

AZUSA PACIFIC UNIVERSITY
Undergraduate Division – School of Theology
Course Instruction Plan

Fall 2009

Course: CMIN 108 (11 and 12) Christian Life, Faith and Ministry

Units: 3

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I. APU Mission Statement:

Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

II. Department of Practical Theology Mission Statement:

The Department of Practical Theology equips undergraduate students majoring in Youth Ministry and Christian Ministries for professional ministry tasks and relationships in a transformational Christian community through multidisciplinary education and ministerial experiences that promote theological reflection, faith integration and spiritual formation.

III. Description:

The theological, educational, and social bases for ministry and service are examined. An analysis of the church's responsibility and methods for carrying out the ministry mandate of Jesus is emphasized. We will look at the lives of Ida B. Wells-Barnett, and Dietrich Bonhoeffer, two Christians who served God in uncommonly difficult historical moments. We hope to find content from their faithfulness in the midst of exceptional struggle, to aid in our contemporary efforts to carry out the ministry mandates of Jesus. Field is required. *Meets the general studies core requirement in God's Word and the Christian Response (Ministry).*

IV. Student learning outcomes:

- (1) Students will use Scripture, tradition, reason and experience to evaluate and form their theological understanding and practice of Christian life and ministry;
- (2) gain an

understanding of social location of thought, and the role of empathy in a faithful Christian life and ministry; (3) develop and demonstrate university level written and oral presentation skills.

V. Required texts:

Thurman, Howard, and Vincent Harding. *Jesus and the Disinherited*. Boston, MA: Beacon Press, 1996

Stassen, Glen Harold. *Living the Sermon on the Mount :A Practical Hope for Grace and Deliverance*. 1st ed. San Francisco: Jossey-Bass, 2006.

Chapters in the coursepack are selected from the following books:

Bailey, Kenneth E. *Jesus through Middle Eastern Eyes: Cultural Studies in the Gospels*. Downers Grove, Ill.: IVP Academic, 2008.

Emerson, Michael O., and Christian Smith. *Divided by Faith: Evangelical Religion and the Problem of Race in America*. Oxford; New York: Oxford University Press, 2000.

Emerson, Michael O., and Rodney M. Woo. *People of the Dream: Multiracial Congregations in the United States*. Princeton, N.J.: Princeton University Press, 2006.

Gushee, David P. *Righteous Gentiles of the Holocaust: Genocide and Moral Obligation*. 2nd ed. St. Paul, Minn.: Paragon House, 2003

King, Martin Luther. *Strength to Love*. 1st Fortress Press ed. ed. Philadelphia: Fortress Press, 1981

Marshall, Christopher D. *Beyond Retribution: A New Testament Vision for Justice, Crime, and Punishment Studies in Peace and Scripture*. Grand Rapids, MI: William B. Eerdmans Pub., 2001.

McDowell, Josh, and Bob Hostetler. *Right from Wrong*. Dallas, Tex.: Word Pub., 1994.

Nouwen, Henri J. M. *In the Name of Jesus: Reflections on Christian Leadership*. New York: Crossroad, 1989.

Plant, Stephen. *Bonhoeffer* London; New York: Continuum, 2004.

Sider, Ronald J. *Just Generosity: A New Vision for Overcoming Poverty in America*. Grand Rapids, Mi.: Baker Books, 1999.

Stassen, Glen Harold, and David P. Gushee. *Kingdom Ethics: Following Jesus in Contemporary Context*. Downers Grove, IL: InterVarsity Press, 2002.

Townes, Emilie Maureen. *Womanist Justice, Womanist Hope* American Academy of Religion Academy Series; No. 79. Atlanta, Ga.: Scholars Press, 1993.

Wilson, Jonathan R. *God So Loved the World: A Christology for Disciples*. Grand Rapids, Mich.: Baker Academic, 2001.

VI. Recommended texts:

Bonhoeffer, Dietrich. *Life Together*. San Francisco: Harper San Francisco, 1993.

Hendricks, Obery M. *The Politics of Jesus: Rediscovering the True Revolutionary Nature of the Teachings of Jesus and How They Have Been Corrupted*. 1st ed. New York: Doubleday, 2006.

Stassen, Glen Harold, and David P. Gushee. *Kingdom Ethics: Following Jesus in Contemporary Context*. Downers Grove, IL: InterVarsity Press, 2002.

Sider, Ronald J. *Rich Christians in an Age of Hunger: Moving from Affluence to Generosity*. 20th anniversary revision. ed. Dallas: Word Pub., 1997.

VII. Procedures

A. Class Conduct and Preparation

Lectures will cover the topics indicated in the syllabus, and supplement the assigned reading. Since class discussions and activities assume information covered in the readings, please come to class having already completed the readings in the Bible and in the course texts specified for that day. Occasionally, class sessions will include media presentations in lieu of reading assignments. Students who take notes during these presentations will be in the best position to maximize learning in this course.

B. Attendance

Academic credit for a course requires regular class attendance (for the entire scheduled class meeting) and is not just a matter of completing the assignments. In the event of absences, you are responsible for any information or class content missed. Chronic absences and tardiness will result in lower grades for the course.

C. Academic Integrity

The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act that is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

D. Students with disabilities.

Students in this class with a disability that could prevent them from fully demonstrating their learning should meet with an advisor in the Learning Enrichment Center as soon as possible, to begin disability verification and discuss necessary accommodations for full participation and completion of course requirements.

Course Requirements:

VIII. Class Participation and assignments:

Students registered for this course (both graded and pass/fail) must complete all course requirements in order to receive a final grade in this class. Incompletes will be authorized solely at the discretion of the instructor. Only requests that are submitted prior to the end of classes will be considered.

Group Paper Project 30%—Due December 15th

Group Oral Presentation 30%—Beginning Nov. 10th & Running through December 10th

***Jesus and the Disinherited* Analysis Paper 20%—Due October 15th**

In-class quizzes and discussion—Every Friday until November 13—20%

Reading as assigned

A. Group Presentation (30%)

Each student will be required to work in a team (5 people) for this assignment as well as the final paper project. This assignment addresses course objectives 1 (Wesleyan quadrilateral) and 2 (Social location of thought).

- 1) Student groups will focus our attention on the interaction between Scripture, tradition, reason and experience and social location, pertaining to a contemporary concern. This assignment requires each group to prepare a presentation on a contemporary topic. It is expected that your group presentation will become your paper project. Presentations should include the following:
 - a. A short, balanced summary discussion of the issue in the selected topic, based on course materials that are supplemented by independent research. Describe how opponents and advocates understand the issues in this topic.
 - b. Identify and discuss a biblical text(s), Scripture-informed church practice(s), or theological theme(s) that addresses the issue. You may find it more helpful to pay particular attention to the Sermon on the Mount as we examine it within the course.
 - i. Claims or assertions about the biblical text must be substantiated by evidence from the text.
 - ii. **Tell how the original occasion of the passage is analogous to the ethical problem under consideration.**
 1. **Explicitly identify the basis for the moral analogy: e.g., Paul's relationship to X is (or should be) analogous to our relationship to Y**

2. It is especially important to describe areas where the analogy is fruitful for reflection on faithful witness to Christ, *as well as* ways in which the analogue is less helpful.
- iii. Specifically identify how your interpretation of the biblical text(s), Scripture-informed church practice, or theological theme produces or moves toward a Christian approach to this topic. Be sure to address the issues – both pro and con that were raised in the opening discussion of the topic.

C. Final Paper project: Analysis and evaluation of a contemporary concern (team project 30%)

1. Select a contemporary dilemma that your group (5 people) can analyze and evaluate as the culminating project in the course.
 - a. Criteria for Selection of contemporary concern:
 - i. Evidence of a clear and specific social impact within a broad spectrum of communities (can be global, local or both)
 - ii. Demonstration of engagement with diverse social contexts.
 - iii. Christ-centered approach to social transformation. The absence of any one of these will result in a less than satisfactory paper.

Outline for paper project and description of points:

- Introduction 2-3 pages (20 points): Provide an introduction to the dilemma you are researching including:
 1. Brief history of the topic (if applicable)
 2. Goals for transformation
 3. National and/or local contexts of concern
- Analyze the case from each of the following perspectives addressed in the course. Each section should be 3-4 pages in length.
 4. What are the social factors influencing the dilemma—social location, community viewpoints, religious, political, racial? What influences shape the interpretation of biblical text(s), Scripture-informed church practice, or theological themes that are being suggested for the dilemma being examined? This is referring to contrary interpretations as well as interpretations considered more faithful to Christian witness. (20 points)
 5. How is Scripture distorted/ignored in the context of this dilemma? How would you correct, or introduce scripture, tradition, or Church practices?(20 points)
 6. What is a Christ-centered response/way of life that you are recommending as you consider this dilemma? How would your approach suggest that Christians respond to this dilemma after you consider a better use of Scripture, church practice, or theological theme? This takes the faithful reading from step four and places it in the context of your dilemma. (20 points)

7. A conclusion that weaves the three steps together. (20 points)

Be certain that your response to the four steps above are connected; that they are capable of connecting with each other prior to the conclusion, and that you do not have four separate, disconnected papers. The beginning and the ending of your paper project should tie the paper together. The contributions should also demonstrate that they are all part of one complete paper.

D. Analysis paper (20%)

1. This is not a book report. It is a two-page analysis of the author, Howard Thurman's argument(s), and your assessment of it. In this assignment, I am looking for three things: Your understanding of his argument(s) in a clearly stated thesis placed in the first paragraph; your interpretation of the way the author supports his argument, and your thoughts/critique of the author's work. Your analysis should answer questions like the following: (1) What is the author's main point(s) and how does the author support it? (2) To whom do you see him writing to? (3) Why is he making this argument? (4) How does he support his argument? (to answer this question, you must reference your examples in the book, e.g. (pg 27)) (5) Do you buy the argument? Do you find it helpful/unhelpful/relevant/irrelevant for faithful Christian living? Your analysis paper need not answer all of these questions; one, four and five are most important, and should be answered. This assignment must be no longer than three double-spaced pages and no shorter than two double-spaced pages.

E. Quizzes and participation (20%)

1. On every Friday (the last one is November 13) will have in-class quizzes during the semester. These quizzes will cover the content of the assigned reading, in response to a prompt that I will provide. If you keep up with the assigned reading (I suggest taking notes on what you read) you should perform well on these quizzes. There will be no make-up quizzes, with the exception of a pre-arranged absence, cleared with the professor. In addition to the quizzes, discussions on Fridays are student-led. Each student will have an opportunity to present two questions to the class for discussion based on the week's assigned reading.

Complete grading Scale:

Group Paper Project 30%

Group Oral Presentation 30%

Analysis Paper 20%

In-class quizzes and discussion 20%

Assignments are weighted as described above and will be graded on the following scale:

96 and above = A

93-95 = A-

90-92 = B+

85-89 = B

80-84 = B-

75-79 = C+

70-74 = C

65-69 = C-

61-64 = D+

58-60 = D

56-58 = D-

55 and below = F

Class Schedule

Class Meeting	Class Date	Class Topic/Lecture and Assignments DUE	Reading for Lectures
		<u><i>Preliminary Introductions</i></u>	
1	September 9	Class Syllabus, complete paperwork (intros and expectations)	
2	September 11	Blooms Taxonomy, meet one another and describe expectations for the course	
3	September 14	Introduction to Wesleyan Quadrilateral.	
4	September 16	Introduction to Wesleyan Quadrilateral cont.	
5	September 18	First Discussion of Method (How we learn what we know—praxis oriented theological theory of action), Rules for conversations.	
		<u><i>Epistemological Grids</i></u>	
6	September 21	Sources of Moral Reasoning (way of reasoning/basic convictions/passions and loyalties—epistemological grid)	Course pack: <i>Beyond Retribution</i>
7	September 23	Race and Christian worldview	Course pack: <i>Divided By Faith and Right from Wrong</i>
8	September 25	Quiz and discussion	
9	September 28	Introduction to Social Location of thought	Course pack: <i>People of the Dream</i>
10	September 30	Social location of thought cont.	<i>Jesus and the Disinherited</i> (pgs 1-36)
11	October 2	Quiz and discussion	
12	October 5	Social Location of Thought Cont.	<i>Jesus and the Disinherited</i> 36-74
13	October 7	The role of context in Christian life	Finish <i>Jesus and the Disinherited</i>
14	October 9	Quiz and discussion (analytical paper on <i>Disinherited</i> due Monday)	

15	October 12	Analytical paper on <i>Jesus and the Disinherited</i> due First Narrative: Ida B. Wells-Barnett	Course pack: Ida B. Wells-Barnett narrative and sources of faith and moral reasoning
16	October 14	Study day-no class	
17	October 16	Wells-Barnett cont.	Course pack: Martin Luther King Jr. <i>Strength To Love</i> chapters 3-5
18	October 19	Second Narrative: Video Dietrich Bonhoeffer	Course pack: <i>Righteous Gentiles of the Holocaust/Bonhoeffer</i>
19	October 21	Bonhoeffer's Christian witness	Course pack: <i>Right from Wrong</i>
20	October 23	Quiz and discussion	
		<u>Theological Hermeneutics</u>	
21	October 26	[Put groups together for presentations and papers] Poverty	Course pack: Introduction of <i>Just Generosity</i>
22	October 28	Poverty and Christian discipleship	Course pack: <i>Just Generosity</i> chapter 2
23	October 30	Quiz and discussion	
24	November 2	Watch <i>A Time for Burning</i>	
25	November 4	Introduction to The Sermon on the Mount (what do we learn from Wells-Barnett and Bonhoeffer here?)	<i>Isaiah 61, Living the Sermon on the Mount 1-38</i>
26	November 6	Sermon on the Mount	<i>Living the Sermon on the Mount 38-63</i>
27	November 9	Quiz and discussion (Turn in your group presentation topic/paper thesis today)	
		<u>Strategic initiatives</u>	
28	November 11	The Sermon on the Mount: transforming initiatives	<i>Living the Sermon on the Mount 91-124</i>
29	November 13	The Sermon on the Mount: restorative justice	<i>Living the Sermon on the Mount 125-165</i>
30	November 16	Quiz and discussion (groundwork for group presentations/sources for	

		research)	
31	November 18	The Sermon on the Mount: Christians, politics and loyalties	<i>Living the Sermon on the Mount</i> 166-183
32	November 20	How do we discern what is a good Christian Ethic? Review: The substance of Christian Life Faith and Ministry	Chapter <i>Living the Sermon on the Mount</i> chapter 10
33	November 23	presentation	Course pack: <i>Kingdom Ethics</i>
34	November 25	presentation	Course pack: <i>Strength to Love</i> chapter 6
35	November 27	Thanksgiving Break	
36	November 30	Presentation	Course pack: <i>For God So Loved the World</i>
37	December 2	Presentation	Course pack: <i>In the Name of Jesus</i>
38	December 4	Presentation	
39	December 7	Presentation	
40	December 9	Presentation	
41	December 11	Where do we go from here?	Locate article, website, advertisement read it, and bring it to class to discuss
42	December 14	Final paper projects due/no class	