

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY  
**DOCTOR OF MINISTRY PROGRAM**  
CHANGING THE PEOPLE WHO CHANGE THE WORLD

Preaching Concentration, Cohort 2011  
Year Three  
CHMN 744

**A HISTORY OF PREACHING**  
*2013 Module*

*Finbar Benjamin*





CHMN 744

## A HISTORY OF PREACHING

DMIN IN PREACHING CONCENTRATION 2009

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### GENERAL MODULE INFORMATION

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Module acronym: CHMN 744  
Module name: A History of Peaching  
Intensive location: Andrews University Theological Seminary  
Intensive Dates: July 8-18, 2013  
Credits: 5

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### INSTRUCTOR CONTACT DETAILS

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Professor: Professor Finbar Benjamin, DMin  
Telephone: 269-652 9680  
Email: [fsbenre@mac.com](mailto:fsbenre@mac.com)

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### BULLETIN MODULE DESCRIPTION

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This module explores the history of preaching, its procession of personalities and trends. Participants investigate and define the beliefs, practices and identity of four preaching styles that have dominated preachers and schools of preaching. Includes a discussion of unusual and/or important contributions to preaching in the 20<sup>th</sup>-21<sup>st</sup> century.

In this module, we will seek to critically exploring the essential theological, hermeneutical, and homiletical developments within the Christian church, from biblical times to the modern period (e.g. *Biblical and Patristic Period; Middle Ages and Renaissance; Reformation Periods, and the Modern and Postmodern Periods*). These developments will then be contrasted with contemporary homiletic theory

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

and preaching within a largely post-critical and post-foundational intellectual environment. The intension is to seek to identify the transformative shifts in the history of preaching and to determine their significance for contextual proclamation, personal growth, pastoral care, and congregation empowerment and mission.

Like theology, preaching is a profoundly contextual enterprise. As such, we will seek to ground these developments, transformative shifts, and function, in their ecclesiological, socio-cultural, ideological, political, and religious contexts.

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## CONCENTRATION OUTCOMES

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The Doctor of Ministry in Preaching Concentration seeks to develop the person (Being), knowledge (Knowing), and practice (Doing) of its participants. Following are outcomes that are important to evaluate. These outcomes guide the curriculum, and should be reflected in the Ministry Development Plan developed by the participant.

### Being

The graduate will experience transformational development in the following ways:

1. Experiencing security in the high calling to ministry
2. Enrichment of personal and family life
3. Greater commitment to ministry
4. Positive collegial relationships
5. A global view of society and ministry

**Assessed by:** Requiring students to complete a section in their Ministerial Development Plan (MDP) in which they will name strategies for biblical spirituality and practices they adopted to grow spiritually as a result of the DMin program and the direct assessments in module two on theological and spiritual foundations administered by faculty.

### Knowing:

The graduate will have::

1. Exceptional understanding of theory in the field of homiletics
2. A faithful Adventist theology of prophetic preaching
3. An understanding of servant leadership
4. Knowledge to integrate preaching and worship
5. An understanding of the contextual nature of preaching

**Assessed by:** The direct assessment provided by the faculty in all modules for various assignments and by completing two theoretical chapters in their project documents (Chapters 2 and 3) where students will provide theological reflection on their research topic and show a high level of acquaintance with the current literature on the subject assessed with the project.

**Doing:**

The graduate will have enhance preaching skills to

1. Produce excellent exegesis of scripture
2. Learn and practice diverse styles of preaching
3. Evaluate the effectiveness of preaching
4. Deliver prophetic sermons with excellence
5. Read scripture in public effectively
6. Articulate a
7. theological understandings that advance preaching and worship

**Assessed by:** Successful presentation and assessment of their project before peers and their respective project committees as well as direct assessments of case studies and journals administered by faculty in the modules.

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## THE COHORT

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This module is open to members of this cohort, who take the sequence of modules and the project seminar together. Cohort members will meet in groups between intensives and pursue projects that advance their competencies. On completion, they will have completed a Preaching Concentration in their DMin program.

Participants in this preaching concentration and cohort take the following modules and courses in the following sequence: **Year 1:** CHMN743 (July 5-15, 2011), GSEM790 (July 17-21, 2011), **Year 2:** GSEM706 (May 7-17, 2012), GSEM730 (February-April, 2012), **Year 3:** CHMN744 (July 8-18, 2013), **Year 4:** CHMN748 (July 7-16, 2014).

Always consult the Doctor of Ministry program planner at [www.doctorofministry.com](http://www.doctorofministry.com) for possible adjustments to the date and locations of future teaching intensives.

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## MODULE REQUIREMENTS

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### I. PRE INTENSIVE

The pre-intensive requirements for this course will be in TWO PARTS. The first part involves *reading and Journaling* (details below), and the second part involves a critical and *integrative power point presentation*, based on the sermons of two historical figures in the history of Christian preaching (see details on page six below). Part one and two of the pre-intensive work must be submitted to the instructor by email ([fsbenre@mac.com](mailto:fsbenre@mac.com)), no later than the beginning of the first day of class. The power point presentation will be made to the class according to the alphabetical sequence of the class schedule. However, each student must be ready to be called upon to present and reflect with the class on the significance of the pre-intensive assignment for their learning and preaching.

#### 1. Reading and Journaling: *Due by July 8, 8:00 A.M.*

*Enrolled program participants may contact the professor or the DMin office to obtain the titles for the required reading and assignments.*

Books can be purchased in any manner convenient to the participant.

#### 2. Integrative Power Point Presentation

*Due July 8, 8:00 A.M.*

Participants should study the sermons/preaching of any TWO of the following historical figures or contemporary preachers, (*Apostle Paul, a Biblical Prophet, Jesus, St. Augustine, John Chrysostom, Martin Luther, John Calvin, John Wesley, William Miller, E.G. White, Charles Spurgeon, G. Campbell Morgan, Phillip Brooks, Dwight Moody, Karl Barth, Henry Emerson Fosdick, Billy Graham, H.M.S. Richards, Dwight Nelson, E.E. Cleveland, C.D. Brooks, Martin Luther King Jr., George Whitfield*). A student may choose to present on one preacher and the preaching done within a particular era/period, or movement, such as Reformation, among the Lollards, Puritans, Black Adventist Preaching, Black Preaching, the preaching of the Civil Rights era, modern/postmodern era preaching, Evangelical preaching, the Mega-Church era, etc.).

They should prepare a 15-minute power point presentation for class and group reflection during the intensive according to the schedule, or as directed by the instructor.

The power point should be presented in an informative and interesting way, and must have the following details:

- a. The names of two preacher/s or movement
- b. A brief biography or historical overview for each
- c. Historical, social, and ecclesiological settings
- d. Homiletic contribution/s

- e. Comparison and evaluation of a sermon
- f. Value for contemporary Adventist preaching, MDP and your DMin project
- g. Bibliography on last slide

**Some helpful books for your Power Point Presentation are listed below. Additional books may also be used, based on your presentation. Please note that in addition to published books, journals, and good Bible software packages, only academically suited websites may be referenced.**

*Enrolled program participants may contact the professor or the DMin office to obtain the titles for recommended books.*

All books may be purchased in any format convenient to the participant.

## **II. THE INTENSIVE**

- A. Students are required to be punctual at each class, with no less than 90% overall attendance.
- B. On some evenings a daily journal will be required.
- C. Students will participate in discussions, presentations, group activities, journaling, and a compilation of notes is expected.
- D. A cohort field experience may be planned for Saturday or Sunday.
- E. Preparation and presentation of a 10 minute sermon, utilizing dominant characteristics or content from a specific intellectual period in the history of Christian preaching. For example, you should think about how developments in biblical studies, hermeneutics, theology, and socio-political change have led to new approaches to preaching. In a preamble before your sermon introduction, you should indicate how the development you have chosen impacts the content, delivery, style, etc., of the sermon you plan to deliver.

## **III. POST INTENSIVE**

### **A. Post-Intensive Reading and Journaling:**

For your post-intensive reading and journaling assignment, you should journal your responses for five (5) of the books provided in the post Intensive list below, using the table provided. Please use one table per book. Aden, Childers, and Lischer, are required reading. Each student will choose the final three books from the post-intensive list to make a total of five. **Due February 28.**

The focus of the post-intensive reading and journaling is on the transformative significance of new/modern styles or methods in homiletics for your own preaching in the context of your ministry. Put another way, how should, or why should some of the developments in modern and postmodern homiletics impact the preaching of Seventh-day Adventist pastors in their specific socio-cultural, political, ideological, and religious context of ministry? In light of the general polarities between modernism and postmodernism, what factors should be critically considered when seeking to utilize a new approach to proclaim the gospel today? What weaknesses would prevail if new approaches were not adopted? What would be gained or lost? What tensions should exist between a rational or doctrinal proclamation of the gospel and an experiential and transformative understanding of the gospel for preaching? Should the preaching context affect the preaching content? What is your theology for preaching?

Post Intensive Reading List:

*Enrolled program participants may contact the professor or the DMin office to obtain the titles for the required reading and assignments.*

POST-INTENSIVE  
TRANSFORMATIVE READING AND JOURNALLING IN MODERN HOMILETICS  
CHMN744 A HISTORY OF PREACHING

STUDENT'S NAME: \_\_\_\_\_

BOOK TITLE: \_\_\_\_\_

AUTHOR: \_\_\_\_\_

CHAPTER/ PART	BRIEF SUMMARY OF MAIN IDEAS	CRITICAL EVALUATION & REFLECTION OF MAIN IDEAS	TRANSFORMATIVE INTERSECTIONS IN CONTEMPORARY HOMILETICS

B. Review the Ministry Development Plan (MDP) of five to seven pages, double spaced. The Ministry Development Plan should have four sections; a description of your situation when you began the program, your vision for your life and ministry following the program, the steps you have been taking and propose to take to move in the direction of that vision during your program, and a listing of the helping as well as hindering forces. The Ministry Development Plan should include spiritual, personal, relational, and professional context, vision, and activities to accomplish the vision in those areas.

C. Chapter four of your project document, a paper of at least 16 but no more than 22 pages, will be required providing the methodology of your project challenge. **This is the work required in year three that partially integrates your 6 credits of project learning into the program.**

*The Andrews University Standards for Written Work, 12<sup>th</sup> Edition* (or more recent edition) will

provide the standards for all written work. Doctor of Ministry papers are done in APA style.

D. Meet again with your context support group of five to nine persons from your specific ministry context and review your MDP. The meeting should center on personal and professional progress. The meeting must occur on or before Monday, September 16. The group will review the MDP and its role with materials provided during the intensive.

E. Students will participate in a minimum of two sessions of a work group for peer support and sharing of experience.

1. A journal and attendance record of the group meetings will be required from a secretary for each group by **December 31, 2013**.
2. The first group meeting must occur on or before **September 9**, and review the work of each student on their chapter four.
3. The second group meeting must occur on or before **November 25**, and review the case study done by each student.(or other assignment)
4. Groups may meet by phone conference, face-to-face, or via electronic conference.
5. Prepare, preach and record a transformative Christmas sermon. This sermon should show how you have attempted, to integrate or appropriate a specific homiletic style, method of interpretation, theological concept, etc., from the history of preaching, with the view of addressing a specific pastoral issue or concern in a specific congregation. A DVD of the sermon should be sent and received by the professor before **January 31**, with a 3-5-page review of the sermon, explaining its style, content, and purpose.

F. Continue your work with an appropriate field mentor, be involved in at least monthly sessions with your mentor, and report the 1) name, 2) contact information, and 3) a one page journal of session dates and reactions to the sessions to the lead teacher on the final assignment due date.

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## GRADING CRITERIA AND COURSE ASSESSMENT ITEMS

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### A. Criteria for Grades

Assessment is accomplished by evaluating participation and assignments around the outcomes of the concentration. There are four outcomes in the area of being, four in the area of knowing, and



four outcomes in the area of doing. The chart below describes the process of judging the integration of those outcomes. Please keep in mind that despite the three distinct areas of learning, the process is essentially an integrated process on a personal, instructional, and homiletical level.

OUTCOMES OF THE CONCENTRATION	LEARNING RESOURCE FOR THIS MODULE	PROCESS OF ASSESSMENT
<b>BEING</b>		
Security with humility in the high calling to ministry		Daily review
Enrichment of personal and family life	Ministry Development Plan	Role playing
Greater commitment to spiritual growth and ministry	Intensive presentation and participation Ministry Development Plan	Evaluate intensive discussion and participation  Group work  Evaluate redemptive content of sermon
Positive collegial relationships	Group work  MDP	Intensive participation  Journaling
A global view of society and ministry	Pre-Intensive Reading	Evaluate global vision through ability to contextualize and de-contextualize
<b>KNOWING</b>		
Exceptional understanding of theory in the field of homiletics	Pre-intensive reading on the history of preaching  Intensive presentation on theory and method development	Evaluation of pre-intensive reading reports, journaling of literature, the quality of intensive presentations, group reflections, and class participation.
A faithful Adventist theology of pastoral and prophetic preaching	Class presentation  Post intensive assignment	Integrative power point presentation  Evaluate post intensive DVD sermon

Integration of preaching and worship	Field Education Post intensive assignment	Evaluate how knowledge presented in preaching relates to congregational need
To articulate theological and theoretical understandings that advance preaching and worship	Ministry Development Plan Intensive participation  Chapter 4/5  Pre/Post Intensive reading reports	MDP Class Presentation Journaling  Evaluate Post- Intensive Praxis
<b>DOING</b>		
To produce excellent exegesis of scripture	Preaching praxis	Assess Post Intensive sermon
To learn and practice diverse styles of preaching	Pre & Post Intensive Reading Reports	Evaluate class presentation and post-intensive Preaching Praxis
To read scripture in public effectively	Group Work Intensive Participation	Evaluate Post-Intensive Praxis Journaling
To articulate theological and theoretical understandings that advance preaching and worship	Ministry Development Plan Intensive participation  Chapter 4/5  Pre/Post Intensive reading reports	MDP Class Presentation Journaling  Evaluate Post- Intensive Praxis

## B. Grading

### **PRE-INTENSIVE READING 32%**

Pre-Intensive Reading-1	8%
Pre-Intensive Reading-2	8%

Pre-Intensive Reading-3	8%
Integrative Power Point Presentation	8%

<b>INTENSIVE</b>	<b>35%</b>
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Attendance	5%
Lecture	5%
Group Work	5%
Class Power Point Presentation	5%
Group Reflection and Journaling	5%
Preaching	5%
Field Education	5%

<b>POST-INTENSIVE</b>	<b>33%</b>
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Reading/Journaling	4%
MDP	4%
Methodology Paper	4%
Contextual Support Group	2%
Small Group Meeting	2%
Mentoring	2%
DVD Sermon	10%

**LETTER GRADE**

96 - 100%	- A
93 - 95%	- A-
90 - 92%	- B+
85 - 89%	- B
82 - 84%	- B-
79 - 81%	- C+
75 - 78%	- C
72 - 74%	- C-

C. Assignment submission deadlines will be applied as follows:

Assignment due date:	(possible A grade)
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Late up to 30 days:	(no more than A-
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SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

grade)

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Late 31 to 60 days:	(no more than B+ grade)
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Late 61 to 90 days:	(no more than B grade)
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Late 91 days or more: (DN deferred and not completable\*)

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, July 8. If submitted late, the work will be discounted 10%. The remaining assignments are due according to the schedule. DGs (deferred grades) are provided in the semesters before assignments are due.

\* Graduation requires a 3.0 or better program GPA. Students who receive a DN must seek permission from the DMin office to restart with another cohort and seek a new program time limit. Such requests are considered by the DMin program committee and not guaranteed. No tuition refunds are considered.

#### D. Course Time Parameters and Calculations

The Doctor of Ministry program requires 56 hours of study for each semester credit. This module is 5 hours, so the entire course module is to require 280 hours. Following is a rule of thumb to help guide your reading, research, and writing for Seminary courses:

- Average reading speed 15-20 pages/hr.
- Average writing speed 3 hr./page

The time for this module is calculated as follows:

Ministry Development Plan – 10 hours

Reading and journaling (approximately 2,880 pages) – 160 hours for the reading and 40 for the journaling = 200

Intensive - 60 hours

Journaling during the intensive – 2 hours

Context support group - 2 hours

Post intensive paper **(the writing time - 60 hours, plus experiential and research time - 64 hours, satisfies the 124 hours for 2 project credits)**

Peer group attendance and journaling - 5 hours

Mentoring – 7 hours

**Total 286 hours (not including the project credits)**

## E. Assignment Submission

All written assignments are to be sent with a Turabian formatted cover page, by email. Papers longer than two pages should also include a table of contents and a bibliography.

## F. Criteria for Assessing the Post Intensive Paper – A Rubric

CATEGORY	<b>4.00 Target</b>	<b>3.00 Needs Improvement</b>	<b>2.00 Unsatisfactory</b>	<b>1.00 Unacceptable</b>
<b>Introduction</b>	The chapter begins with an introduction that invites the reader into the topic and presents a bird's eye view of what the chapter will cover.	Same as Target, the bird's eye view is incomplete.	The reader is invited into the topic but no bird's eye view is given of what the chapter will cover.	There is no introduction or no clear connection between the introduction and the body of the chapter.
<b>Profile of the Ministry Context</b>	A <b>concise</b> profile is given of the ministry context that relates specifically to the task of the project.	A concise profile is given of the ministry context that relates to the task of the project.	A profile of the ministry context is given that does not relate specifically to the task of this project.	There is no profile of the ministry context.
<b>Development of the Intervention</b>	An intervention is developed that <b>clearly</b> builds upon the theological foundation and the literature review.	An intervention is developed that <b>seems to</b> build upon the theological foundation and the literature review.	An intervention is developed, but no clear relationship is shown between it and the theological foundation and the literature review.	No intervention is developed.
<b>Description of the Intervention</b>	A <b>concise</b> description of the intervention is given, including how participants were recruited, what kind of sessions, how many, objectives, and content.	A description of the intervention is given, including how participants were recruited, what kind of sessions, how many, objectives, and content.	An intervention is described, but it is unclear or lacks a logical flow.	No intervention is described.
<b>Conclusion</b>	The chapter ends with a conclusion that <b>clearly</b> reiterates the main points, and acknowledges directions for further research and reflection.	The chapter ends with a conclusion that reiterates the main points and acknowledges directions for further research and reflection.	One of the main points is not reiterated in the conclusion. Or in addition to reiterating what was discovered in the body of the chapter the conclusion presents new evidence or makes claims that are not substantiated in the body of the chapter.	There is no conclusion or the conclusion does not capture the main points of the chapter.
<b>Format</b>	The chapter formatting follows proper <i>Andrews Standards for Written Work</i> .	There is 1 formatting mistake.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.
<b>Style</b>	The chapter follows APA Style in-text referencing to cite	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes.

sources.

<b>Language Conventions</b>	There are no spelling, grammar, or punctuation errors.	There is spelling, grammar, or punctuation error.	There are 2 spelling, grammar, or punctuation errors.	There are 3 or more spelling, grammar, or punctuation errors.
<b>Clearly Written</b>	The chapter is written in a reader-friendly manner that models clarity of expression.	The chapter is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
<b>Length</b>	16-25 pages	26-30 pages	31-40 pages	More than 40 pages

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### CRITERIA FOR GRADE ASSESSMENT

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#### 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 DN GRADE

The DN grade is given when very limited or no demonstrable competency has been observed and 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 centre, the academic process can provide an opportunity for a student to significantly improve their performance.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.

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## UNIVERSITY POLICIES

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### **Academic Integrity**

Andrews University takes seriously all acts of academic dishonesty. Academic dishonesty includes (but is not limited to) falsifying official documents; plagiarizing; misusing copyrighted material; violating licensing agreements; using media from any source to mislead, deceive or defraud; presenting another's work as one's own; using materials during a quiz or examination other than those specifically allowed; stealing, accepting or studying from stolen examination materials; copying from another student; or falsifying attendance records. For more details see the Andrews University Bulletin 2010, page 30.

“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.”

*Andrews University Bulletin 2010, page 30*

Accommodations are made for disabilities. Students with diagnosed disabilities should request accommodation. If you qualify for accommodation under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

### **PLAGIARISM**

Replicating writing, cutting and pasting or moderately paraphrasing text from publications, internet sources, books, friends papers or publications, family members papers or publications, ghost writers papers or publications with the intent of passing it off as your own work, is strictly prohibited and unacceptable. Students found to be plagiarizing the work of others will receive an immediate Failing grade. Your actions will be reported to the University and your sponsor (if sponsored). You may even face expulsion from the University. Your lecturer will randomly sample sentences, phrases and paragraphs from your paper and compare them with papers from past students and with content on the internet. Your lecturer is also familiar with a lot of the publications and sources you will be using for your assessment and will also be able to identify any potential plagiarism.

### **LANGUAGE AND GRAMMAR**

There is an expectation that a person who holds a Master's qualification will have advanced written language skills, particularly in the language in which their Masters was taught. Thus, no special consideration will be given to

students who speak English as a second language or native-English speakers who struggle with written English. Such students are advised to seek the assistance of the campus writing lab or seek the services of a professional academic editor prior to the submission of their assessment.

Students are encouraged to have someone else read their assessments aloud to them prior to submission. This practice will provide you with immediate feedback as to how your written assessments sounds/reads to another person. You may even want to have a friend or a professional academic editor look over your assessments to identify any typing, spelling or punctuation errors too.

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## OUTLINE OF TOPICS

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### TOPICS

1. Jewish hermeneutics and theology affecting early Christian preaching
2. Apostolic interpretation and preaching
3. Greco-Roman rhetoric and early Christian preaching
4. Theological interpretation and preaching in the Patristic period
5. Theological interpretation and preaching in the Middle-Ages
6. Theology, Bible, and culture, shaping Reformation preaching
7. The New Hermeneutic and modern preaching
8. Contextual Homiletics: Preaching as practical theology

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## INSTRUCTOR PROFILE

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Dr. Finbar Benjamin is an Associate Professor in the School of Religion, at Oakwood University (2002 – Present). He holds a BA in theology (1989), and an MA in Pastoral Ministries (1996), from Andrews University. He also holds a PGDip in Applied Theology, from the University of Oxford, England (2001), and a Doctor of Ministries degree (D.Min.) in Preaching, focusing on narrative hermeneutics and Pastoral Theology, from Northern Baptist Theological Seminary (2000). He pastored in London, England, from 1988 – 2001, and was ordained in 1993. He is a Clinical Chaplain, trained at Emory University Center for Pastoral Services, in Atlanta Georgia (2001), and a Conflict Resolution Mediator. His current academic research is in the areas of Theology and Contextual Biblical Hermeneutics, and in the intersections of theology and social psychology, as they relate to the postcolonial African diaspora. He is also a Principle Investigator for Oakwood, in the 21<sup>st</sup> Century GC Retention Study.

For the last eight years, Dr. Benjamin has served the regional divisions of the *American Academy of Religion*, and the *Society of Biblical Literature (South Eastern Commission for the Study of Religion - SECSOR)*, as the Co-Chair of the *American Hermeneutic Section*, and the *Bible and Modern Culture Section*. In the ASRS, Dr. Benjamin served as the 2011-2012 Convener of the Black Theology Group. He is also the Coordinator of the recently formed Association of Black Adventist Religion Scholars. 2013

