PASTORAL CARE IN MULTICULTURAL MINISTRIES (PT341)
Florida Center for Theological Studies
Central Florida Campus

SYLLABUS

Spring Quarter 2006
Fridays 5:00 - 9:00 pm, Saturdays, 9:00 am - 5:00 pm
March 31-April 1, April 28-29, May 12-13, 2006
Dr. Linda Wright Simmons - Office 407/849-9488, fctsorlando@bellsouth.net
Mailing address: 250 S.W. Ivanhoe Blvd., Suite A, Orlando, FL 32804
Cell Phone: 407/421-9034. Available for consultation with students by appointment. Contact via office phone, email, or cell phone.

Course Description:
(3 credit hours)
This course is especially designed for pastors who serve African-American, Hispanic, Asian, and multicultural congregations, and will be addressed to the needs of such churches. This course will be team-taught [Catalog, p. 70].

Course Plan:
This class will include lecture and discussion, presentations by culturally diverse guest faculty, in-class exercises, and outside reading of books, journals, and selected chapters. Students' reflection on their own and other cultures will be applied to pastoral care concepts. Pastoral care will be considered within African American, Hispanic American, Haitian, Asian, and sexual minority communities.

Objectives:
By the end of this course, students will have had an opportunity to:
• critically reflect on their own cultural background and related values, attitudes, and practices, and how these impact the practice of pastoral care;
• explore with guest faculty members the diverse cultural realities of several cultural groups in the Central Florida community, and how these relate to pastoral care;
• investigate culture heritage and history of a particular culture different from the student's own, with a view toward effective pastoral care of persons in that community;
• articulate their theological understanding of pastoral care with awareness of systemic issues and the oppression of those cared for and with.

Class Policies:
Punctuality, presence, and participation are expected. Absences are detrimental to a student's learning and diminish the quality of class discussion; absences may result in additional assignments and/or a lowered grade. Participation in class discussion is expected, both listening and sharing. It is inappropriate to make or receive cell phone calls during class. Reading assignments are expected to be completed in advance of class time.
Respect for diverse views and experiences is to be demonstrated at all times. Inclusive language for persons is expected in classroom and written work. Incompletes for unfinished assignments must be requested in writing and are not granted automatically. Written work must follow the Turabian style guide (*A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th edition, Chicago: University of Chicago Press, 1996). All uses of and references to the work of others must be properly documented.

**Course Requirements and Grading:**

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<thead>
<tr>
<th>Requirement</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>In-class participation, punctuality, preparation</td>
<td>30%</td>
</tr>
<tr>
<td>Required Readings</td>
<td>20%</td>
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<tr>
<td>Reflection on personal cultural heritage</td>
<td>15%</td>
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<tr>
<td>Historical exploration of another culture</td>
<td>15%</td>
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<tr>
<td>Case Study</td>
<td>20%</td>
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Grading Scale:
- 91-100 A
- 81-90 B
- 71-80 C
- 61-70 D
- 60 or below F

**Required Reading:**


Selected articles and book chapters; see Bibliography: Selected Articles.

**Assignments:**

1. Explore and articulate your own cultural makeup and assumptions. Some of this will be done through in-class activities and will be summarized in a reflection paper due May 27 (see Class Schedule for details on mailing).

2. Prepare a timeline of significant historical events in a culture other than your own. What is the significance of these historical moments and movements in the worldview of members of that culture? Seek this insight through first-person written material or personal interviews with members of this culture. Summarize in a 5 page paper due in class April 28.

3. Select a case study of a pastoral care encounter from a selection provided the last weekend of class, and respond to it in terms of pastoral care awareness, practices, attitudes and skills. Due May 27 (see Class Schedule for details on mailing).
Class Schedule:

Friday, March 31, 2006, 5:00 p.m.
Introduction to class
E. Law’s Table Exercise
The Twenty Questions
Pastoral Care in the Haitian American Community
Guest: Dr. Jonas Georges, Professor of Pastoral Ministry, Florida Center for Theological Studies

Saturday, April 1, 9:00 a.m.
Pastoral Care in the GLBT Community
Guest: Dr. Philip Toal, Licensed Mental Health Counselor, Staff at Center for Drug Free Living, & Adjunct Professor at Valencia Community College in the areas of Sex Therapy and Substance Abuse Disorders.

ASSIGNMENTS: Read Larkey text, Complete Assignment #2 Historical Timeline

Friday, April 28
Assignment #2 due in class.
Pastoral Care in the Hispanic Evangelical (Protestant) Community
Guest: Dr. Carmelo Mercado, Pastor of El Redentor Presbyterian Church, Oviedo, Florida; Pastoral Counselor.

Saturday, April 29
Pastoral Care in the African American Community
Guest: Dr. Veronica Y. White, Licensed Mental Health Counselor, Counselor Educator, Psychotherapist

ASSIGNMENTS: Read selected articles, Continue work on Assignment #1

Friday, May 12
Proposed: Pastoral Care in the Hispanic Catholic Community

Saturday, May 13
Proposed: Pastoral Care in the Asian American Community
Assignment #3 Case Study options will be distributed and one selected.

ASSIGNMENTS: Complete Assignments #1 and 3; due to Dr. Simmons by U.S. Mail postmarked no later than May 27, 2006. Mailing address: 250 S.W. Ivanhoe Blvd., Suite A, Orlando, FL 32804. It is the student’s responsibility to save a copy of your work in the event it is lost in the mail.

Bibliography and “Twenty Questions” document attached.
BIBLIOGRAPHY


Chinula, Donald M. Building King’s Beloved Community: Foundations for Pastoral Care and Counseling with the Oppressed. Cleveland: United Church Press, 1997.


Elizondo, Virgilio P. Christianity and Culture: An Introduction to Pastoral Theology and Ministry for the Bicultural Community. San Antonio, Texas: Mexican American Cultural Center, 1983.


“Twenty Questions” for consideration:

How do you define pastoral care?

How is pastoral care shaped or impacted by culture in your experience?

How do you name your cultural context?

What are the biblical and theological meanings that inform pastoral care in your cultural setting?

What are the most prevalent needs of pastoral care?

What is the role of ordained ministers and lay leaders in providing pastoral care?

To whom is care directed, and how is care allocated?

What rituals are significant in pastoral care?

How is pastoral care related to the life cycle in your cultural context?

What is the place of emotion, autonomy, and personal space?

How is “family” defined and viewed?

How are gender and sexuality understood?

What terminology is significant for your cultural group? What terms are to be avoided and what “code” language ought one be sensitive to?

How is power experienced?

How is suffering viewed?

How are prejudice and injustice experienced?

What larger issues of justice impact individuals in your cultural context?
SOUTH FLORIDA CENTER FOR THEOLOGICAL STUDIES

SYLLABUS

PT 242 FIELD EDUCATION - LEADERSHIP IN MINISTRY

Instructor: Dr. Jonas Georges
Phone (H): 305.758-3582
(W): 305.651-4802
(Cell): 305.528.9333
e-mail: jonasgeorges@bellsouth.net

Class meeting: Wed: 6-8:00PM

COURSE PRESENTATION AND DESCRIPTION

This Course is a continuation of PT 240 and PT 241 offered in the Fall and Winter. Its purpose is to study several methods currently being used in Ministry and to challenge students to create their own models, when their particular ministry requires it. The course will also look into various aspects of urban ministry.

This course promises to bring all class members into active discussion as we share our various situations. As most students will be placed in residential type of ministry, it is anticipated that our interaction with prisoners, residents of Nursing Homes and hospital patients, will be prominent in the discussions.

PT 240 AND 241 is required for enrollment.

II. PLAN OF THE COURSE

We will attempt to study the assigned text from cover to cover in order to gain clear understanding of the author's theory of church management. However, there will also be comparative studies, particular related to students' knowledge and understanding of the
subject in other fields. Finally, we seek to relate this old text to at least one modern management theory.

During this Spring Quarter, placement will be very innovative. Most students will be permitted to continue in their current placement, others will be given special assignments, as a means of responding to known difficulties and limitations. In all cases, weekly reports are mandatory. As a component of the innovation, the instruction/field coordinator will meet with all field supervisors before the end of the quarter and after specific arrangements will have been done with both student and supervisor.

Five of the 11 class sessions will be dedicated to individual sessions with student and their immediate Field supervisors.

III. COURSE OBJECTIVES

By the end of the quarter, the student will:

1. Gain confidence as to their ability to lead in the field of their choice/calling.

2. Acquire valuable knowledge of cultural diversity and its role in the implementation of ministry.

IV. REQUIREMENTS.

• Each student will meet the 6-hour field placement requirement. – 40% of the grade. During this quarter, no substitute will be accepted, except for cases where accessibility to ministerial settings prove too difficult to arrange. In those cases, any work at the local church will count towards experience and grades.

• Each student will work on at least three reaction papers: One related to the placement, one to one of text books and one to class discussions. – 40% of the grade
• Class participation. –10% of the grade

• Attendance and punctuality – 10% of the grade.

PLEASE NOTE: All written presentations must follow the University of Chicago’s Manual, known as Turabian.

V. COURSE OUTLINE

March 8, 2006
Course outline, presentation of the different components of the Field Training - Lecture
Finalize all placements – Collect all remaining papers and documents related to the previous quarter.
Video presentation
Assignment: Prepare a holy week presentation suitable for your faith practice of the season. It could be a meditation, a youth program, an Easter egg hunt...

March 15, 2005
Assignment: Overview of Field Education – The dilemma of Ministry
Assignment:
1

March 22, 2006
Lecture
Presentation of assignment
1-page presentation on pastoral ministry

March 29, 2006
Field Report – Lecture
Reading Assignment:
2-page essay on the Holy Week in your faith tradition

April 5, 2006
Field report - Reflection
Lecture
Reading Assignment:
21 Bridges, chapters 1, 2, and 3
New Beginning, Chapter 1 and 2

April 19, 2006
Field report - Reflection
Reading Assignment:
21 Bridges, chapters 4-8
New Beginning, Chapter 3 and 4
1-page report on your understanding of ministry

April 26, 2006
Field report
Lecture
Assignment: 2-page reflection on your call to the ministry.

May 3, 2006
Field report - Reflection
Lecture
Reading Assignment:
21 Bridges, chapters 9 and 10
New Beginning, Chapter 5

May 10, 2006
Written and verbal reports on readings
Reading Assignment:
21 Bridges, chapters 11 and 12
New Beginning, Chapter 6 and 7

May 17, 2006
Individual Session
Field report and lecture: Teaching Ministry in the city
Reading Assignment:
21 Bridges, chapters 10, 13 and 14
New Beginning, Chapters 8 and 9

May 24, 2004
Individual Session V
Reading Assignment:
21 Bridges, chapters 15, 16
Field report and class presentation
Assignment: Presentation a 1-page reflection on a current issue that affect your community.

BIBLIOGRAPHY

A. The following books are required:
Resident Aliens, Hauerwas, Stanley and Willimon, William. Abingdon Press
Miller, Herb. Leadership is the key. Abingdon Press, Nashville
Schaper, Donna. Altar Call. Abingdon Press
Killen, James L. Jr. Pastoral Care in the Small Membership Church.

B. The following texts are related to the subject matter and recommended for further reading, such as book reports.

Schaller E. Lyle and McNeal Reggie. Revolution in Leadership. Abingdon Press, Nashville


I. COURSE DESCRIPTION

An investigation of such questions as how the people of God conduct their lives; live in relationship to God and to humanity; and use their time, talent and money.

II. TEXTBOOK


III. BIBLIOGRAPHY


IV. OBJECTIVES

a. To familiarize the student with biblical and theological perspectives about the stewardship of time, talent and possessions.
b. To provide him or her with information about the basic history of the subject and its impact in the church.
c. To contrast styles of stewardship.
d. To help the student center in his/her specific faith community and work toward specific goals.
e. To help the student face a secular and post-Christian world.
f. To evaluate the possible influences of postmodernism in this matter.
g. To relate the subject to peace and justice issues.

V. REQUIREMENTS

Your final grade for this course will be determined by several factors. You will prepare a five-page typed book review of the textbook. The student will also prepare a term paper using an extensive bibliography, including books mentioned in the syllabus. Those books are all of them available in our library. Details regarding the nature of this paper will be explained by the professor. Attendance is mandatory and participation in class will be an important factor for the final evaluation.

VI. GRADE

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<tbody>
<tr>
<td>Book review</td>
<td>25%</td>
</tr>
<tr>
<td>Term paper</td>
<td>40%</td>
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</tbody>
</table>
Class attendance 15%
Class participation and reading 20%

VII. SCHEDULE

Unit 1. Introduction to the course
   Explanation of requirements
   What are we trying to do as stewards?
   Reading: Textbook, pages 11-32

Unit 2. Discussion of different approaches to the subject
   Reading: Chapter 1

Unit 3. The Early Church experience
   Reading: Chapter 2

Unit 4. Old Testament teachings
   Reading: Chapter 3

Unit 5. New Testament teachings
   Reading: Chapter 4

Unit 6. Socialist and Third World concepts
   Reading: Chapter 5
Unit 7. Stewardship in the Capitalist and developed worlds.
    Reading: Chapter 6

Unit 8. The local church and stewardship
    Reading: Chapter 7

Unit 9. Denominational approaches
    Reading: Chapter 8

Unit 10. Discussion of reading materials
    Presentation of the Book Review

Unit 11. Presentation of the term paper
Course Description

Compassionate response to communities and persons stricken by natural or human-caused disaster is not only human nature, it goes to the very heart of what it means to be people of faith, obeying the divine call to demonstrate God’s steadfast love, justice, and healing presence to the least and the lost. Such response has, de facto, become a part of the church’s mission when disaster strikes—but few communities of faith or their pastors, chaplains, and professional care-givers have been trained or equipped for this critical and demanding work. The response of the community of faith, unlike that of Red Cross or FEMA, has not only a physical and practical, but also an explicitly theological dimension. The course will explore the biblical, theological and practical dimensions of disaster response and recovery. It will address pastoral, spiritual, liturgical and practical elements of the church’s participation in such circumstances, and familiarize the student with the language and landscape of the players, politics, participants and possibilities converging around communities who experience and respond to disaster.

Rationale: Most seminaries do not address this pastoral and congregational task, and few courses in theology, worship or pastoral care explicitly train religious leaders for this important and increasingly unavoidable arena of ministry. Additionally, this work places challenging spiritual, psychological, and even physical demands on congregations and their leaders. Most religious responders enter such work with an open heart and a passion to heal and help, only to find themselves and their communities soon mired in a wilderness of competing needs, limited resources, difficult questions of theodicy and theophany, and the frustration that comes with attempting a necessary task in a time of crisis with inadequate training and no mentors. To cite an example, the numbers of clergy/pastors who “burned out,” experienced divorce or had personal or familial emotional crises, left the area, or even the work of ministry as they and their congregations struggled to respond and recover following 1992’s Hurricane Andrew were dismaying. In my own
small work beginning to be a part of the Presbyterian Church USA’s response to Hurricane Katrina, I have already heard numerous anecdotal and actual conversations regarding ministers who are “not coming back” to the afflicted area and their congregations, or whose sense of being overwhelmed is crippling their own spiritual health, the long-term recovery potential of their congregations, and their ability to participate in the important and even life-giving work of recovery.

The religious community has an obligation, in this increasingly disaster-prone world, to equip religious leaders and communities of faith to be (a) knowledgeable in the nature, scope, language and landscape of disaster response and recovery; (b) equipped to address, in themselves and their communities of faith, the spiritual, psychological and practical effects common to those experiencing and responding to disaster; (3) conversant in the biblical and theological task of disaster response, bringing “out of chaos, hope,” and finally (d) trained to take their place as leaders in forming effective interfaith, multicultural response communities when disaster strikes their city, neighborhood, or nation.

**TEXTBOOKS**

*Holy the Firm*  Annie Dillard  
*From Whom God Hid Nothing*  Meister Eckhart  
*Everything in Its Path*  Kai T. Erikson  
*Congregational Trauma: Caring, Coping, Learning*  Jill Hudson

Readings from sources as provided

**Recommended Readings**

*The Message of the Psalms*  Walter Brueggemann  
*In the Beginning*, John Main  
*Lamentation and the Tears of the World*, Kathleen O’Connor

**Schedule**

*Spiritual Foundations*
Session 1-2  
the Church's Role in Disaster *Out of Chaos, Hope*
Models for Ministry in Disaster
“Serengeti” by Mary Oliver (*House of Light, p. 61*)
The Psalms and Lament
The Prophets: Joel
Jesus: Death and Transfiguration
Acts: Tabitha as a Model for Storytelling
Remembering, Revealing, Re-imagining
“Show and Tell”

Session 3  
Theological Models for Disaster Response
Brueggemann: Psalms
Genesis commentary (creation and flood)
Apocalypse and Revelation
the presence of God and the Persistence of Evil

*The Culture and Context of Community Disaster Response*

Session 4  
Networking: Partners in the Disaster Community
Kirk, Kraus, Hale

Session 5  
Disaster Response in the Local Congregation
Wetzig, Kraus, Prieto, Abell

*Pastoral and Personal Considerations*

Session 6  
The Spiritual Effects of Disaster
“Crows” by Mary Oliver in *House of Light* (p.75)
Congregational Trauma

Session 7  
Liturgical Tools for Disaster Response Ministry
Meditation, silence, lectio divina, taize, labyrinth,
journaling, embodied prayer, formal worship

Session 8  
Psychological Effects (Dr. Manrodt, Ms. Tamargo)
Trauma, PTSD, 2ndary PTSD, Family Effects
Session 9  Caregiving Tools: Critical Incident Stress Mgt.
           Kirk, Kraus
           Worship Alternatives
           Community Re-oganizing

Session 10  Care for the Caregiver: Compassion Fatigue
           Prescriptions and Prevention
           Kraus, Robinson

Session 11  Out of Chaos, Hope: Creating Resilience
           in the Spiritual Community
           Help, Hope, Heal
           Robinson and Kraus
           “The Ponds”, Mary Oliver (p. 58, House of Light)

COURSE REQUIREMENTS

Write and present a sermon and liturgy for a community worshiping after a national, natural or local disaster.

Develop and write a brief theology of disaster (5-7 pp)

Develop and write a bible study of several sessions (or in a retreat format) meant for a congregation or group that has experienced a traumatic event or disaster.

Write a disaster mitigation plan for a congregation, including appropriate elements of anticipated community outreach/response.

FINAL PROJECT: Design a week-long disaster institute to be based in a seminary community and repeated annually that will address the practical, theological, communal, and psycho-social elements of disaster response in the religious community; for religious caregivers, faith-based disaster responders, and disaster response interfaith partners.
I. COURSE DESCRIPTION
   This core seminar seeks to provide an introduction to the basic tenets of the Christian faith. While systematic in coverage, attention will also be given to the history of the development of dogma. Students will receive a strong background in basic Christian theology and will be involved in an integrative forum on theological questions emerging from the modern world and applications of Christian theology to contemporary ministry.

II. COURSE PLAN
   This course will be taught in a combination of face-to-face and online components using email, discussion groups, web site, and multi-media. All students should have the necessary equipment and ability to use computers and the Internet. Refer to the Center’s website at www.fcfts.org and specifically the page for “Distance Learning/Technology” to learn the required equipment and abilities. All registering students must provide an email address (space is provided for it on the registration form) and will be contacted by the professor with additional instructions.

   Lectures will be sent to students by email. Discussion will be done through a face-to-face class in Miami. Students unable to attend these classes will participate in discussion groups through online chats.

III. COURSE FORMAT
   Theology will be presented in this course using a "systematic" framework in which the major topics of theological concern are addressed individually. Within the systematic framework discussion will also include important observations from historical and contemporary theology as well as practical and ministerial issues.

   This term the subjects for emphasis within the systematic framework will include Salvation, The Church, The Holy Spirit and Eschatology.

IV. COURSE REQUIREMENTS
   1. Overview: Requirements for this course include regular class attendance, reading of all assigned texts, two examinations, completion of a research paper on an approved topic and brief summary of the conclusions from that research to the class.

   2. Grading: Grade for the class will be based on the following:

      | Examination | 20% each |
      |-------------|----------|
      |-------------|----------|

   Note: The research paper will be graded on a separate rubric.
participation 20 %
research paper 30 %
presentation to class 10 %

3. Examinations: Students will be tested on class notes and readings assigned at each of two scheduled testing times. Tests are equally weighted and non-cumulative.

4. Absences: Class attendance is essential to achieve mastery of the course. More than two absences may result in the professor requesting the student withdraw from the course. Withdrawal is the responsibility of the student. Online attendance is verified by completion of assignments, attendance in chats and responses to email.

5. Scores: Numerical scores and their letter equivalents for this course are:

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<thead>
<tr>
<th>Score Range</th>
<th>Letter Grade</th>
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<tr>
<td>0 - 59</td>
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<tr>
<td>60 - 69</td>
<td>D</td>
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<td>70 - 73</td>
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<tr>
<td>86 - 89</td>
<td>B</td>
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<tr>
<td>90 - 93</td>
<td>B+</td>
</tr>
<tr>
<td>94 - 100</td>
<td>A</td>
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6. Research: Each student will submit a research paper of no less than ten (10) typed, 12-point type, double-spaced pages on a topic approved by the professor and preferably from within the immediate scope of the theological topics of this term. The paper should be researched and show adequate footnotes and bibliography to indicate sources. Turabian form guidelines required by the Center will be enforced on this paper. (“StyleEase” is a computer program available online or through the Florida Center library which assists with Turabian format.) Bibliography should show at least ten (10) entries of which at least three (3) should be journal articles. Papers should be submitted by surface mail or through an attachment to email using a program specified by the professor so the format can be checked. In addition, students will provide a brief, oral report to the class on the research and the conclusions of the paper.

V. REQUIRED READING

The following texts will be provided through the Center’s bookstore at the administrative desk:

ISBN 0827238312

ISBN 0-8028-1111-6

ISBN 0817014136


Kate L. Turabian. A Manual for Writers of Term Papers, Theses, and Dissertations.
VI. SELECT BIBLIOGRAPHY

Though not a part of the required readings the following volumes are recommended for additional reading and research. Numbers following some entries indicate location of the volume within the FCTS library. Not all library holdings have been noted here and additions are made to the library all the time. Don’t assume that the book is unavailable just because a reference number is not listed. Check the catalog.

SALVATION


THE CHURCH


THE HOLY SPIRIT


ESCHATOLOGY


Bremmer, Jan N. The Rise and Fall of the Afterlife. New York: Routledge, 2001
BL 535. B75 2001


BT 823.A76 1999


In addition to these books on the specific subjects covered in this term, the following books may be of interest in general and special fields:

HISTORY OF DOCTRINE


VII. POLICIES

1. Incompletes: An incomplete grade may be given only to a student who has been attending classes on a regular basis and submitting assignments and tests promptly but who is unable to complete the course due to an emergency. The request to complete course work must be made by the student and agreed to by the professor. It is the student's responsibility to arrange for completion of the course and to submit to the professor all course work by the date published in the academic year calendar. All requests for incompletes must be submitted in writing using the "Request for Incomplete" form available from the Registrar. For incompletes, the professor is required to submit two grades for the course - an "I" for incomplete, followed by a slash and the letter grade that the student will receive if no additional work is completed (for example: "I/D"). If incomplete work is not finished by the deadline assigned by the Center, the second grade automatically becomes the grade for the course - frequently that means failure for the course.

2. Plagiarism: Plagiarism is defined as the use, without proper acknowledgment, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. FCTS is committed to the highest standards of scholarly integrity and the Dean's office will deal appropriately with any incident of plagiarism. Depending on the seriousness of the offense, plagiarism can result in failure of the course or even expulsion. Avoid plagiarism by being sure proper footnotes and bibliography are included on all your papers.

3. Respect: We are a multi-cultural and diverse educational community. In this course we will strive for inclusive language. We will not accept intolerance and abuse of others in any form and we will seek to broaden our own experience by incorporating the broad experience of others. While words and ideas are our individuality and our freedom, they may also hurt others. Let us be cautious.

FOR COMPLETE CATALOG LISTINGS INCLUDING CENTER POLICIES, VISIT THE CENTER'S WEBSITE AT FCFTS.ORG.

VIII. COURSE OBJECTIVES
Required Reading: Marshall (1/2)
Other Matters: Please have an outline ready for your papers.

Week 9 - May 15
Topics: Biblical Expectations of the End
Required Reading: Marshall (finish)

Week 10 - May 22
Topics: Millennial Theories and the Modern World
Required Reading: Ladd (one-half)
Other Matters: STUDENT PRESENTATIONS
Incomplete grades for winter term changed to letter grade May 27

Week 11 – May 29
Topics: Theologies of Hope and Expectation (Moltmann & Pannenberg)
Required Reading: Ladd (finish)
Other Matters: FINAL EXAM
TERM PAPERS DUE
ES 429 ENVIRONMENTAL ETHICS IN CHRISTIAN PERSPECTIVE

AIM OF SEMINAR:
This seminar will study the Christian position on ecology and eco-feminism. This will assist the students in incorporating these topics in their particular ministry in light of world and local ecological problems in the light of the ethical and theological questions raised by the environment.

REQUIRED TEXT:
Dieter T. Hessel and Rosemary Radford Ruether edits. CHRISTIANITY AND ECOLOGY, Seeking the Well being of Earth and Humans.

REQUIREMENTS:
1. Classes will meet on dates indicated in the course outline, at the Center, from 1 p.m. to 4 p.m.
2. Purchase the required text
3. Regular attendance is expected
4. In addition to reading the text book each student will report on 3 books from the bibliography. Each report is to be from 4 to 5 pages in length, double spaced, with quotation marks from quoting directly from the book with page number in parenthesis.
   Dates due:
   Book 1: March 20; book 2: April 24; Book 3: May 8
5. Research paper:
   a. topics:
      South Florida ecological problems; world wide deforestation;
      Global warming; drought; issues of global justice; care of animals and plants as God’s creation.
      You may decide on other issues with consent of professor.
   b. The paper should deal with an ecological perspective
      - description of the ecological issue you want to present
      - biblical. Theological, ethical, political implications
      - potential solutions to the ecological problems
   c. all papers must contain footnotes and a substantial bibliography including list of Journals consulted and internet quotes.
   d. Paper due: May 22
5. aNote: All quotations from sources, including from
the internet must be footnoted and have quotation marks. If this is not done your paper will be rejected. This concerns plagiarism.

COURSE OUTLINE:
March 6: Introduction. Creator/Christ in ecological perspective
March 20: Spirit in ecological perspective
April 3: Vision, vocation, virtue for the earth community
April 24: The Universal and Particular in ethics spirituality
May 8: Toward global security and sustainability
May 15: Christian praxis for ecology and justice, conclusion of RRR
May 22: Presentation of research paper and conclusion

READING ASSIGNMENTS

March 6: Intro. To seminar. Discussion of Creator, Christ in ecological Perspective
ASSIGNMENT FOR March 20:
Hessel/Ruether (HR): p. 51 to 124 (part I)
March 20: Discussion of Spirit in ecological perspective; Orthodox and Eco-feminine perspectives
Report on Book 1
ASSIGNMENT FOR April 3:
HR. p. 113-224 (part II)
April 3: Discussion of vision, vocation, virtues for earth community
Assignment for April 24:
HR. p. 227-381 (part III)
April 24: Discussion of Universal and particular in ethics and spirituality
Report on Book 2
Assignment for May 8
HR. p. 385 to 511 (part IV)
May 8: Discussion of Toward global security and sustainability
Report on Book 3
ASSIGNMENT FOR May 15
HR. p. 515-613
May 15: DISCUSSION OF Christian Praxis for ecology and justice RRR’s conclusion
May 22: Presentation of research paper and conclusion of seminar

HR:
I. Description

The last part of a year-long study of the struggle, growth, controversy and faith of the Church. This term will cover primarily the characters, issues and movements of the modern period.

PRE-REQUISITES: HS 100, 101 [or permission of professor].

II. Plan of the course

This third part of Historical Studies will deal with the Modern period emphasizing the Protestant Reformation of the XVIth century taking into consideration national aspects, that is, the German, Swiss, French, Bohemian, Eastern European, Scandinavian, English and Scottish reformations and emphasizing the development of Protestant and Catholic theology after the Reformation.

We will study some of the leading personalities of the period, the creation of modern denominations, the missionary expansion of the Church, the effect of Enlightenment and democracy upon institutional Christianity in the West and the development of Christian thought, the theological controversies of the XIXth and XXth Century, significant developments in North and Latin American Church History emphasizing the religious experience of some of the minority groups in the United States.

Our study will include Churches of the East and autochthonous churches of the Third World, women and their role in the contemporary Church and the influence of both experiential religion and liberation theologies. This year we will take a close look at the Charismatic movement in Latin America.

III. Objectives

a. To introduce the student to the study of the Modern Church.
b. To discuss the impact of the Enlightenment and contemporary secularism upon the Christian Church.

c. To understand the reaction of the church in a changing world.

d. To discuss some of the main personalities and the meaning of their work.

e. To relate historical information to the development of Christian theology.

f. To contribute to a better understanding of today’s religious events and prepare for postmodernism and a postdenominational age.

By the time he/she completes this course he/she is expected to integrate his/her knowledge of modern and contemporary church history and his understanding of the history of Christian thought to the rest of his/her theological career and to his/her ministry.

IV. Textbooks


V. Bibliography


VI. Requirements

The student will prepare a term paper using as the form guide Kate L. Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations. Any evidence of plagiarism would invalidate your work and grade. You will have to communicate to the professor, well in advance, about incompletes and follow his instructions. The student will be required to visit the library and use its resources for the term paper and other research. He/she will also provide a written reaction to the assigned book about the Reformation and a book review on one of the books from the bibliography.

Attendance, participation and reading 20%
Term Paper 30%
Written reaction to Chadwick’s The Reformation 20%
Book Review 20%
Reading of the Textbook 10%

A = 90-100
B = 78-89
C = 68-78
D = 57-67
VII. Attendance

Class meets as specified with one ten minute break. Students are expected to be in attendance for the duration of the class. If you are going to be absent, you must notify the instructor in advance (in class the week or weeks before your absence or by phone). Since class participation is dependent on attendance, your grade might be adversely affected by your non-attendance.

VIII. Format

Lectures will be presented by the instructor and guest scholars. Dr. Y. Jacqueline Rhoades will lecture on Women in the Church with an emphasis in the period covered this term. The student will be provided enough time to ask any question relevant to the class.

IX. Schedule and Reading

Changes will be introduced to accommodate guest lecturers.

WEEK 1. Introduction to the course and Review of the Bibliography
   The Phirst Phse of the Reformation
   Reading: Chadwick’s 1-100.

WEEK 2. The Reformation continues
   Women in Church History
   Reading: Chadwick’s 100-187

WEEK 3. The Reformed tradition
   John Calvin
   The Reformers
   The early Anabaptists
   Reading: Chadwick 188-320.

WEEK 4. The English Reformation
   Henry VIII
   Thomas Cranmer
   Edward VI
   Reading: Chadwick 321-445.
   Gonzalez 1-50

WEEK 5. The Spanish and French Reformations
   Cardinal Gasparo Contarini
   The Catholic Counter Reformation
   Loyola and the Jesuits
   Reading: Gonzalez 51-125
WEEK 6.
Reactions to Calvinism
The Synod of Dort
Arminianism
The Thirty Year War
Reading: Gonzalez 126-196
Reaction to Chadwick's book

WEEK 7. Lutheran Scholasticism
Pietism
Moravian missions
Catholic missions
The Modern Missionary movement
Reading: Gonzalez 197-265

WEEK 8. The English Bible
English Church History after the Reformation
The Elizabethan Settlement
Puritanism
Quakers
Reading: Gonzalez 266-299
Book Review from Bibliography due

WEEK 9. Radical Reformation
Quakers
Wesley and the Methodists
The Rise of Catholic modernism
Reading: Gonzalez 300-346

WEEK 10. American Church History from the Pilgrims to the Civil War
Latin American Church History beginning with the conquistadores
Latin American Theology
Reading: Gonzalez 347-410

WEEK 11. The Charismatic/Pentecostal movement
The Church in the Third World
New Theologies
Post-Denominationalism
Reading: Gonzalez 411-476
Term Paper Due
Oral Presentations