**AZUSA PACIFIC UNIVERSITY**

**Graduate School of Theology**

**Contextual and Global Theology**

**TUL 584**

**Syllabus: Spring 2015**

**Don Thorsen, Ph.D.,**

**Professor of Theology**

|  |  |
| --- | --- |
| **What is theology?** |  |
|  | **Faith seeking understanding****—Augustine** |
| **Why do theology?** |  |
|  | **Theory and Practice** |
| **Who does theology?** |  |
|  | **You decide.** |
| **When, where, and how is theology done?** |  |
|  | **Compass Analogy: Jesus Christ, Holy Spirit, and the Church** |

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**Syllabus**

1. **Course Information**
* Azusa Pacific University, Azusa Pacific Graduate School of Theology
* TUL 584 – Global and Contextual Theology, 3-units
* Spring Semester 2015
* Following the Azusa Pacific University Credit Hour Policy, approximations are provided that estimate the amount of time required for completing the coursework. See the Appendix: Credit Hour Policy.
1. **Faculty Information**
* Don Thorsen, Ph.D., Professor of Theology, and Chair of Graduate Theology and Ethics
* Office: Duke 225
* Office phone: 626.815.6000, x5650
* Office staff: 626.815.5439
* Cell phone: 909.223.8404
* E-mail: *dthorsen@apu.edu*
* Office hours: By appointment
1. **University Information**
* **Mission Statement of Azusa Pacific University:** 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.
* **Mission Statement of the Graduate School of Theology:** The Graduate School of Theology, in keeping with its commitment to the centrality of Jesus Christ and the authority of Scripture, prepares men and women for effective, practical ministry in the Church throughout the world by promoting the spiritual, personal, and vocational development of students and by extending theological knowledge through academic inquiry, research, writing, and publication.
* **University Statement of Faith:** See Resources section of Syllabus.
1. **Course Description**

This course studies the contextual nature of Christian theology. Special attention is given to global beliefs, values, and practices, especially those relevant to urban contexts.

1. **Course Outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcomes** | **Objectives** | **Rubrics[[1]](#footnote-1)** | **Artifacts** |
| 1. **Identify General Knowledge about Theology:** You—the students—will have the opportunity to differentiate styles of biblical theological approaches, systematic theology, contextual (including urban) theology, and various processes of asynchronic (historic) or synchronic (across continents) theological validation.
 | * Gain factual knowledge
 |  | * Book Reviews
* Research Paper
 |
| 1. **Contrast Local Theological Knowledge with Systematic Theological Formulations:** Beginning with local stories of gospel communication, you will have the oppor­tunity to analyze, classify, and evaluate doctrines such as the incarnation, resurrection, atonement, predestination, salvation (including conversion, assurance, and sanctification), the church, ministry, sacraments and ecclesiology.
 | * Learn fundamental principles, generalizations, or theories (viz., theologies)
 | * Students will demonstrate critical theological thinking by integrating Scripture, church tradition, and experience in theological deliberations (Rubric #1).
 | * Book Reviews
* Research Paper
 |
| 1. **Develop Critical Thinking Skills:** You will have the opportunity to demonstrate critical thinking by integrating Scripture, church tradition, and urban experiences in theological deliberations that strengthen your perspective of Christian truth and life, and written communication.
 | * Learn to analyze and critically evaluate ideas, arguments, and points of view
 | * Students will demonstrate critical theological thinking by integrating Scripture, church tradition, and experience in theological deliberations (Rubric #1).
 | * Book Reviews
* Research Paper
 |
| 1. **Develop Attitudes, Values and Beliefs Regarding Change/Stabil­ity:** You will have the opportunity to demonstrate critical thinking by engaging diverse theological viewpoints that challenge your beliefs, values, and actions.
 | * Gain a broader understanding and appreciation of intellectual and theological activity (e.g., beliefs, values)
 | * Students will demonstrate critical thinking by engaging diverse theological viewpoints (Rubric #2).
 | * Book Reviews
* Research Paper
 |
| 1. **Apply theology to life issues and ministry:**  You will have the opportunity to engage church and society by critically applying theology to the urban poor context.
 | * Learn to apply course material (to improve thinking, problem solving, and decisions)
 | * Students will apply their beliefs and practices with global awareness and cultural sensitivity (Rubric #3).
 | * Book Reviews
* Research Paper
 |

**Required Textbooks and Study Resources**

1. Bevans, Stephen B. *Models of Contextual Theology*. Rev. and Expanded Edition. Faith and Cultures Series. Maryknoll, NY: Orbis Books, 2002. (ISBN-13: 978-1570754388) 186 pp. [18.99 Kindle Edition](http://www.amazon.com/Center-Church-Balanced-Gospel-Centered-Ministry-ebook/dp/B005JSGB5Q/ref%3Dsr_1_4_bnp_1_kin?s=books&ie=UTF8&qid=1384564105&sr=1-4&keywords=bevans+models+of+contextual+theology)
2. Greenman, Jeffrey P., and Gene L. Green, eds. *Global Theology in Evangelical Perspective: Exploring the Contextual Nature of Theology and Mission.* Downers Grove, IL: IVP Academic, 2012. (ASIN: B00EH8R81K) 267 pp.  [$9.99 Kindle Edition](http://www.amazon.com/Global-Theology-Evangelical-Perspective-Contextual-ebook/dp/B0085IZPF4/ref%3Dsr_1_1_bnp_1_kin?s=books&ie=UTF8&qid=1384564248&sr=1-1&keywords=Global+Theology+in+Evangelical+Perspective%3A+Exploring+the+Contextual+Nature+of+Theology+and+Mission)
3. Fabella, Virginia, and R. S. Sugirtharajah, eds. *Dictionary of Third World Theologies.* Mary­knoll, NY: Orbis Books, 2000. (ISBN-10: 1-57075-405-5) 260 pp. (not available in Kindle, need to buy)
4. Thorsen, Don. *Calvin vs Wesley: Bringing Belief in Line with Practice.* Nashville: Abingdon Press, 2013. (ISBN-13: 978-1426743351) 153 pp.  [$9.99 Kindle Edition](http://www.amazon.com/Global-Theology-Evangelical-Perspective-Contextual-ebook/dp/B0085IZPF4/ref%3Dsr_1_1_bnp_1_kin?s=books&ie=UTF8&qid=1384564248&sr=1-1&keywords=Global+Theology+in+Evangelical+Perspective%3A+Exploring+the+Contextual+Nature+of+Theology+and+Mission)

Copyright responsibilities: Students and faculty are both authors and users of copyrighted materials. As a student you must know the rights of both authors and users with respect to copyrighted works to ensure compliance. It is equally important to be knowledgeable about legally permitted uses of copyrighted materials. Information about copyright com­pliance, fair use and websites for downloading information legally can be found at [*http://apu.libguides.com/con­tent. php?pid=241554&search\_terms*](http://apu.libguides.com/content.%20php?pid=241554&search_terms)*=copyright.*

1. **Recommended Books**
2. McKim, Donald K. *Westminster Dictionary of Theological Terms*. Louisville: West­minster John Knox Press, 1996. (ISBN-10: 0-664-25511-6) Cf. Wikipedia for quick theological defini­tions, or other online theological sources; however, be wary of the quality and biases of online sources.
3. Turabian, Kate L. Revised by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations.* 7th ed. Chicago: Uni­versity of Chicago Press, 2007. (ISBN-13: 978-0-226-82337-9) You may use electronic aids for notation and bibliography references, for example, [*http://www.chicagomanualofstyle.org/*](http://www.chicagomanualofstyle.org/) tools\_ citationguide.html. Cf. Chicago-style format for electronic sources at *http://www.lib.berkeley .edu/TeachingLib/Guides/Chicago-Tur­abian­style.pdf*; or general bibliographical help at <http://www.easybib.com/>
4. **Course Schedule**

The course will follow the order of topics listed below. However, the weekly reading assign­ments have been divided in order to make them more equivalent. Thus, topics will sometimes be dis­cussed on dates different from the ones listed below. You may want to read assignments in ad­vance in order to benefit the most from the textbooks. (Note: The approximate number of pages per reading assignment is listed in parentheses.)

|  |  |
| --- | --- |
| **Class Schedule** | **Topic, Readings, and Assignments** |
| Week 1 | Introductions, Distribution of Syllabi, Art of Writing |
| Week 2 | Bevans, *Models of Contextual Theology* (Part 1) |
| Week 3 | Bevans, *Models of Contextual Theology* (Part 2) |
| Week 4 | Bevans, *Models of Contextual Theology* (Part 3)DUE: *Models of Contextual Theology* Book Review |
| Week 5 | Fabella and Sugirtharajah, *Dictionary of Third World Theologies* (Part 1) |
| Week 6 | Fabella and Sugirtharajah, *Dictionary of Third World Theologies* (Part 2) |
| Week 7 | Fabella and Sugirtharajah, *Dictionary of Third World Theologies* (Part 3) |
| Week 8 | Fabella and Sugirtharajah, *Dictionary of Third World Theologies* (Part 4)DUE: *Dictionary of Third World Theologies* Book Review |
| Week 9 | Greenman and Green, *Global Theology in Evangelical Perspective* (Part 1) |
| Week 10 | Greenman and Green, *Global Theology in Evangelical Perspective* (Part 2) |
| Week 11 | Greenman and Green, *Global Theology in Evangelical Perspective* (Part 3) |
| Week 12 | Greenman and Green, *Global Theology in Evangelical Perspective* (Part 4)DUE: *Global Theology in Evangelical Perspective* Book Review |
| Week 13 | Thorsen, *Calvin vs. Wesley* (Part 1) |
| Week 14 | Thorsen, *Calvin vs. Wesley* (Part 2) |
| Week 15 | Final LectureDUE: Research Paper |

1. **Assignments**
2. **Local Knowledge and Oral Theology**: Students will meet with a cluster of local pastors and from their stories of evangelism and discipleship, analyze local understandings of some of the themes of: redemption, atonement, justification, sanctification, the church, then contrast these with some classic historic theologies of the same.

OR, if there is a local MATUL class on systematic theology or contextual theology among the poor, students will audit this class and analyze it, including five books or articles on local theological issues and five local stories on the themes.

1. **Book Reviews:** Students will write a critical book review of book assigned for class, for a total of four book reviews. See the Schedule for dates that book reviews are due. The book review should be no more than two pages in length, single-space. Students should (1) identify the thesis, (2) state contributions of the book, and (3) state liabilities (or weaknesses) of the book. Although some summarization is necessary in book reviews, students should focus most upon their evaluation of the book. Full bibliographical information of the book is required, but parenthetical notations are sufficient for references to the book or for quotes. A sample book review is included in the syllabus. The assignment is worth 10% of your final grade (four book reviews = 40% of your total grade).
2. **Research Paper on Worldwide Theology:** Write a position paper on the benefits and liabilities of contextual and urban theologies from a worldwide perspective. State your thesis, and argue for your theological point of view, utilizing references to the assigned readings and to five additional resources (e.g., book, journal articles, and not private websites). The assign­ment is worth 60% of your final grade, and it is due on the final day of class. Provide a title page for the assignment, notations, bibliography, and the length of the position paper must not exceed twenty-five pages (12-font). Be sure to *italicize* or underline your single-sentence thesis statement. Provide proper bibliographical sources used, including all translations of the Bible that you use. It is expected that, at least, *fifteen* notations will be made to non-biblical sources.
3. **Class Participation:** Class participation consists of regular attendance, discussion of assigned readings, and other class participatory activities. SKYPE attendance and participation, and extent and depth of participation in weekly forums factor into your grade.
4. **Information Literacy and Use of the Library**

Information literacy is defined as “a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:

1. determine the nature and extent of the information needed;
2. access needed information effectively and efficiently;
3. evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system;
4. individually or as a member of a group, use information effectively to accomplish a specific purpose; and
5. understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

This course encourages students to complete course assignments using resources available from the University Libraries. Research assistance and subject guides for this course are available at *http:// apu.libguides.com/.*

1. **Evaluation/Assessment Rationale for Grade Determination**

Grades are based on the classroom assignments and presentations. According to the University *Grad­uate Catalog*, scholarship is ranked as follows: A, exceptional; B, good; C, passing; D, unsatis­factory, no credit awarded; I, incomplete; F, failure; and W, withdrawal. Letter grades in the course will be given for each assignment. Every letter grade will then be given a point score, based upon the table below:

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade** | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
| **Points** | 4.0 | 3.7 | 3.3 | 3.0 | 2.7 | 2.3 | 2.0 | 1.7 | 1.3 | 1.0 | 0.7 | 0 |

At the end of the semester, the point scores will be multiplied by the percentage of the as­sign­ment, and an overall point score will be tabulated. The overall point score will then be report­ed as a final letter grade, based upon the final point range below. Note: Numbers will **not** be round­ed up.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade** | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
| **Final Point Range** | 4.0-3.86 | 3.85-3.52 | 3.51-3.16 | 3.15-2.86 | 2.85-2.52 | 2.51-2.16 | 2.15-1.86 | 1.85-1.52 | 1.51-1.26 | 1.25-.86 | .85-.52 | .51-0 |

For example, see the following grade scenario:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assignment** | **Percentage** | **Letter Grade** | **Grade Score** | **Point Totals** |
| Book Review 1 | 10% | A- | 4.0 | .4 |
| Book Review 2 | 10% | A- | 4.0 | .4 |
| Book Review 3 | 10% | B | 3.0 | .3 |
| Book Review 4 | 10% | B+ | 3.3 | .33 |
| Research Paper  | 60% | B+ | 3.3 | 1.98 |
| TOTALS | 100% | B+ |  | 3.41 |

1. **Course Policies**

It is the responsibility of students to know the policies of this course as well as the policies of Azusa Pacific University with regard to admissions, fi­nances, and aca­demics. (See the current *Azusa Pacific University Graduate Catalog*.) The following policies pertain specifically to this course.

**Class attendance::**

Online: Students are required to join in both the virtual face to face video mediated conversations and the class forum discussions each week, with an opening statement in response to one of the questions and 2 responses to others comments later in the week in the online forums. This gives the core coherence to the online learning process.

Face to face: Students are expected to be arriving promptly to class, coming fully prepared, participating actively in the discussions and activities are important components of this part of your grade for the course. Tardiness and absences must be discussed with the professor. Make-up work may be negotiated for absences due to medical or emergency reasons.

Students absent for more than 3 sessions will be advised to withdraw. Excused absence may be made up with an additional assignment.

**Speak Up!**: Please do not hesitate to ask questions or make observations in class. This course is designed with the intent of stimulating faculty and student inter­action.

**Readings**: Assigned readings are mandatory and should be completed in *ad­vance* of the classes for which they are scheduled in the syllabus.

**Quality of Writing**: Written assignments should be undertaken as though you were preparing them for *publication*, even if for publication in your church. This discipline should help to im­prove the quality of your writing.

**Formal Style of Writing**: All assignments should be typed and written in a formal style, for ex­ample, by using inclusive language and by avoiding con­tractions and ex­cessive use of slang. Assignments must follow a consistent for­mat for notations and bibliographical references, for example, as found in Turabian’s *A Manual for Writers*.

**Inclusive Language**: For the sake of communica­tion, I require that you use inclusive language in all written assignments. By “inclu­sive” I mean the use of generic terms with reference to both men and women. For example, there are many substitutes which may be used in the generic sense for the words “men,” “man,” “mankind,” and other words that increasingly have more of a male connota­tion. Among these are: humanity, humankind, human beings, humans, persons, people, all, and everyone. For further information, see Don Thorsen and Vickie Becker, *Inclusive Language Hand­book*.

**Late Assignments:** Late assignments turned in after the day that they are due will immediately receive a reduction in grade (e.g., A- 🡪 B+, B+ 🡪 B). Assignments turned in one week or more later will receive a reduction of one entire grade (e.g., A- 🡪 B-, B+ 🡪 C+). Unless students make arrange­­ments with the professor prior to when an assignment is due, grade reductions will occur for late assignments.

**Advanced Assistance:**Students wishing feedback from the instructor regarding initial drafts of papers are invited to schedule such with the instructor. However, you must allow sufficient time in advance of due dates to enable review, discussion, and subsequent refinement.

**Extra-credit Work:***No extra credit* work will be accepted. If you want to in­crease the probability of improving your grade, then you should take ad­van­tage of the instructor’s offer to give advanced assistance.

**Completion of Work**: All assignments *must* be completed in order to pass the course. Ex­tended due dates will be granted only in cases of hardship such as hos­pital­ization or emergency absence from class. Unless such a situation arises im­mediate­ly before a deadline, arrangements cannot be made after the fact without receiving a reduction in your grade. A similar pol­icy applies with regard to course incompletes.

**Assignment Options:**Students interested in proposing other means (dif­ferent from those outlined above) of demonstrating their comprehension, inquiry, and skill relative to the purpose(s) of this course may do so upon the instructor’s discre­tion­­ary con­sent. Such students are to submit thorough and well-reasoned pro­posals (appropriate to graduate-caliber study) in suf­ficient time for both the in­structor to review and accept or modify the pro­posal and the student to com­plete it prior to the end of the term.

**Academic Integrity Policy:**Graduate students are expected to do their *own* inde­pendent work. They should refrain from cheating, copying or plagiariz­ing the work of others. When drawing from various resources for research purposes, student must provide citations, footnotes (endnotes or parentheti­cal notations), and bibliographic information. Students may not use an editor for any work turned in under their own name, unless approved in advance in writing by the instructor, and only to the extent approved. Students who engage in academic dishonesty will automatically receive an “F” for the assignment, and possibly the course, given the flagrance of the plagiarism, and may be in jeopardy of expulsion from the University. The following statement appears in the *Graduate Catalog*:

“The maintenance of academic integrity and quality education is the re­sponsi­bility of each student at Azusa Pacific University. Cheating or plagiarism in connection with an academic program is an offense for which a student will be expelled, suspended, or disciplined. Academic dis­honesty is a serious offense which dimin­ishes the quality of scho­lar­ship and defrauds those who de­pend upon the integrity of the edu­cational system.

Academic dishonesty includes:

Cheating: Intentionally using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise.

Students completing any examination should assume that external assistance (e.g., gooks, notes calculators, conversations with others) is prohibited unless specifically authorized by the instructor.

Students may not allow others to conduct research or prepare any work for them without advance authorization from the instructor.

Substantial portions of the same academic work may not be submitted for credit in more than one course without authorization.

Fabrication: Intentional falsification or invention of any information or citation in an academic exercise.

Facilitating Academic Dishonesty: Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.

Plagiarism: Intentionally or knowingly representing the words, ideas, or work of another as one’s own in any academic exercise.”

**Classroom Disruption Policy:** This policy and its title is based upon the findings of the Gonzalez and Lopez study on “student incivility,” which identifies six categories of student incivility and recommends an explicit policy in course syllabi. These are the six categories: disengaged, disinterested, disrespectful, disruptive, defiant, and disturbed behaviors.[[2]](#footnote-2) Behaviors that fall into these categories impede the teaching and learning processes, and undermine the academy. They are expressed multiple ways: words, expressions, gestures, actions (personal as well as mechanical, e.g., disruptive use of cell phones and laptop computers). These behaviors cannot be permitted whether in the classroom, advisement, or conferencing. (LEARNED disagreement with the instructor does not itself constitute incivility.) A pattern of student incivility constitutes sufficient grounds, in and of itself, for dismissal from a course with a failing grade.

**Assignment Return Policy**: Assignments submitted in class will be graded and then returned in class. Assignments completed at the end of a semester will be placed in the office of the Gradu­ate School of Theology at the Universi­ty. No assign­ments will be mailed to students unless a self-addressed, stamped envelope is pro­vided to the professor.

# Disability Procedure: Students in this course who have a disability that might prevent them from fully demonstrating their abilities should communicate with the MATUL program director, as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

There are many available support services for graduate students including the Graduate Center, Regional Centers, Libraries, Computer Center, Media Center, Writing Center, Counseling Center, and International Center. See the Graduate Catalog for more details. In addition to these there is the Learning Enrichment Center. Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

**Satisfactory progress** in the degree requires a GPA of 3.0 or above, across your courses.

# Returns: We will attempt to grade work the week submitted though this is not always feasible. The course work and grades will be open to view two weeks after the end of the course.

**University or Department Policies:** All university and departmental policies affecting student work, appeals, and grievances, as outlined in the Graduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

**Support Services:** There are many available support services for graduate students including the Graduate Center, Regional Centers, Libraries, Computer Center, Media Center, Writing Center, Counseling Center, and International Center. See the Graduate Catalog for more details.

In addition to these there is the Learning Enrichment Center. Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

**Copyright Responsibilities:** Materials used in connection with this course may be subject to copyright protection. Students and faculty are both authors and users of copyrighted materials. As a student you must know the rights of both authors and users with respect to copyrighted works to ensure compliance. It is equally important to be knowledgeable about legally permitted uses of copyrighted materials. Information about copyright compliance, fair use and websites for downloading information legally can be found at http://apu.libguides.com/content.php?pid=241554&search\_terms=copyright

# Information literacy is defined as “a set of abilities requiring individuals recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:

• determine the nature and extent of the information needed.

• access needed information effectively and efficiently.

• evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system.

• individually or as a member of a group, use information effectively to accomplish a specific purpose.

• understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

This course requires students to complete course assignments using resources available from the University Libraries. Research assistance and subject guides for this course are available at http://apu.libguides.com/

**Emergency Procedures:**The University recommends that you leave the class title, room and build­ing location, and the campus phone numbers with family and/or other contacts you wish to be noti­fied in case of an emergency. My University phone number is 626/815-6000, ext. 5650, and the Graduate School of Theology phone number is 626/815-5439.

**Legal Disclaimer:** This course is in constant development and may be upgraded at the professor's discretion. All effort is made to not materially change assignments once they have been begun, and if so to do so to the students' advantage. Creativity is encouraged and alternatives to assignments recognized, but normally should be negotiated beforehand.

**M. University Policies**

All university and departmental policies affecting student work, including academic integrity, appeals, and grievances, as outlined in the Graduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

**N. Support Services**

There are many available support services for graduate students. Information regarding various co-curricular and academic support services for graduate students can be found in the Graduate Catalog.  Please contact your faculty advisor and/or the Graduate Center should you have any additional questions.

Students in this course who have a disability that might prevent them from fully demonstrating their abilities should contact an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

1. **Bibliography**

See Don Thorsen, *Theological Resources for Ministry: A Bibliography of Works in Theological Studies.* Foreward by Thomas Oden. Nappanee, IN: Evangel Publishing House, 1996. ISBN-10: 0-916035-71-9

1. **Appendix: Credit Hour Policy**

Following the Azusa Pacific University Credit Hour Policy, the following approximations help students estimate the expected time requirements for completing the course. It is expected that students will complete three hours of out-of-class work for each hour of in-class work, altogether totaling a *minimum* of 180 hours of work (per 3-unit course). The approximations below suggest how long it may take to complete different requirements for the course.

|  |  |  |
| --- | --- | --- |
| **Work** | **Standards** | **Hours** |
| Classroom Hours | 15 classes x 3 hours/class | 45 |
| Reading (approximate) | 866 pages ÷ 10 pages/hour =  | 86 |
| Book Reviews (x4) | 3 hours/paper (x4 = 12 hours) | 12 |
| Research for Research Paper | 20 hours/paper | 20 |
| Writing Research Paper | 20 hours/paper | 20 |
| **Total** |  | 183 |



When

previous

learning is

changed

**New**

**Learning**

**By Robert Putnam**

**Theological Rubrics**

When

previous

learning is

strengthened

**Belief**

**Strengtheninglihood of being correctablein 1992.culty meeting of Azusa Pacific University byercise.ut authorization.nd**

**Experience**

Framed by what we tentatively hold to

be true about the world

**Testing**

To increase the likelihood

of being correct (e.g., by

asking questions) **correctablein 1992.culty meeting of Azusa Pacific University byercise.ut authorization.ndns) correctablein 1992.culty meeting of Azusa Pacific University byercise.ut authorization.nd**

**Interpretations**

To make sense of the

experience

**Assessment of the Graduate School of Theology Core Competencies**

**Think Theologically: Reflect theologically, integrating scripture, church**

**tradition, reason, and experience.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard of Evaluation** | **1****Beginning** | **2****Developing** | **3****Accomplished** | **4****Exemplary** | **1-4 Score** |
| 1. **Students will demonstrate critical theological thinking by integrating Scripture, church tradition, and experience in theological deliberations.**
 |
| 1.1. Give evidence of critical thinking skills, when reflecting theologically. | Offers some evidence of critical thinking about theological issues. | Gives good evidence of theological thinking, but does so inconsistently. | Regularly offers evidence of critical theological thinking. | Offers great theological insights due to consistent critical thinking. |  |
| 1.2. Distinguishes between critical thinking and theological assumptions. | Does not distinguish between critical thinking and theological assumptions. | Recognizes some distinctions between theological evidence and people’s opinions. | Makes crucial distinctions between critical thinking and theological assumptions.  | Distinguishes insightfully between theological evidence and people’s opinions. |  |
| 1.3. Demonstrates a historical and critical understanding of scripture. | Shows little understanding of historical and critical issues of scripture. | Distinguishes between some critical issues, but does so inconsistently. | Recognizes historical and critical issues for theological deliberations. | Demonstrates superior knowledge and use of historical and critical understanding. |  |
| 1.4. Uses relevant primary and secondary sources from historic Christian theology. | Cannot distinguish between primary and secondary literature, and their relevance. | Distinguishes between types of literature, but does not do so consistently. | Cites good and relevant sources, both primary and secondary, and uses them consistently. | Uses the best primary and secondary sources, and uses them persuasively. |  |
| 1.5. Distinguishes relevant experience—past and present—and applies it. | Shows little or no theological understanding of how to use experience appropriately. | Recognizes the relevance of some types of experience, but does so inconsistently. | Makes regular references to relevant types of experience for theological reflection. | Consistently uses experience with breadth and depth for theological reflection. |  |
|   Totals: |
| 1. **Students will demonstrate critical thinking by engaging diverse theological viewpoints.**
 |
| 2.1 Recognizes the variety of theological viewpoints relevant to particular issues. | Shows little or no awareness of other theological viewpoints. | Addresses other theological viewpoints, but not critically. | Shows good awareness of alternative viewpoints and interacts with them. | Consistently recognizes and critically interacts with other theological viewpoints. |  |
| 2.2. Evaluates different theologies critically, based on their use of evidence and argument. | Makes few attempts to evaluate critically and fairly the views of others. | Attempts to evaluate critically and fairly the views of others, but does so inconsistently. | Regularly considers and interacts with the views of others. | Discusses theology in consistent and constructive interaction with other theological viewpoints. |  |
| 2.3. Gives evidence of responding to critiques of opposing views. | Discusses theology without reference to alternative views. | Considers opposing views without significant responses to them. | Evaluates and responds to potential questions or critiques of others. | Clearly states views and responds to questions and critiques of others. |  |
|  Totals:   |
|  1. **Students will apply their beliefs and practices with global awareness and cultural sensitivity.**
 |
| * 1. Gives evidence of applying Christian beliefs and practices with global awareness and cultural sensitivity.
 | Rarely demonstrates awareness of global complexities and/or sensitivity to cultural differences.  | Occasionally demonstrates awareness of global complexities and/or sensitivity to cultural differences, but with little critical analysis.  | Often demonstrates awareness of global complexities and/or sensitivity to cultural differences with some critical analysis. | Consistently demonstrates critical awareness and analysis of global complexities and/or sensitivity to cultural differences.  |  |
| 3.2. Contextualizes beliefs and practices in fulfilling the mission of the church. | Shows little or no Understanding of church leadership, administration, or strategic planning. | Shows some, but inconsistent, understanding of church leadership, administration, or strategic planning. | Shows good and consistent understanding of church leadership, administration, or strategic planning. | Shows exceptional understanding of church leadership, administration, or strategic planning. |  |
|  Totals:   |

**Breadth and Depth of Higher Education**

*By Russ Rogers[[3]](#footnote-3)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Frosh** | **Sophomore** | **Junior** | **Senior** | **Master** | **Doctorate** |
| A |  |  |  |  |  B |

|  |  |
| --- | --- |
| **Column A** | **Column B** |
| Claims made/certainty presumed | Claims made/uncertainty acknowledged |
| Subjective | Less subjective |
| Interpretations self-sealing | Interpretations tested |
| Individuals* Search for confirming data
* Ignore disconfirming data
* Use irrelevant data for support rather than be ‘wrong’
* Avoid ambiguity
* Operate with a high level of inference
* Operate as ‘entitled to their own opinion’
 | Individuals* Search for disconfirming data
* Are sensitive to internal cues (and miscues)
* Are willing to be ‘wrong’ rather than use irrelevant data for support
* Explore ambiguity
* Operate with a keen attention to the observable
* Operate as not ‘entitled to their own opinion’
 |
| General | Specific |
| Secondary sources | Primary sources |
| Classes | Caucuses/seminars |
| Textbooks/syllabi as end | Textbooks/syllabi as beginning |
| Students | Colleagues |
| Reacting to | Reasoning though |
| Reaction papers/opinion pieces | Analyses/syntheses |
| Claims precede investigation | Investigation precedes claims |
| Goal: Grades and/or to fit in | Goal: To really know something |

**What Is a Research (Position, Argumentative) Paper?[[4]](#footnote-4)**

 During your school career, you have probably written many personal essays that pre­sent­ed your thoughts, feelings, and opinions and that did not refer to any other source of informa­tion or ideas. Some subjects and assignments, however, require us to go be­yond our personal know­ledge and experience. We undertake research when we wish to explore an idea, probable an issue, solve a problem, or make an argument that compels us to turn to outside help. We then seek out, investigate, and use materials beyond our per­sonal resources. The research paper presents the findings and conclusions of such an inquiry.

 The research paper is generally based on primary research, secondary research, or a combina­tion of the two. Primary research is the study of a subject through firsthand observation and investi­gation, such as analyzing a literary or historical text, conducting a survey, or carrying out laboratory experiment. Pri­mary sources include statistical data, historical documents, and works of literature and art. Secondary research is the examination of studies that other researchers have made of a subject.

 These skills are by no means academic. Like the research papers you write in school, many reports and proposals required in business, government, and other professions rely on secondary research. Learning how to write a research paper, then, can help prepare you for assignments in your profes­sion­al career.

 Research increases your knowledge and understanding of a subject. Some­times research will confirm your ideas and opinions; sometimes it will challenge and modify them. But almost always it will help to shape your thinking. Unless your instructor specifically directs you otherwise, a research paper should not merely review publications and extract a series of quotations from them. Rather, you should look for sources that provide new information, that helpfully survey the various positions already taken on the subject, that lend authority to your view­point, that expand or nuance your ideas, or that furnish negative examples against which you wish to argue. As you use and scrupulously acknowledge sources, how­ever, always remember that the main purpose of doing research is not to summar­ize the work of others but to assimilate and build on it and to arrive at your own understanding of the subject.

**Structure of an Essay**

*By David Esselstrom and Don Thorsen*

# I. Introduction

## A. Your task: Respond to the directions of the assignment or ques­tion asked, or begin with comments that grab the attention of your reader. Then develop a thesis and defend the reasonable­ness of that thesis through ref­er­ence to the reading itself and with collabor­at­ing illus­tra­tions from other sources or from your personal experi­ence.

## B. Be specific: Always be specific and concrete. Refer to ideas or illus­trations in the reading directly, using direct or indirect quotes coupled with enough explanation to defend your under­stand­ing of what the author is saying.

# II. Structure

## A. How to accomplish your task: Structure your essay into an intro­duc­tion, body, and conclusion. (Although it seems sim­plistic, the struc­ture of an essay resembles the conventional five-paragraph format: Introduction + three main para­graphs/sections + conclusion.)

## B. Make sure each section covers the following areas:

### 1. Introduction

* + - 1. Demonstrate that you understand the reading and ques­tion­/asser­tion; perhaps begin with a story or comments that grab the attention of your readers.
			2. State your thesis in a short declarative statement as clearly and completely as possible, preferably in a single-sentence.
			3. Indicate the sub-points or supporting ideas you will cover in the body of your essay. Prepare the reader for the order you plan to follow in substantiating your thesis.
		1. Body
			1. Develop each sub-point or supporting idea separ­ate­ly.
			2. Link sub-points through transitions from one paragraph (or section) to another *and* to the reading and research through the inclusion of specific examples.
			3. Use personal experience or practical applications to illustrate each sub-point.
		2. Conclusion
			1. Re-emphasize the thesis, without restating it verbatim.
			2. Demonstrate how your sub-points or supporting ideas prove your thesis.
			3. Make sure your closing statement relates to the rest of the essay.

C. Proportions of the whole: Introduction (1/5-1/6); Body (3/5-2/3); and Conclusion (1/5-1/6). Note: Longer essays/papers will have a propor­tionately longer Body.

 **Thesis Machine**

 *By Sheridan Baker[[5]](#footnote-5)*

**I. Focusing: Thesis Sentences**

**A. What is a thesis?**

 The term *thesis* comes from the Greek word for "putting" or "position." A thesis simply gives your position on whatever issue you are discussing.

**B. What does a thesis do?**

 In the prewriting stage, a strong thesis can help you focus and develop your own perspective on the issue. As you write, the thesis can serve to keep you ‘on topic’. When you have finished an essay, the thesis acts as a ‘cue’ to guide your reader's interpretation of your work.

**C. Does all writing require a thesis?**

 No. You need to have a *purpose* in any piece of writing, but sometimes this pur­pose will not require you to take a strong position on your topic. A simple descrip­tion, for example, might not require that you take a position regarding whatever you are de­scribing.

 But most of the writing you will do in college—every­thing from argu­mentative papers to research projects—requires that you take a definite position on an issue. You will therefore want to be able to express your position in a clear thesis sentence.

**D. How is a thesis created?**

 It depends. If you are writing a take-home paper, your thesis should probably be developed in a tentative and gradual manner—it should be al­lowed to evolve along with the paper itself. A good writing process involves change: your understanding of the issue should be more profound at the end of your writing process than it was at the beginning. Start out with a rough provisional thesis and gradually refine this initial position as you work through the various drafts of your paper.

 But sometimes, especially in in-class writing, you simply do not have time to let your thesis evolve in this gradual fashion. You need to have a controlling idea right from the start, even before you begin writing, and you do not have the opportunity to make sub­stantial changes in this thesis. In such situations, the following procedure, one that is admittedly mechanical, may be used to develop a workable thesis quickly on any issue.

**II. Thesis Machine**

**Step 1: TOPIC**—**State the topic under consideration.**

a. cats

b. frosh composition

c. grades

**Step 2: ISSUE**—**State the specific issue in the form of a debating proposition.**

a. Cats should be subject to leash laws.

b. Frosh composition should be abolished.

c. Grades are unnecessary in college.

**Step 3: POSITION**—**State you position on the issue as a simple ‘yes’ or ‘no’ sentence.**

a. Yes, cats should be subject to leash laws.

b. No, frosh composition should not be abolished.

c. Yes, grades are unnecessary in college.

**Step 4: RATIONALE (because-clause)**—**Using a ‘because-clause’, provide a main rationale for your position.**

a. Cats should be subject to leash laws *because* they are inveterate wanderers.

b. Frosh composition should not be abolished *because* many first year students are unpracticed writers.

c. Grades are unnecessary in college *because* students learn more rapidly without them.

**Step 5: QUALIFICATION (although-clause)**—**Qualify your thesis by using an ‘although-clause’ to concede points that you do not wish to dispute.**

a. Although cats do not present as many problems as dogs, they should be subject to leash laws because they are inveterate wanderers.

b. Although some students may not require help with their writing, frosh composition should not be abolished because many first year students are unpracticed writers.

c. Although a student's work needs to be evaluated in some fashion, grades are unnecessary in college because students learn more rapidly without them.

Step 6: REVISE and POLISH—Make whatever changes you wish to im­prove the tone and precision of your thesis statement; in particular, consider dropping direct use of ‘because’ and ‘although’.

a. Even though cats are less messy than dogs, the crowded nature of city life demands that the cat's instinctive wanderlust be restrained.

b. Although gifted high school graduates should be permitted to test out of frosh composition, most entering students need help in attaining college writing skills.

c. While there may be a legitimate need to evaluate the work of college students, the traditional grading system hinders learning and stifles creativity.

Step 7: (Optional) REVERSE and TEST—Test the soundness of your thesis and expose potential counter-arguments by reversing your position.

a. The cat's independent and adaptable nature makes it the only pet capable of living an unrestricted existence within the city.

b. Although introductory composition may have remedial value for some students, most high school graduates possess writing skills sufficient for success in college courses.

c. Traditional grading procedures may offend educational purists, but public school systems require pragmatic approaches to evaluation.

*Nicene Creed[[6]](#footnote-6)*

We believe in one God,
the Father, the Almighty,
maker of heaven and earth,
of all that is, seen and unseen.

We believe in one Lord, Jesus Christ,
the only Son of God,
eternally begotten of the Father,
God from God, Light from Light,
true God from true God,
begotten, not made,
of one Being with the Father.
Through him all things were made.
For us and for our salvation
he came down from heaven:
by the power of the Holy Spirit
he became incarnate from the Virgin Mary,
and was made man.
For our sake he was crucified under Pontius Pilate;
he suffered death and was buried.
On the third day he rose again
in accordance with the Scriptures;
he ascended into heaven
and is seated at the right hand of the Father.
He will come again in glory to judge the living and the dead,
and his kingdom will have no end.

We believe in the Holy Spirit, the Lord, the giver of life,
who proceeds from the Father [and the Son].[[7]](#footnote-7)
With the Father and the Son he is worshiped and glorified.
He has spoken through the Prophets.
We believe in one holy catholic and apostolic Church.
We acknowledge one baptism for the forgiveness of sins.
We look for the resurrection of the dead,
and the life of the world to come. Amen.

 **Apostles’ Creed[[8]](#footnote-8)**

I believe in God, the Father, almighty, creator of heaven and earth.

I believe in Jesus Christ, his only son, our Lord.

He was conceived by the power of the Holy Spirit and born to the Virgin Mary.

He suffered under Pontius Pilate, was crucified, died and was buried.

He descended to the dead.

On the third day he rose again.

He ascended into heaven and is seated at the right hand of the Father.

He will come again to judge the living and the dead.

I believe in the Holy Spirit, the holy catholic church, the communion of saints, the forgiveness of sins, the resurrection of the body, and the life everlasting.

**Azusa Pacific University**

*Statement of Mission and Purpose[[9]](#footnote-9)*

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.

**Graduate School of Theology**

*Mission Statement[[10]](#footnote-10)*

The Haggard School of Theology, in keeping with its commitment to the authority of Scrip­ture and the centrality of Jesus Christ, seeks to prepare people for effective, practical ministry in the church throughout the world, to promote the spiritual, personal, and profes­sional development of students, and to extend theological knowledge through academic in­quiry, research, writing, and publication.

Specifically, the HST is dedicated to the following purposes:

* Serving the global mission of the Kingdom of God
* Preparing people for leadership in the church and ministries within various cultural and ethnic settings
* Challenging students to respond to the spiritual and social needs of the world
* Providing a balanced core of academic studies within the theological disciplines
* Engaging students in experiential learning and integrative academic reflection
* Promoting evangelical Christianity from a Wesleyan heritage

**Azusa Pacific University**

*Statement of Faith[[11]](#footnote-11)*

We believe the Bible to be the inspired, the only infallible, authoritative Word of God.

We believe that there is one God, eternally existent in three persons—Father, Son, and Holy Spirit.

We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His per­sonal return to power and glory.

We believe in the fall and consequent total moral depravity of humanity, resulting in our exceeding sinfulness and lost estate and necessitating our regeneration by the Holy Spirit.

We believe in the present and continuing ministry of sanctification by the Holy Spirit by whose infilling the believing Christian is cleansed and empowered for a life of holi­ness and service.

We believe in the resurrection of the saved and the lost: those who are saved to the resurrection of life and those who are lost to the resurrection of damnation.

We believe in the spiritual unity of believers in our Lord Jesus Christ.

The following are fundamentals held to be essential and the university expects students and staff not only to believe in them, but to practice them in daily living:

\* Caring, effective love both to God and humanity

\* A Christlike unity and acceptance between believers

\* A life style dedicated to God's will in society

\* A growing, victorious state of mind because of the indwelling Christ

\* A daily affirmation of Christ as Lord

\* A willingness to serve the Lord, even if it means sacrifice

\* A desire to be more sensitive to the personal work of the Holy Spirit

\* A working faith in God's promises for all needs and daily life situations

\* A witness for Christ without hypocrisy

\* A firm committed desire to be God’s person

 **Notable Quotes**

***Education*** Education is the fine effect left in us by the things we have forgotten.

 —Anonymous

***Faith*** I do not seek to understand in order that I may believe, but I believe in order that I may understand.

 —Anselm, *Proslogium* (11th century)

***Faith and Reason*** Let the same mind be in you that was in Christ Jesus.

 —Paul, Philippians 2:5 (1st century)

***Critical Thinking*** The critical power . . . tends to make an intellectual situa­tion of which the creative power can profitably avail it­self . . . to make the best ideas prevail.

 —Matthew Arnold, *The Function of Criticism at the Present Time* (19th century)

***Self-Analysis*** Know yourself.

 —Inscription in the temple of Delphi (from Plutarch, *Morals*, 7th century BCE, popularized by Socrates)

***Consistency*** A foolish consistency is the hobgoblin of little minds, adored by little statesmen and philosophers and divines [pastors].

 —Ralph Waldo Emerson, *Self-Reliance* (19th century)

***Respect*** In essentials, unity; in non-essentials, liberty; in all things, charity.

 —Meldenius (17th century)

***Application*** Theology is like the map . . . if you want to get any further, you must use the map. . . . In other words, theology is practical.

 —C. S. Lewis, *Mere Christianity* (20th century)

1. See Theological Rubrics in the Syllabus, pp. 16-17, nos. 1-2. [↑](#footnote-ref-1)
2. Virginia Gonzalez and Estela Lopez, “The Age of Incivility: Countering Disruptive Behavior in Classrooms,” *American Association of Higher Education Bulletin,* 53.8 (April 2001): 3-6. [↑](#footnote-ref-2)
3. “Breadth and Depth of Higher Education” represents an adaptation of a similar diagram presented by Russ Rogers to his colleagues in a faculty development lecture at Azusa Pacific University, Azusa, CA, 1992. [↑](#footnote-ref-3)
4. Joseph Gibaldi, *MLA Handbook for Writers of Research Papers*, 4th ed. (New York: Modern Language Association of America, 1995), 2-3. [↑](#footnote-ref-4)
5. Adapted from Sheridan Baker, *The Complete Stylist and Handbook*, 3rd ed.(New York: Harper & Row, 1984). [↑](#footnote-ref-5)
6. The Nicene Creed (or Nicene-Constantinopolitan Creed), International Consultation on English Texts Translation, as printed in: *The Lutheran Book of Worship*, and *The Book of Common Prayer* (Episcopal); Creeds.net website <[*http://www.creeds.net/ancient/nicene.htm*](http://www.creeds.net/ancient/nicene.htm)> accessed 28 April 2008. [↑](#footnote-ref-6)
7. The *filioque* clause (Latin, *filio*, "from the son" + *que,* "and") is a heavily disputed clause added to the Nicene Creed in 589, which contributed the eventual split between the Roman Catholic Church and Orthodox Churches in 1053. [↑](#footnote-ref-7)
8. Mary Jo Weaver, *Introduction to Christianity*, 2nd ed. (1984; Belmont, CA: Wadsworth, 1991), 256. [↑](#footnote-ref-8)
9. *Azusa Pacific University Graduate Catalog, 2001-2002*  (Azusa, CA: Azusa Pacific University, 2001), 8. [↑](#footnote-ref-9)
10. *Graduate School of Theology Catalog, 2003* (Azusa, CA: Azusa Pacific University, 2003), 2-3. [↑](#footnote-ref-10)
11. *Azusa Pacific University Graduate Catalog 2001-02* (Azusa, CA: Azusa Pacific University, 2001), 9. [↑](#footnote-ref-11)