THST 647-001
HUMAN NATURE
AND DESTINY
March 18-22, 2011

Davide Sciarabba, M.A.(Ph.D. Student)
InMinistry Center Intensive
THST 647
HUMAN NATURE AND DESTINY
MARCH 18-22, 2011
InMinistry Center Intensive
MA in Pastoral Ministry

GENERAL CLASS INFORMATION

Class acronym: THST 647
Class name: HUMAN NATURE AND DESTINY
Semester & year: Spring 2011
Class location: Chan Shun Library – Southwestern Adventist University
Class time/day: 07:00 pm – 09:00 pm, March 18 (Sunday)
08:00 am – 12:00 pm March 19-22 (Monday-Thursday)
02:00 pm – 04:00 pm March 19-22 (Monday-Thursday)
Credits offered: 3

INSTRUCTOR CONTACT DETAILS

Instructor: Davide Sciarabba, M.A. (Ph.D. Student)
Telephone: 269-471-3819; 269-849-5299
Email: sciarabb@andrews.edu; davidesciarabba@hotmail.com
Office location: Theology Department Andrews University
Office hours: Upon request

BULLETIN CLASS DISCRIPTION

We will study the 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.

CLASS OBJECTIVES

The primary objectives of this class are to:

- To examine different views of human nature throughout the history of theology.
- To establish as closely as possible the Biblical picture of the original human nature.
- To chart the Biblical view of human destiny, and the way of realizing this destiny.
- 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.

Secondary objectives include:

- 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.
- To give pastors insights for their ministry developed through preaching, bible studying and evangelism.

TEXTBOOKS, RECOMMENDED READINGS AND CLASS BIBLIOGRAPHY

Required:

1. The Bible

Recommended:


Class Bibliography:

8. ________. La vie après la mort : Saint Paul, défenseur de la Résurrection. Lausanne, Switzerland: Belle Rivière, 1989.
15. List the books and journal articles from which you drew the materials/information for your class. Use the bibliography referencing style (APA, SBL etc) you require in your class.

See the selected bibliography in Appendix 2 of the syllabus.

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**GRADING CRITERIA AND COURSE ASSESSMENT ITEMS**

**Criteria for Grades**
Criteria for each grade are listed in the *Criteria for Assessment Guidelines* which is attached as Appendix 1 of this document.

**Testing and Evaluation**
This course is offered to SDA professionals. Professionalism is a requirement in this and all other classes within SDA Theological Seminary. Promptness, punctuality, participation, and presence (mental and bodily) are expected. To sign the attendance sheet and then to leave the room, or to come, sign the sheet and use a computer for absenting the mind, will be treated as cheating and will result in a lower grade or class failure.

**NB: Seminary Policy on the use of class notes:**

A student is encouraged to take notes for his/her own personal and private use. Portions of these

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notes may be shared with fellow students taking the same class at the same time who have missed class lectures. These notes may also be used to compare learning with fellow students of the same class in group study situations. In no case shall such notes be sold, bartered, traded, or distributed.

Seminary policy does not sanction the use of any recording device in the classroom. Everyone needs to feel free to speak and spontaneously participate in discussion.

The instructor reserves all author’s rights to the lecture material.

Assessment Submission
The Critical Book Reviews must be turned in hard copy. The Research Paper has to be submitted in PDF format by e-mail, unless you can bring a hard copy to Melanie Beaulieu, secretary of the Theology Department of Andrews University.

Late Submission
The following penalties will be applied for late submission of assessment items:

Assessments received by due date: (possible A grade)
Delay up to 60 days: (no better than an A- grade)
Delay up to 90 days: (no better than a B+ grade)
Delay up to 120 days: (no better than a B grade)
Delay up to 150 days: (no better than a C grade)

Grading

1. Critical Book Review 20%
2. Final Exam 40%
3. Research Paper 40%

Total 100%

BEFORE CLASS REQUIREMENTS

1. **Critical Book Review.** Give a detailed description of this Assessment. **Provide the due date (bold it) at the end of your description.** Read the two textbooks and write a five-page (full pages), single-spaced critical book review for each textbook (New Times Roman, 12). In the first part (2 pages) of the review summarize the contents. In the second part (2 pages) write your critique (positive or negative), then end with concluding remarks (1 page). The reviews are due at the first class meeting on March 18, 2012.

DURING CLASS REQUIREMENTS

1. Attendance to the class. Presence in the lectures is essential. Remember that one day of absence translates into seven hours of missing the class engagement and that exceeds the three
hours maximum allowed according to the University Bulletin. Active listening and engagement results in better learning for all of us.

2. **Final Exam.** The final exam will deal with the material from lectures, class discussions, the handouts and the textbooks. It will be administered on **March, 22 at 2:00 p.m.** Reading and studying the handouts and the textbooks always results in better grades and a greater grasp of the subject matter. Every student can earn up to a B by memorizing and repeating the content. Graduate thinking involves more than memory. Superior grades reflect independent thinking and integrated knowledge.

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**AFTER CLASS REQUIREMENTS**

1. **Research Paper.** A ten-page research paper on one of the subjects listed below is due **August 30, 2012.** Please email your paper (preferably in PDF format) to Davide Sciarabba’s e-mail address: sciarabb@andrews.edu or davidesciarabba@hotmail.com

Guidelines for Preparing a Research Paper:

- A careful conformity with AU Standards for Written Work is expected.
- The Introduction should contain a statement of subject, the problem you will examine, the limitations, the purpose and the method that you will use.
- The paper must be divided into chapters, and footnotes or endnotes must accurately reference your sources.
- Any quoting verbatim without the use of quotation marks and proper referencing will be treated as plagiarism.
- It is essential for students to properly articulate their findings, answer the questions posed in the introduction, and clearly state their stand, evaluation, or criticism.
- A well-presented bibliography will follow concluding remarks.

**List of suggested topics for Papers**

- Worth of a Human Being
- Image of God
- Human Will
  - Luther
  - Pelagius
  - E. G. White
- Alienation
- Marxist view of human nature
- Human soul and immortality
- Freudian view of human nature
- Sartre's view of human nature and destiny
- The self
- Body and soul
- Resurrection or immortality?
- Sin
- Freedom or determinism
- Male/female
- Home and family
- Human nature in the writings of:
  - D. Bonhoeffer
  - K. Marx
  - Reinhold Niebuhr
  - Theillard de Chardin
  - T. Aquinas
  - S. Freud
  - N. Berdiaev
  - J. P. Sartre
  - J. Stott
  - W. Pannenberg
  - J. Moltmann

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CLASS POLICIES

Classroom Seating
Give a statement about your policy on classroom seating (e.g. To facilitate the instructor in learning each student’s name, please select a permanent seat (for at least the first half of the semester) in the classroom.)

Disability Accommodations
Give a statement about how you will fulfill disability accommodations (e.g. If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.)

Late Submission of Assessment
The following penalties will be applied for late submission of assessment items:

<table>
<thead>
<tr>
<th>Delay</th>
<th>Penalty</th>
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<tbody>
<tr>
<td>&lt; 60</td>
<td>(possible A grade)</td>
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<tr>
<td>60-90</td>
<td>(no better than an A- grade)</td>
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<tr>
<td>90-120</td>
<td>(no better than a B+ grade)</td>
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<tr>
<td>120-150</td>
<td>(no better than a B grade)</td>
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<tr>
<td>&gt; 150</td>
<td>(no better than a C grade)</td>
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Emergency Protocols
Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout the 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.
Other Policies
Include additional statements about any other policies relevant to your class.

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. Whenever the number of absences exceeds 10% 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.”

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.”

OUTLINE OF TOPICS AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Class Topic</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>1</td>
<td>March 18</td>
<td>Presentation of the Course and Syllabus</td>
<td>Critical Book Reviews</td>
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<td></td>
<td></td>
<td>Questions about the final exam and paper</td>
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<td></td>
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<td>HUMAN NATURE: Introduction. Lecture 1: Debate over Human Nature</td>
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<td>2</td>
<td>March 19</td>
<td>Lecture 2: Existence and Content of Human Nature</td>
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<td>Lecture 3: Non-Creationist Theories of Human Origin</td>
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<tr>
<td>Date</td>
<td>Lecture 4: Creationist Theories of Human Origin</td>
<td>Lecture 5: Permanent Constitution and Nature of the Soul</td>
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<td>March 20</td>
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<td>Lecture 6: The Dialectical Character of Human Nature</td>
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<td>SIN AND EVIL:</td>
<td>Lecture 7: The Problem of Human Existence</td>
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<td>March 21</td>
<td>Lecture 8: The Fall</td>
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<td>Lecture 9: Sin and Evil</td>
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<td>Lecture 10: The Origin of Sin</td>
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<tr>
<td>March 22</td>
<td>Lecture 11: The Beginning of Sin</td>
<td>Lecture 12: Transmission of Sin</td>
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<tr>
<td>HUMAN DESTINY:</td>
<td>Lecture 13: Eternity as Human Destiny</td>
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<tr>
<td>2:00-4:00 pm</td>
<td>Final Exam</td>
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**INSTRUCTOR PROFILE**

Davide Sciarabba is an ordained Seventh-day Adventist pastor who served the church in Italy, France and Spain as pastor, young adult pastor, evangelist, chaplain, boy’s dean and professor. In 2006 he was called to serve as chaplain at the winter Olympics in Turin (Italy) and in 2009 at the Track and Field World Championship in Berlin. He earned his bachelor degrees in Theology and Physical Education in Italy. Then he obtained an M.A. degree in Theology at the Saleve Adventist University (France) and a M.A. in Education from the Plata Adventist University (Argentina). He is currently earning a PhD in Theology from the SDA Theological Seminary at Andrews University with emphasis in Ethics under the mentoring of Dr. Miroslav Kis. He is happily married to Sonia Badenas and together they have two children: Flavia and Marco.
APPENDIX 1

CRITERIA FOR ASSESSMENT GUIDELINES

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 centre, 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 demonstratable competency has been observed.
**EXTRA CURRICULAR ACTIVITIES**

- You cannot be graded on the type of paper you could have turned in if you had had more time.
- You cannot be graded or given credit in this class on extra-curricular activities you may be involved in.
- It is unreasonable to expect a better grade because you are a nice person or are friends with the lecturer.
- It is unreasonable to demand a good grade because you believe you have been called by God, and thus, should automatically be given good grades despite poor 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.

**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.
## CRITERIA FOR ASSESSMENT

<table>
<thead>
<tr>
<th>Elements</th>
<th>A Range</th>
<th>B Range</th>
<th>C Range</th>
<th>D Range</th>
<th>F – Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title and Paper</strong></td>
<td>The title is creative, succinct, one that also hints at the scope, method and argument of the paper. The appearance and word-processing of the document is of a high professional standard.</td>
<td>The title is succinct and hints at the scope, method and argument of the paper. The appearance and word-processing of the document is of professional standard.</td>
<td>Contains elements of the topic, scope and purpose of the paper. The appearance and word-processing of the document is adequately presented, but lacks a professional standard.</td>
<td>Describes little about the content. The appearance and word-processing in the document is poor.</td>
<td>Does not describe the content. The appearance of the word-processing in the document is very poor and demonstrates a lack of commitment to the professional standards required of Masters recipients.</td>
</tr>
<tr>
<td><strong>Introduction and Thesis</strong></td>
<td>Presents the topic and purpose of the paper very clearly and succinctly. It is objective and demonstrates a high level of critical scholarship.</td>
<td>Presents the topic and purpose of the paper clearly and succinctly. It is objective and demonstrates critical scholarship.</td>
<td>The topic and purpose lacks some clarity. It tends to be overly wordy. Critical scholarship is lacking in some places.</td>
<td>The topic and purpose has limited clarity. It is not easily apparent what this paper is about. Critical scholarship is lacking in some places.</td>
<td>The topic is not clearly described nor is the purpose of the paper expressed. Critical scholarship is nonexistent.</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>Your thesis is succinct, insightful, sophisticated, even exciting. It demonstrates independent insight and comprehensive reading and research of the topic. All ideas in the paper flow logically; your argument is identifiable, reasonable, and sound. You have excellent transitions. Your paragraphs have solid topics and each sentence clearly relates to that topic.</td>
<td>Your thesis is clear, insightful and demonstrates extensive reading and research of the topic. All ideas in the paper flow logically. Your argument is identifiable, reasonable, and sound. You have very good transitions. Your paragraphs have solid topics and each sentence clearly relates to that topic.</td>
<td>Your thesis is unclear at times, your references to scholarly literature is limited or, are irrelevant. Not all ideas in the paper flow logically, some are unsound. Your argument is difficult to identify at times. Your transitions require improvement. Your paragraphs have topics but often deviate from them.</td>
<td>Your thesis is frequently unclear, your references to scholarly literature is very limited or, is irrelevant. Ideas in the paper flow illogically. Your argument cannot be identified. Your transitions require significant improvement. Paragraphs do not stay on topic.</td>
<td>Your thesis is unclear, your references to scholarly literature is nonexistent or is irrelevant. Ideas in the paper flow illogically. Your argument cannot be identified. Your transitions require significant improvement. Paragraphs do not stay on topic.</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Supports every point with examples from a wide range of academic literature. Quoted material is expertly integrated into the body of your work. Your analysis suggests new ways to perceive the material or identifies gaps or shortcomings in the literature.</td>
<td>Supports every point with examples from a wide range of academic literature. Quoted material is well integrated into the body of work.</td>
<td>Does not support every point with examples from academic literature. Uses only old or out of date sources. Quoted material is sometimes irrelevant or poorly integrated into the body of work.</td>
<td>Points are not supported by academic literature. Uses non-scholarly sources or old, out of date sources. Quoted material is often irrelevant or poorly integrated into the body of work.</td>
<td>Does not support any point with examples from academic literature. Uses only non-scholarly sources. Quoted material is often irrelevant or poorly integrated into the body of work.</td>
</tr>
<tr>
<td><strong>Communication and Language</strong></td>
<td>Is very interesting, thought provoking and exciting to read. Uses language appropriately and articulately. No more than one spelling, grammatical or style mistake per page.</td>
<td>Is interesting and holds the reader’s attention. Uses language appropriately and articulately. No more than two spelling, grammatical or style mistakes per page.</td>
<td>Paper is generally well written, but sometimes lacks purpose or relevance to the topic. Has up to four spelling, grammatical and style mistakes on every page.</td>
<td>Paper is generally well written, but often lacks purpose or relevance to the topic. Reader is easily distracted. Has up to 10 spelling, grammatical and style mistakes on every page.</td>
<td>Paper is poorly written, lacks purpose or relevance to the topic. Has multiple spelling, grammatical and style mistakes on every page.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Your conclusion is succinct and very persuasive. It is strongly evidence based, and your inference very sound.</td>
<td>Your conclusion is persuasive. It is evidence based and your inference is sound.</td>
<td>Your conclusion may have some merit but some of your evidence is weak or inference is questionable.</td>
<td>Your conclusion is not very persuasive. Your evidence is very weak and your inference very questionable.</td>
<td>You conclusion is not persuasive at all. Your evidence is scant or non-existent. Your inference is highly questionable.</td>
</tr>
<tr>
<td><strong>Referencing/Bibliography</strong></td>
<td>Perfectly adheres to SBL Style or Andrews University Standards for Written work. No mistakes are permitted</td>
<td>Adheres to SBL Style or Andrews University Standards for Written work. No more than three mistakes permitted.</td>
<td>Often adheres to SBL Style or Andrews University Standards for Written work. No more than 7 mistakes permitted.</td>
<td>Seldom adheres to SBL Style or Andrews University Standards for Written work. No more than 10 mistakes permitted.</td>
<td>Does not adhere to SBL Style or Andrews University Standards for Written work.</td>
</tr>
</tbody>
</table>

**DOCUMENTS USED TO SOURCE CRITERIA:**
- Derek Bok Centre for Learning for Teaching and Learning, Harvard University. 
- Nancy Langston and Steve Kantrowitz from the University of Wisconsin “Writing Across the Curriculum”.
  [http://mendota.english.wisc.edu/~WAC/page.jsp?id=101&c_type=article&c_id=4](http://mendota.english.wisc.edu/~WAC/page.jsp?id=101&c_type=article&c_id=4)
- Chris Mayda from the Eastern Michigan University, “Grading Criteria”.
  [http://www.emich.edu/public/geo/geography/Mayda/gradecriteria.htm](http://www.emich.edu/public/geo/geography/Mayda/gradecriteria.htm)

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APPENDIX 2

SELECTED BIBLIOGRAPHY

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