with the professor, contact the divinity secretary at 757-226-4419 by **Monday 3.00 pm, October 8**, the first day of the residency, to make a 30 min appointment, preferably for the afternoon of the day of your presentation.
- Final Reflective Colloquium

11.3 **Post-residency:** in this period students are to be involved in the following (see “Assignment” section below).

- Electronically submit critical book(s) review essay
- Be involved in a Discussion Board.

12. ASSIGNMENTS: (A) PRESENTATION PAPER

12.1 **As soon as possible after registration students will be assigned one of the following topics.**

12.2 With due regard to the requirements of style and presentation for this course, students are to prepare a scholarly presentation paper on one of the following topics. (It is possible that a topic will be assigned to more than one student. If you drop the class after having been assigned a topic, the topic may be reassigned to another student and if you should re-enroll, you may have to do a different topic than your original one.)

1. “The Miracle Traditions in the Old Testament”
The purpose of this paper is to identify and discuss the characteristics of the major miracles traditions in the Old Testament. Included in the paper should be some indication of the significance of these traditions for the New Testament writers.
2. “The Miraculous in the World of the New Testament Writers”
This paper is to set out what was known and believed about the miraculous in the period two or three centuries either side of the time of the ministry of Jesus.
3. “The Significance of the Miracles for Jesus”
Mindful of the historical critical issues, this paper is to attempt to explain how Jesus understood his miracles.
4. “Mark’s Gospel and the Miraculous”
The question to be answered in this topic is, what view did the writer of the second Gospel have not only on the miracles of Jesus but on the miraculous in general.
5. “Matthew’s Gospel and the Miraculous”
See on Mark
6. “Luke’s Gospel and the Miraculous”
See on Mark
7. “Luke’s View of the Miraculous in the Post-Easter Community”
As necessary, taking into account the whole Luke’s corpus, this paper is to describe what Luke understood to be the nature and purpose of the miraculous in the early Church.
8. “The Fourth Gospel and the Miraculous”

See on Mark

9. "The Problems of the Nature Miracles"
This paper is to explore the problems associated with the historicity of the so-called nature miracles and their function in the Gospel traditions.
 10. "Saint Paul and the Miraculous"
What was Paul's understanding of the place of miracles and the miraculous in his theology and practical ecclesiology?
 11. "Magic and The Biblical Traditions"
This paper is to explore how various biblical traditions dealt with the uncertain boundaries between magic and miracle.
- 12.3 **Grading.** As appropriate to the particular subject, this paper will be graded taking into account how far, as appropriate to the particular subject, it accomplishes the following:
11. Has a clear and fulfilled statement of purpose.
 12. Fulfills all the style and submission requirements set out in *The SBL Handbook of Style* and in this syllabus.
 13. Offers a history of the subject.
 14. The main aspects of the subject are set out.
 15. Shows awareness of and interacts with a wide range of current literature.
 16. Shows evidence of and includes a discussion of the present standing or scholarly view of the subject.
 17. Is a balanced and scholarly piece that is grammatically correct as well as clearly and elegantly written.
- 12.4 **Bibliographies.** An important aspect of this exercise is identifying and interacting with the literature required to write the papers.
- 12.5 **Submission.** The presentation paper is to be submitted in Blackboard through the Assignment Tool by **Friday, September 28, 2007, 11:59 pm [current Eastern United States time]** If requested, a confirmation of submission of the paper can be sent to the student by email.
For every 24 hour period, or part thereof, a piece of work is late, one (1) part grade will be deducted (e.g., an A- grade will be recorded as a B+ or a B+ grade will be recorded as a B).

13. ASSIGNMENTS: (B) PAPER RESPONSE

- 13.1 One week before the the residency students will receive a copy of a paper to which they are to give a 10 minute (approximately 1,000 words) spoken response immediately after that paper has been delivered during the residence.
- 13.2 The response needs to:
 1. Point out the strengths and weaknesses of the paper in a gracious and scholarly fashion.
 2. Interact critically with the paper where appropriate.
 3. Initiate further immediate discussion of the paper.
 4. Conform to the style requirements of this course.
 5. (Criticisms, of errors of style and grammar can be communicated in writing to the presenter.)
 6. As a courtesy, give the presenter a copy of your response before you leave residency.
- 13.3 **Submission.** The response is to be revised and, not exceeding **two (2)** single spaced pages, be submitted electronically through the Assignment Tool **before leaving the residency.**
- 13.4 **For every 24 hour period, or part thereof, a piece of work is late, one (1) part grade**

will be deducted (e.g., an A- grade will be recorded as a B+ or a B+ grade will be recorded as a B).

14. ASSIGNMENTS: (C) A CRITICAL BOOK(S) REVIEW ESSAY

14.1 **Students will be assigned one of the following books or authors.** (It is possible that a book or author will be assigned to more than one student.)

BULTMANN, Rudolf. *History of the Synoptic Tradition*, rev. ed. (New York: Harper and Row, 1963), with particular reference to Part II, **and** BULTMANN, Rudolf. "The Question of Wonder," in his *Faith and Understanding* (Philadelphia: Fortress, 1987).

COTTER, Wendy. *Miracles in Greco-Roman Antiquity: A Sourcebook for the Study of New Testament Miracle Stories* (London and New York: Routledge, 1999).

EVE, Eric. *The Jewish Context of Jesus' Miracles* (JSNTSup. 231; London and New York: Sheffield Academic, 2002).

FUNK, Robert W. and The Jesus Seminar. *The Acts of Jesus: What Did Jesus Really Do? The Search for the Authentic Deeds of Jesus* (New York: HarperCollins, 1998).

GRAF, Fritz. *Magic in the Ancient World* (Cambridge, Mass.: Harvard University Press, 1997).

GRANT, Robert M. *Miracle and Natural Law in Graeco-Roman and Early Christian Thought* (Amsterdam: North-Holland, 1952).

GREIG, Gary S. and Kevin N. Springer. ed., *The Kingdom and the Power: Are Healing and the Spiritual Gifts used by Jesus and the Early Church Meant for the Church Today?* (Ventura, Calif.: Regal, 1993).

JANOWITZ, Naomi. *Magic in the Roman World* (London; New York: Routledge, 2001).

KAHL, Werner. *New Testament Miracle Stories in their Religious-Historical Setting: A Religionsgeschichtliche Comparison from a Structural Perspective* (Göttingen: Vandenhoeck & Ruprecht, 1994).

KEE, Howard Clark. *Miracle in the Early Christian World: A Study in Sociohistorical Method* (New Haven and London: Yale University Press, 1983).

KOSKENNIEMI, Erkki. *The Old Testament Miracle-Workers in Early Judaism* (Tübingen: Mohr Siebeck, 2005).

MEIER, John P. *A Marginal Jew: Rethinking the Historical Jesus*, vol. 2 (New York: Doubleday, 1994), with particular reference to Part three.

SMITH, Morton. *Jesus the Magician* (London: Gollancz, 1978).

SWINBURNE, Richard G. "Miracles," *The Philosophical Quarterly* 18 (1968): 320-28 **and** SWINBURN in SWINBURN, Richard G. ed. *Miracles* (New York: Macmillan and London: Collier Macmillan, 1989) **and** SWINBURNE, Richard G. *The Concept of Miracle* (London: Macmillan, 1970).

THEISSEN, Gerd. *Miracle Stories of the Early Christian Tradition* (Edinburgh: T & T Clark, 1983).

THOMAS, John Christopher. *The Devil, Disease and Deliverance: Origins of Illness in New Testament Thought* (Sheffield: Sheffield Academic Press, 1998).

TWELFTREE, Graham H. *Jesus the Exorcist: A Contribution to the Study of the Historical Jesus* (Tübingen: J. C. B. Mohr and Peabody, Mass.: Hendrickson, 1993).

14.4 The purpose of the critical book(s) review essay is to

1. Become familiar with a key book or author in the subject
2. Introduce other students to the book or author
3. Help prepare for the comprehensive examinations
4. Understand where the book or author fits in the scholarly conversation
5. Learn how to assess the value and importance of a book.

14.5 In writing the review, the following resources may be helpful:

- <http://www.library.dal.ca/how/bookrev.html>
- <http://www.wisc.edu/writing/Handbook/CriReadingBook..html>
- <http://www.hist.ucalgary.ca/review.review./html>
- http://courses.washington.edu/tande/book_reviews.htm
- <http://www.library.ualberta.ca/guides/bookreview/index.cfm>

14.6 Review articles in the *Journal of Biblical Literature* and the *Journal of Theological Studies* are to be considered models for the reviews required for this course.

14.7 **Submission.** The paper can be revised and is to be submitted by Friday November 9, 2007, 11.59 pm (current Eastern United States time). *For every 24 hour period, or part thereof, a piece of work is late, one (1) part grade will be deducted (e.g., an A- grade will be recorded as a B+ or a B+ grade will be recorded as a B).*

15. ASSIGNMENTS: (D) GROUP DISCUSSION BOARD

- 15.1 On the morning of the last day of the residency students will be put in groups of three or four for the purpose of this assignment.
- 15.2 Students are to meet in these groups over lunch on the last day of the residency for initial discussions of the assignment.
- 15.3 Using the Group Discussion Board feature in Blackboard, each group of students is to produce a 250 word statement on “What place should miracles and the miraculous have in contemporary theological reflection and Christian ministry?”
- 15.4 **Submission deadline: Friday, November 16, 11.59 pm (current Eastern States time).**

16. ASSIGNMENTS: SUMMARY AND DUE DATES

- **Presentation** paper Friday, September 28, 2007, 11:59 pm (current Eastern United States time).
- Presentation paper **response**: presented during residency and submitted electronically before leaving the residency.
- Critical Book(s) **review** essay: presented during residence (October 3—14, 2005) and submitted electronically by Friday, November 9, 2005, 11:59 pm (current Eastern United States time).
- **Group Discussion Board**: submitted through BlackBoard by Friday, November 16, 11:59 pm (current Eastern United States time).

17. STYLE FOR ALL PAPERS

- 17.1 Apart from the requirements set out in this paragraph all assignments submitted for this course must be wholly consistent with *The SBL Handbook of Style* (ed. Patrick H Alexander, et al.; Peabody, MA: Hendrickson, 1999).
- 17.2 Including footnotes, the presentation paper **is not to exceed nine (9) pages** and the

- critical book review essay **is not to exceed four (4) pages.**
- 17.3 The response to the presentation paper (submitted as revised) is to be **not more than two (2) pages.**
- 17.4 All written works should be single-spaced in 11 point (main text and bibliography) and 9 point (footnotes; no endnotes are to be used), in Times New Roman, ragged right margins on default margins in Microsoft Word.
- 17.5 Double space between paragraphs. Do not indent or tab the first line of a paragraph.
- 17.6 The title on the first line is to be in upper case, bold and centered.
- 17.7 Your name (without title), on the second line, is to be centered in lower case (initial capitals), non-bold typeface.
- 17.8 Any sub-headings through the text (which facilitate reference during discussion) are to be numbered and flush left.
- 17.9 Your name (e.g., John B. Smith) is to appear in the header from the second page, top left in 9 point font.
- 17.10 Pagination, appearing top right, is to begin on page 2.
- 17.11 File names may appear as a footer on every page in 9 point font, right flush.
- 17.12 Following the last word of the text insert the word [end] to indicate the end of your paper.
- 17.13 Where it does not conflict with these requirements, the articles in the *Journal of Biblical Literature* may be used as a model of style.
- 17.13 The instructor will arrange for your paper and review to be made available to other students via Blackboard.

18. STUDY SUGGESTIONS

- 18.1 Students are encouraged to adopt such attitudes, habits and disciplines that will facilitate efficient study methods, genuine intellectual inquiry and godly scholarship.
- 18.2 The following books may be helpful for developing the life and habits of a student: MACDONALD, Gordon, *Ordering Your Private World* (Nashville, Tenn.: Moody, 1987).
SERTILLANGES, A. G., *The Intellectual Life: Its Spirit, Conditions, Methods* (Washington, D.C.: Catholic University of America, 1987).
SIRE, James, *Habits of the Mind: Intellectual Life as a Christian Calling* (Downers Grove, Ill.: InterVarsity, 2000).
- 18.3 Ask God, by his Spirit, to guide and empower your study.
- 18.4 Read through the [Computer Standards](#) (<http://www.regent.edu/acad/schdiv/students/compstandards.shtml>) in the Students section of the Divinity web site and ensure that you have the necessary hardware, software, and computer training.
- 18.5 Work through the [Computer Tutorials](#) (e.g., Blackboard, GENISYS, E-mail), including the instructions for how to forward your Regent e-mail to an outside e-mail address: [Forwarding Regent E-mail \(PDF File, 93K\)](#).
- 18.6 Be familiar with the Regent University Library Divinity subject website and its resources.
- 18.7 You are encouraged to make contact with Bob Sivigny (robosiv@regent.edu or 757-226-4184) in relation to library questions.

19. PLAGIARISM

The link to Regent's policy on plagiarism can be found at:
<http://www.regent.edu/it/infosec/iproperly.cfm>

20. STUDENT PORTFOLIOS

Each semester, students will have specific writing assignments as outlined by the instructor that must be included in their final portfolio. Before proceeding to comprehensive examinations, all specified assignments from the coursework phase of the Ph.D. must be included in the student's portfolio.

The following assignments for this course will be added to the student's portfolio:

- The Presentation Paper

21. READING LOG

All students will keep an ongoing Reading Log beginning at the point of their matriculation into the PhD program. This Log will be included in student portfolios. Readings covered in this course should be added to your log.

22. STUDENT COURSE EVALUATION

Students have the opportunity to provide feedback throughout the course through e-mail, telephone, and on-campus appointments. Near the end of the semester, students will complete an anonymous online course evaluation form. Since the results contribute to improving course design and presentation, it is important that students be honest and constructive in their evaluations. Students will receive an e-mail reminder from the University when it is time to complete these evaluations. Please take time to provide this input. Students can access the online evaluation system at: <http://eval.regent.edu/regent/survey/students.cfm>. If you have questions about the online evaluation please contact evaluation@regent.edu or Teresa Deiner at (757) 226-4135.

23. INCOMPLETE GRADES

Incomplete Grade Policy: An incomplete grade ("I") will only be given in a regular course for legitimate deficiencies due to serious illness, emergencies or other extraordinary reasons, and not because of neglect on the student's part. To request an Incomplete, the student must submit an *Incomplete Request Form* (<http://www.regent.edu/acad/schdiv/assets/incomplete.pdf>) to the Academic Dean at least one week prior to the end of the semester. The Academic Dean will determine an appropriate due date for outstanding assignments and the student and professor will be notified. Failure to turn in course work by the due date will result in an "FX" grade for the course which will count negatively towards the student's GPA.

24. GUIDES TO ASSESSMENT

24.1. **NOTE: THERE ARE HEAVY PENALTIES FOR LATE PAPERS!**

- See the "Assignments: Summary and Due Dates" (above).
- In the planning, preparation and timely electronic delivery of papers students should always take into account the possibility, indeed probability, of both software and hardware failure. "Backup" all work carefully and frequently!

24.2. Written assignments

(a) *Content.* Papers need to include the generally accepted content in relation to its subject. On the other hand, material not directly relevant to the topic is to be ruthlessly excluded.

(b) *Structure and argument.* There must be a logical progression through the sentences and paragraphs all of which, together, contribute precisely to the topic or question. An introduction, body section and conclusion are expected in all papers. Questions or topics set in two or more parts are to be answered in a way that reflects the questions. Such preparatory practices as (a) writing an outline, (b) giving each paragraph an imaginary heading, and (c) ensuring that the introduction and conclusion match are highly recommended.

(c) *Evidence.* A case is made—an argument won—not based on opinion, hearsay or generalizations but in light of appropriate evidence. Therefore, evidence from relevant biblical material or from essential secondary literature is expected from all students in all papers. Please note that plagiarism (an idea or the consecutive reproduction of four or more words taken from a source without proper citation) is illegal and unethical. When in doubt, footnote!

(d) *Sources.* In gobbets or exegetical exercises, your biblical sources should be limited to the book under investigation and the best modern critical commentaries available on that book. Since many biblical authors did not know one another, it is tenuous and requires at least very brief comment or argument to use quotations from another author to support a point you are making.

(e) *Quotations.* Extensive quotations from secondary sources are a sign of immature writing and lack of comprehension. You should only include a quotation from a secondary source when that author has made a point in such a way that it is lost unless the specific language of that author is used. Otherwise, put the thought in your own words and footnote it.

(f) *Grammar, style, spelling and expression* will be taken into account in grading. University level command of the English language, using clear and precise language with paragraphing and grammatically correct sentences, is assumed and required. Incomplete sentences, dot points and note-like comments are always unacceptable. Such practices as (a) using spell-check on your word processor, (b) reading the paper aloud to yourself, (c) having a peer read and edit the paper, and (d) revising the paper one to two days after it is initially written are highly recommended.

(g) *Language.* Be sure when relating a biblical author's position or point to use the same language or expressions that the author used. While it is tempting to read our denominational tradition or religious experience into passages, this temptation should be avoided as far as possible.

(h) *Word or page length.* If a word length is specified, the paper must contain a statement giving its word length. **Only material up to the word or page length will be graded.** Bibliographies, if asked for, and footnotes—which are to carry no more than bibliographical information—are not to be included in word counts. It is a good idea (a) to do adequate research, (b) write slightly over the word length, and then (c) revise and cut out extraneous material.

(i) *Presentation.* Though **cover sheets are not required**, due regard for the conventions of scholarly presentation set out in the syllabus is required. For example **every paper must begin with the title or question answered or passage discussed.** Your attention is drawn to the following:

<http://www.bridgew.edu/Library/turabian.htm>

25. GRADING PHILOSOPHY

The following evaluation rubric is based on Regent University's Catalog and is in keeping with grading policies at most U.S. graduate schools.

A A-

Work of superior quality in all areas. Work displays an outstanding mastering of the facts, a creative and critical use of the data, and an analysis or evaluation of facts, research, and trends, that shows real scholarship and talent for graduate work at the highest level. Practical or formational implications of work are included, as appropriate.

B+ B B-

Good grasp of facts, creativity and analysis, showing good comprehension of the subject. Practical or formational implications of work are included, as appropriate. The grade for such work will vary from B+ to B- according to the quality and quantity of the work.

C+ C C-

The student has shown a minimal grasp of the facts of the course, and does not demonstrate the desired level of creativity, analytical performance, or comprehension. Practical or formational implications of work are included, as appropriate. The grade will vary from C+-C- (As the minimum GPA for the Academic M.A. is 3.0, students in these degrees who receive a grade below a C (i.e. C-) in any course must repeat that course in order to graduate. As the minimum GPA for M.Div., M.A. in Practical Theology, and M.A. in Missiology is 2.0, students who receive a grade of C- in these degrees need not repeat the course in order to graduate).

D+ D D-

Below minimal understanding and ability to handle the subject material of the course, but not requiring the course to be repeated. Practical or formational implications of work are included, as appropriate. The grade will vary from D+ to D- (As the minimum GPA for the Academic M.A. is 3.0, students in these degrees who receive a grade of D+ D D- in any course must repeat that course in order to graduate. As the minimum GPA for M.Div., M.A. in Practical Theology, and M.A. in Missiology is 2.0, students who receive a grade of D+ D D- in these degrees need not repeat the course in order to graduate).

F

Not acceptable for graduate level study. The student's work indicated major deficiencies both in routine learning and in use of data. This grade denotes either unacceptable performance in spite of some effort, or failure to complete the assigned work.

26. METHOD OF EVALUATION

Presentation paper	50%
Critical Review of Book(s) Essay	25%
Response to paper	15%
Class Participation and	10%

Group Discussion Board	
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27. ADDITIONAL COURSE DOCUMENTS

Every effort has been made to ensure this syllabus contains all documentation required for this course. However, additional course documents, including Course Supplement, might be available on Bb. Students are responsible for reading the information found in these documents.

This syllabus is subject to change without notice.

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