TH100 – INTRODUCTION TO THEOLOGICAL EDUCATION

TEAM TAUGHT: Faculty & Staff
LEAD PROFESSOR: Dr. Jack Budrew
Office: 305 379 3777, x210 Home: 305 949 0417 Cell: 561 737 0159
Office hours: Monday – Friday 9 AM – 4 PM or by appointment.

One credit hour: eleven contact hours as arranged with students.

Course Description (from seminary catalog)
This course presents an overview of the role and significance of seminary life and training in the formation of ministerial identity. Practical issues of workload, finance, time management and curriculum structure will be examined as an orientation to the FCTS seminary experience.

Course Structure and Plan:
Class sessions begin with orientation program introducing students to FCTS seminary environment. Registration, academic policies and practical issues such as finance, workload, curriculum and scheduling will be presented by members of the administration and faculty. Personal sharing and expectations of both faculty and students are included in these presentations. Standards of academic integrity, copyright compliance, writing style and ethical issues regarding plagiarism, cheating & fraud will be discussed. The history of FCTS and its educational mission are important components of this course. Introduction to library resources will also be scheduled.

Course Objectives:
1) Students will become familiar with current academic policies, regulations and curriculum.
2) Students will understand that seminary education involves a special commitment to academic integrity with regard to honesty, plagiarism, cheating, biases and personal responsibility.
3) Students will familiarize themselves with the Center's bibliographic style manual, which is the standard for all written course materials.
4) Students will learn about the Center's founder, history and educational mission.
5) Students will be introduced to basic information resources such as the ATLA Religion Database Index.
Course Requirements:
1) Consistent attendance and participation.
2) In preparation for class students will complete (at home or office) LibraryU Course CUS008 (http://learning.LibraryU.org/home/) and New Books list assignment.
3) Answers to selected questions from Badke text.
4) Reaction paper (3-4 pages) to Making All Things Human, including cover page, at least three footnotes and a bibliography with at least five items.
5) Combined / integrated bibliography in Turabian format of book & journal citations from RDB computer search and web page urls from Internet search.

Required Texts:

Course Schedule
(will vary depending on Quarter, location and format of presentation)
1st Session (2 hours): Introduction: faculty & staff.
2nd Session (3 hours): Course objectives and assignments. Standards: ethical, intellectual, writing
3rd Session (3 hours): Library resources, search strategies, academic courses, student issues,
   ANSWERS TO QUESTIONS FROM BADKE TEXT DUE
4th Session (3 hours): Curriculum, history and mission; wrap-up.
   COMBINED BIBLIOGRAPHY IN TURABIAN FORMAT
   OF BOOKS & JOURNALS & WEB SITES DUE ONE WEEK AFTER 4TH SESSION.
   REACTION PAPER DUE TWO WEEKS AFTER 4TH SESSION.

Course Grading Criteria:
Limited time frame requires high emphasis on Attendance 20%
Online course 10%
Answers to Badke text questions 15%
Reaction Paper 20%
Bibliography 15%
Participation 20%
BIBLIOGRAPHY FOR TH100


Harris, Robert. "Anti-plagiarism strategies for research papers"  

Hexham, Irving. "The plague of plagiarism"  

Kelsey, David H. To understand God truly: what's theological about a theological school.  


Long, Thomas G. "Stolen goods: tempted to plagiarize." Christian Century 124 no.8  

McKenzie, Vashti M. Strength in the struggle: leadership development for women. Cleveland:  


Course Description

This course has being designed to expose students to the public life of any given pastor. We will pay attention to the different role pastor are call to play and the expectation churches may have in that regard. During this semester this class will remark the view of pastors as leaders within a community o faith and the inner dynamic of every day challenges.

Course Structure and Plan

Class session will focus on the question “What in the world is the Church doing? This will assist students in their understanding of the changes and challenges in the world in which they are being called to serve. It will also assists in defining the nature of the ministry they will be required to exercise. Effort will be made to utilize available resources to assist students in their response to all the levels of expectations with which they will deal.

Course Objectives

(i) Students will be assisted in identifying what it means to be a leader in the context of the Christian church.
(ii) Students will be engaged in an ongoing evaluation of ministry and its relation to these expectations
(iii) Each students will have the opportunity to interact with clergy and lay representatives from his/her respective denomination as he/she deals with these expectations
(iv) Students will be exposed to the changing emphases in Theological Education and studies on pastoral expectations.

Course Requirements

1. Consistent class attendance and participation.
2. Write a 10 pages essay on your own view about what is the Church, what do you see wrong or good and your own expectation of changing it.
3. Read the two required texts, and write no more than 3 pages of your reactions for each book:
Course Grading Criteria

A. Attendance and Participation .................................................. 20%
B. Reading reports ...................................................................... 20%
C. Paper on “Church view” ......................................................... 20%
D. Final paper ............................................................................. 40%

100%

Recommended Books

a. Callahan, Kennon L. Effective Church Leadership.
c. Cook, Norma. Transforming Leadership.
e. Dittes, James E. Recalling Ministry.
g. Fenhagen, James. Mutual Ministry.
h. Glasse, James. Putting it together in the Parish.
i. Harris, James C. Stress, Power and Ministry.

p. Schoonover, Melvin E. Making all Things Human.
q. Williams, Daniel Day. The Minister and the Care of Souls.
r. Glaz, Maxine and Jeanne Stevenson Moessner. Women in Travail and Transition.

Chronological Calendar

Session 1  The nature of the Church. Meaning and mission of the Church
Reading: Nouwen
Session 2  Pastor in a post-modern society. Pastoral role in a changing age
Reading: Nouwen. REPORT DUE
Session 3  Spiritual leadership and the Church today
Reading: Willimon 27-74
Session 4  The pastor as priest. Leadership of worship
Reading: Willimon 75-90
Session 5  The pastor as interpreter of the Scripture
Reading: 133-140
Session 6  The pastor as preacher
Policy on Attendance

Consistent class attendance is absolutely required. When a student has to be absent, the student should notify the office prior to the class session, giving reason for absence.

Policy on 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 required course work must be made by the student and agreed to by the faculty member. It is the student's responsibility to arrange for completion of the course and to submit to the faculty member all coursework by the date published in the academic year calendar or the grade will become the provisional grade given by the faculty member. All requests for incompletes must be submitted in writing using the Requests for Incomplete form available from the Registrar.

Policy of Plagiarism

Plagiarism is defined as the use, without proper acknowledgement, 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.

Policy on Research Papers

All class papers (Term of Research) will use the Turabian Manual for Writers as form guide.
Course Description

This course deals especially with expectations of the “minister” from historical sociological, psychological, and ecclesiastical perspectives. Students will consider the often conflicting demands laid upon ministers by “tradition”, Church structures, particular congregations or institutions, and themselves. They will also explore possible ways of dealing with the resultant conflicts.

It will also provide an opportunity to deal informally with issues of vocation, practice, and personal spirituality.

Course Structure and Plan

Class sessions will focus on the question “What in the world is the Church doing?” This will assist students in their understanding of the changes and challenges in the world in which they are being called to serve. It will also assist in defining the nature of the ministry they will be required to exercise.

Effort will be made to utilize available resources to assist students in their response to all the levels of expectations with which they will deal.

Course Objectives

(i) Students will be assisted in identifying the expectations of the “Minister” which exist.
(ii) Students will be engaged in an ongoing evaluation of ministry and its relation to these expectations.
(iii) Each student will have the opportunity to interact with clergy and lay representatives from his/her respective denomination as he/she deals with these expectations.
(iv) Students will be exposed to the changing emphases in Theological Education and studies on pastoral expectations.

Course Requirements

1. Consistent class attendance and participation.

2. Two one-page papers. One, a “critical event” paper, dealing with the question, “What in the world is the Church doing?” Be alert to biblical stories, historical events in the Church or theological concepts which may help you understand the particular experience. The other paper is on the expectations of the congregation for the Minister.
3. Read Two required texts, and write no more than five pages of your reactions:
   b. Nouwen, Henri, In the Name of Jesus

      The books are available in the Bookstore

4. Read an additional book from the following bibliography and write no more than two pages of reaction:
   b. Dittes, James, E., Recalling Ministry
   d. Fenhagen, James, Mutual Ministry
   e. Glasse, James, Putting it together in the Parish
   f. Harris, James C., Stress, Power and Ministry
   g. Holmes, Urban T., The Future Shape of Ministry
   i. Lewis, G. Douglass, Meeting the Moment: Leadership and Well-Being in Ministry.
   j. Nouwen, Henri, Reaching Out
   k. Oden, Thomas, Pastoral Theology: Essentials for Ministry
   l. Peck, M. Scott, People of the Lie
   m. Schoonover, Melvin E., Making all things Human
   n. Whitehead, James & Evelyn E., Method of Ministry
   o. Williams, Daniel Day, The Minister and the Care of Souls
   p. Glaz, Maxine & Jeanne Stevenson Moessner, Women in Travail & Transition

5. Write a 10-15 page research paper outlining the historical development of the Pastor's role within your own particular denomination. There should be an addendum to the paper in which you summarize your own "theology of the ministry".

Schedule of Classes
November 26 - Getting reacquainted. Review of course requirements and scheduling. "Getting a fix on ourselves."

December 3 - Expectations of the "Minister" Reality vs. Perception
   Paper 1 Due

December 10 - Women in Ministry
   Nouwen Book Report Due

December 17 - Laity and Ministry
   Paper 2 Due
January 7 - One Person's Ministry

January 14 - A day of reflection on ministry
Willimon Book Report Due

January 28 - Best guesses about what congregation expects.

February 4 - Discussion with denominational executives. "What I look for in ministerial candidates."

February 11 - Discussion with panel of laity "What I expect of my minister"
Research Paper Due

February 18 - Changing emphases in Theological Education
ATS/Other studies of pastoral expectations

February 25 - "Why should anyone want to be minister?"
Evaluations / Elective Book Report Due

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Policy on Incompletes

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Policy on Research Papers

All class papers (Term or Research) will use the Turabian Manual for Writers as form guide.
HISTORICAL STUDIES II   HS 101   4 credit hours

Winter 2007-2008

Professor: Marcos Antonio Ramos Sr.

Phones  (Home)  305 448 6334

(Office)  379 3777

(Fax)  379 1006

Classes:  See schedule at the end of this syllabus

INTRODUCTION

This year long-part of a year-long seminar will survey the history, theology and doctrine of the Christian Church from the Sixth Century through the Forerunners and early developments of the Reformation in Europe. Special attention will be given to the development of Catholic doctrine and church organization.

I. TEXTBOOK


III. PLAN OF THE COURSE

The course will encourage reading about the subject, and a geographical and theological introduction to the most important events and places in the history of medieval Christianity. Subjects discussed will include, among others, the continuing process of the development of the Papacy, the evangelization of the peoples of Northern Europe, the rise of the Holy Roman Empire under Charlemagne and his successors, the impact of Islam on the Eastern Churches, North Africa and Spain, the Spanish Christian Reconquest, the period of the Crusades, including not only those that tried to reconquer the Holy Land but also those designed to wipe out “heresy”; the confrontation between Church and State, the monastic movement and the role of women in monastic orders, the Scholastic period, the impact of the Renaissance upon Christianity, the church councils, the Great Schisms of the East and West, the “Babylonian Captivity of the Church”, the dissident movements within Christianity and the forerunners of the Reformation. Students will be introduced to both the primary and secondary literature from the period. You will be expected to read regularly and to participate in class discussions.
IV. INSTRUCTIONAL OBJECTIVES

a. To introduce the student to the study of the Medieval church.
b. To analyze different interpretations about the development of both the Roman Catholic and the Eastern Orthodox Church.
c. To discuss the impact of Islam on Christianity and society in general.
d. To analyze the activities and beliefs of groups traditionally considered as “heretic” during this period.
e. To relate historical information to the development of Christian theology during the Middle Ages.
f. To prepare the student for an objective study of both the Protestant and Catholic Reformations to be studied in the next term.

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

V. BIBLIOGRAPHY


VI. REQUIREMENTS

1. Your final grade for this course will be determined by several different factors. Each student will prepare a five page typed book review of a book from the bibliography or approved by the professor. Details regarding the nature of this paper will be explained by the professor.

2. The student will prepare a paper about a subject of this historical period that is approved by the professor. The student should use an extensive bibliography and demonstrate his/her use of the library. Turabian style is required. The professor will discuss the details in class and the paper and book will be due the last day of class.

3. The student will attend all classes and participate in them.

4. The student is required to follow all the reading assignments.

5. Along with research papers we will be utilizing the web resources available to us for short assignments such as essays and questions which will then be submitted either in class or online. Assignments and deadlines will be made available at the proper time. The student should some of the resources of the bibliography provided in the syllabus.

6. The use of our library’s resources will have to be documented.

VII. GRADING CRITERIA

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation in class</td>
<td>10%</td>
</tr>
<tr>
<td>Term paper</td>
<td>40%</td>
</tr>
<tr>
<td>Book review</td>
<td>25%</td>
</tr>
<tr>
<td>Essays and “reactions”</td>
<td>25%</td>
</tr>
</tbody>
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A = 90 – 100
B = 79 – 89
VIII. SCHEDULE

Unit I. December 1st
9.00 A.M. to Noon

Explanation of requirements & Introduction to the Course
From Augustine to medieval theology
Reading: Begin the reading of Gonzalez

Unit II. December 15
9.00 A.M. to Noon

Basic concepts and vocabulary of the period to be studied
Christian/Jewish relations during the Middle Ages
Medieval structures

Unit III. January 5
9.00 A.M. to Noon

Charlemagne & Mohammed
The Moslem factor and the Crusades
Church/State conflicts in Christendom

Unit IV. January 19
9.00 A.M. to Noon

Monks and Nuns in the Middle Ages
Women in the Medieval Church

Unit V. February 2
9.00 A.M. to Noon

“Heresies” of the Middle Ages
The Great Schism and the Eastern Churches
Last week for reading Gonzalez/Book review is due

Unit VI. February 16
9.00 A.M. to 5 P.M.

A review of important Popes of the period
Scholastic theology and Saint Thomas Aquinas
The Conciliar movement
Savonarola and internal reformers
Forerunners of the Protestant Reformation
The Renaissance and Erasmus of Rotterdam
Term paper is due