



# Expanded Course Descriptions

**January 2017**

Bethel Seminary San Diego

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**GC565C: Cross-Cultural Internship**  
Professor: David Diener

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***\*\*\*Expanded Course Description not yet submitted for this course. Please contact the professor for more details. \*\*\****

## **GC 656DE: Understanding Cults (Traditional Distance)**

**Professor: Jason Oakes**

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### **DESCRIPTION:**

A study of the major religions founded in America that identify themselves as Christian or are most likely to convert current church-going Christians and their friends and family, yet fall outside the accepted boundaries of historic, core Christian doctrines and/or practices. This course focuses on how to leverage the six most common conversations Christians have with cult members to share the gospel with them. The groups we will discuss in this class are the: 1) Church of Jesus Christ of Latter-Day Saints (LDS; Mormon); Jehovah's Witness; Christian Science; Scientology; International Church of Christ; 12 Tribes; 7<sup>th</sup> Day Adventist. This class is audit friendly.

### **COURSE OBJECTIVES/LEARNING OUTCOMES:**

By the end of the course students will be able to: 1) Articulate the basic beliefs of these groups 2) Identify the common characteristics of cults and cult leaders 3) Clearly articulate the teachings of Jesus, as well as the Biblical doctrines of grace & the Trinity 4) Clearly articulate evidential reasons why Christians believe that the Bible is the Word of God and can be trusted 5) Leverage the six most common conversations Christians have with cult members to share the gospel 6) Keep watch over the flock which the Holy Spirit made them overseers 7) Equip members of their churches to share the gospel with cult members.

### **RELEVANCE FOR MINISTRY:**

This course will intertwine and allow each student to apply what they have learned in: 1) Church History; 2) Greek/Hebrew; 3) Theology; 4) Evangelism/Apologetics/Missions; 5) Counseling; 6) Preaching/ Interpersonal Communication as their studies will involve diving into all of the above areas and more to both understand the issues related to as well as helpful approaches to reaching those caught up in cults. On a practical level, students will get real hands on experience in what it means to "Keep watch over yourselves and all the flock of which the Holy Spirit has made you overseers." (Acts 20:28) They will be better equipped to listen not only to those outside the church, but also those within their church. Lastly, students' awareness will be tuned to teachings and practices that suggest and/or teach works-righteousness within the church.

### **COURSE FORMAT:**

Each week students will read, listen to or watch the required lecture article, video or podcast. They will then be required to journal in writing or audio/video on the required class lectures. Each week will also include interaction questions allowing students to interact with one another on the class lecture material. The remaining time of the week the students will make progress on the course assignments. The section and/or assignments due will be listed in the syllabus as well as announced on the course website. This class is audit friendly.

**REQUIRED READING:**

Sharing Jesus with the Cults by Jason Oakes (will be available on Amazon prior to the start of class in January)

Each student will be required to read and journal in writing and/or audio/video on 28 chapters of the Bible (excluding the gospels) using the KJV, which is both used by many of the groups discussed in this course, and can be easily accessed online. The remaining assignments will require reading of original source material and/or Scriptures of the groups which will be discussed during the course. The third area of sources required will be books, articles, podcasts, videos, etc... that discuss issues discussed in the course and related to the groups discussed during the course.

**RECOMMENDED READING:**

Below are the top samples of the already accepted sources students may use in completing their assignments. A more thorough list will be included on the course website. Any sources not listed on the course website must be approved by the professor prior to use in an assignment turned in by the student.

Website: [www.peopleofthefreegift.com](http://www.peopleofthefreegift.com)

Podcast: (People of the Free Gift) [www.peopleofthefreegift.podbean.com](http://www.peopleofthefreegift.podbean.com)  
(Youth Apologetics Training) [http://www.sermonaudio.com/source\\_detail.asp?sourceid=michaelboehm](http://www.sermonaudio.com/source_detail.asp?sourceid=michaelboehm)

Youtube: (Jason Oakes) <https://www.youtube.com/channel/UCBE1P7jrZsoShffFD3WINJA>  
(Nathan Young) <https://www.youtube.com/user/npjy83>

Books on Cults: Zondervan Guide to Cults and Religious Movements (Series)  
The Kingdom of the Cults – Walter Martin

Book on Grace: *In the Grip of Grace* – Max Lucado

Book on Scripture Twisting: *Scripture Twisting: 20 Ways the Cults Misread the Bible* – James W. Sire

Book on Inspiration of Scripture: *Cosmic Codes: Hidden Messages from the Edge of Eternity* – Chuck Missler

Further recommended reading will be provided on the course website during each class session directly related to the class assignments.

**ASSIGNMENTS:**

Grades in this course will be determined by the number of points students accumulate during the term. Portions of assignments will be due each week and will be posted in the syllabus and on the course website. Points will be deducted for assignments turned in late. Assignments may be redone to increase the number of points earned, and extra work may be done on future

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assignments in order for extra and/or makeup points to be awarded. Each assignment will thoroughly record all sources used as well as the time the student spent completing the assignment. Points will be awarded according to time spent along with the content turned in.

10% of the students' points must be earned through written work on assignments. 10% must be earned through audio/video work on assignments. The remaining 80% may be earned through the format the student feels most comfortable working with.

Each group discussed in the course must be discussed in at least one assignment each completed by the student (apart from journal of class material). 10% of the total points earned in the class will be deducted from their final grade if all groups are not covered.

Below are descriptions of the assignments:

1. What are the core doctrines/practices that make an individual/group "Christian?" (5%)
2. What are the doctrines/practices required for a group to be considered a "Cult?" (5%)
3. Journal of class lecture articles/audio/video and class interaction questions (10%)
4. Journal of student's reading of 28 chapters in the Bible (excluding the gospels) in the KJV (20%)
5. Journal of student's reading of source material and/or Scriptures of groups discussed in class (20%)
6. Journal of student's interaction with written/audio/video sources about groups discussed in class (20%)
7. Journal of student's missionary work including attending the meetings of the groups discussed in class, in person/online interactions with members of the groups discussed in class, or developing personal strategies of engagement related to the groups discussed in class. (20%)

**RELATION TO CURRICULUM:** Required course for the Missional Leadership program.

**FINAL EXAM:** no final exam

**Last Date Edited:** September 24, 2016

## HS512: American Christianity

Professor: Dr. James D. Smith

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### **DESCRIPTION:**

This course provides an introduction to the major aspects of American Christian history, within a global context, from colonization to recent decades. European churches were transplanted, and “American originals” sprang up, in the face of five centuries of challenges and opportunities. The goal is for the faith and practice of these earlier Christian to enlighten and inspire our own.

### **COURSE OBJECTIVES/ LEARNING OUTCOMES:**

By course’s end, students will...

- \*Be familiar with major people, ideas, movements, events, networks, texts and objects (PIMENTO) in the story of American Christian faith and life.
- \*Be aware of the Church’s relationship to cultures, assessing contextualization.
- \*Be able to research, analyze, discuss and write about selected ideas and practices.
- \*Be interactive with one’s own Faith tradition/roots in an informed, life-giving way.
- \*Be equipped to connect/integrate insights with issues and ministry applications.

### **RELEVANCE FOR MINISTRY:**

Everything and everyone has a history. Preparation to better understand and engage these realities is a major ministry asset. Biblically, we’re directed to value the old and new, identify faithful ones across time, and examine all of life’s story, holding onto the good (Mt 13:52, Ps 101:6, I Th 5:21).

### **COURSE FORMAT:**

We will meet in person seven times during the month for lecture and discussion, informed by readings in assigned books/sites and Moodle texts.

### **REQUIRED READING:**

*Christian History Time Line*. Rose Publishing, 1998.

Noll, Mark. *The Old Religion in the New World*. Eerdmans, 2002 (1<sup>st</sup> ed.)

Gausad, Edwin & Mark Noll, eds. *A Documentary History of Religion in America*. Eerdmans, 2003 (3<sup>rd</sup> ed). Selections (purchase not required).

*Christian History* mag online at [www.christianhistoryinstitute.org](http://www.christianhistoryinstitute.org) (100+ issues)

### **ASSIGNMENTS:**

- \*Class participation through attendance and informed discussion (20% grade)
- \*“In Their Shoes” essay - select *one* historical figure, a focal issue they faced in a life season/context, how they addressed it – and why that’s meaningful to you (20%)
- \*“Survey Exam” - short-IDs of PIMENTOs student chooses from larger list (20%)
- \*“Personal Roots” paper, choosing PIMENTO elements from *each* of the past five centuries, summarizing historical background and personal significance (40%)

**PREREQUISITES:** None

**RELATION TO CURRICULUM:** Required for M.Div.; otherwise elective

**FINAL EXAM:** None (see above)

## **MF656: Child Abuse Assessment and Intervention**

**Professor:** Dr. Jennifer Konzen

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### **DESCRIPTION:**

Students are exposed to laws and reporting standards, historical perspectives, research, theories, and spiritual perspectives about perpetrators, victims, assessment, and interventions in child abuse cases.

### **COURSE OBJECTIVES/LEARNING OUTCOMES:**

By the end of this course, students will be able to:

- Understand the historical and theoretical perspectives of child maltreatment
- Know legal requirements of reporting sexual assault, neglect, severe neglect, general neglect, willful cruelty or unjustifiable punishment, corporal punishment or injury and abuse in out-of-home care
- Know rights and responsibilities of reporting and the consequences of failure to report
- Identify physical and behavioral indicators and understand assessment and treatment of child maltreatment
- Become familiar with relevant issues related to perpetrators of child maltreatment
- Become familiar with the basic principles of Trauma-Focused Cognitive Behavior Therapy (TF-CBT)
- Be familiar with methods of and existing efforts toward prevention of child maltreatment
- Develop sensitivity to previously abused children and adults and know the implications and methods for treatment

### **RELEVANCE FOR MINISTRY:**

Marital and family therapists are mandated reporters of child maltreatment, and this course provides essential preparedness to work with children, adolescents, and families dealing with issues of maltreatment.

### **COURSE FORMAT:**

This class will meet for 3 ¾ hours, **Monday, January 9 and Wednesdays, January 4, 11, and 18.** Teaching methods will include lecture, use of video-segments, in-class discussion, and student presentations.

### **REQUIRED READING:**

Miller-Perrin, C. L. & Miller-Perrin, R. D. (2013). *Child Maltreatment - An Introduction* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage. (ISBN: 978-1-4522-0579-3)

*The California Child Abuse and Neglect Reporting Law.* (Go to <http://www.ca.gov/> and type The Child Abuse and Neglect Reporting Law into the search.)

### **RECOMMENDED READING:**

Benitez, B. R. (2004). Child abuse and neglect reporting act: Reporting child abuse that has occurred outside of California. *The Therapist*, Vol.16, (pp.20 – 21).

Crosson-Tower, C. (2002). *Understanding child abuse and neglect* (5<sup>th</sup> ed.). Boston: Allyn and Bacon.

Howe, D. (2005). *Child abuse and neglect: Attachment, development and intervention.* New York: Palgrave MacMillan.

Kolko, D. & Swenson, C.C. (2002). *Assessing and Treating Physically Abused Children and Their Families.* Thousand Oaks, CA: Sage Publications Ltd.



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**ASSIGNMENTS:**

1. Attendance as required by school policy (about 20% of final course grade)
2. In-class discussions of selected topics (about 10% of grade)
3. Student presentations (about 20% of grade)
4. Student project (about 20% of grade)
5. Final exam (about 30% of grade)

**PREREQUISITES:** MF 625 or PC512

**RELATION TO CURRICULUM:** Course satisfies BBS requirements for 7 hours of instruction in child abuse prevention, assessment, and reporting

**Last Date Edited:** 17 October 2016

## **MF657: Substance Abuse Assessment and Intervention**

**Professor:** Dr. Jennifer Konzen

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### **DESCRIPTION:**

Students will be exposed to research and theories of ideology, progression, assessment and treatment of alcoholism and other chemical substance abuse and dependency. Spiritual, psychosocial and biological perspectives will be integrated.

### **COURSE OBJECTIVES/LEARNING OUTCOMES:**

By the end of the course students will be able to:

- Articulate a theology and psychophysiology of substance abuse and dependence from a pneuma-biopsychosocial perspective
- Identify the DSM-IV-TR criteria for substance abuse and dependence and relevant comorbidity
- Assess and treat persons with substance abuse and dependency problems
- Describe multicultural differences in beliefs, attitudes, and reactions to abused substances

### **COURSE FORMAT:**

Using lecture, projects, discussions, and in class exercises, this class will meet twice weekly for two weeks.

### **REQUIRED READING:**

1. Doweiko, H. D. (2014). *Concepts of chemical dependency (9th ed.)*. Belmont, CA: Thompson. ISBN: 0840033907
2. Anonymous (2009). *The little red book* (revised). www.bnpublishing.net. ISBN-13: 9781607961369
3. One journal article: To be decided

### **RECOMMENDED READING:**

1. Brown, S, & Lewis, V. (1999). *Alcoholic Family in Recovery*. New York, NY: Guilford Press.
2. Peele, S. (2004). *7 Tools to Beat Addiction*. New York, NY: Three Rivers Press
3. Lawson, A., & Lawson, G. (1998). *Alcoholism and the Family*. Austin, TX: Pro-Ed Publishers.
4. MacDonald, L, & MacDonald, M. (2005). *Phoenix in a Bottle*. Cambridge, England: Melrose Books.

### **ASSIGNMENTS:**

1. Participation and Attendance (10%)
2. Recovery Group Reflection Paper (30%)
3. Drug Presentation: Outline and Powerpoint (30%)
4. Daily Quiz (30%)

**PREREQUISITES:** MF625

**RELATION TO CURRICULUM:** This course meets California BBS requirements for a minimum of 15 hours of specific instruction in alcoholism and other chemical substance dependency.

**Last Date Edited:** October 17, 2016

## **MH656A: Crisis Intervention and Trauma Response A**

**Professor: Dr. Ben Lim**

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### **COURSE DESCRIPTION**

This introductory course examines definitions, theories, legal, and ethical issues related to crisis intervention practiced in psychotherapy, chaplaincy, and church-based systems. Brief assessments and intervention in crisis events such as domestic violence, child abuse, suicide, substance abuse, and elder and dependent abuse will be discussed. Normal transitional and non-normative crises such as loss, grief, illness, accident, and death will be examined. Students will explore the biopsychosocial and theological frameworks for crisis intervention and develop an integrative synthesis for ministry and self-care. *Prerequisites: MH625 or MF625 or PC512. San Diego only. One and a half hours. (2016-2017 Bethel Seminary Catalog, p. 123)*

### **COURSE OBJECTIVES/LEARNING OUTCOMES**

Upon successfully completing this course, MHC students will fulfill the relevant requirements of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and MFT students will fulfill the requirements of the American Association for Marriage and Family Therapy Core Competencies (CC), the Bethel MFT/MHC Student Learning Outcomes (SLO), and the California Board of Behavioral Sciences MFT educational requirements found in Business and Professions Code Section 4980.36. (d)4.K and (e)5. All students will be able to:

1. Articulate a theological framework for the role of the marriage and family therapists, licensed professional counselors, pastoral crisis counselors and chaplains in crisis intervention. (SLO3)
2. Differentiate between crisis counseling, trauma response, and regular psychotherapy (CC 2.3.6).
3. Identify major pastoral, developmental, and situational crises encountered in psychotherapy and counseling within the church and its community.
4. Describe the psychological and physiological reactions to stressors and crises.
5. Use appropriate assessment tools for effective interventions of crises (CC 3.3.6, 5.3.3, 5.3.5).
6. Intervene purposefully in a crisis situation, especially the utilization of verbal first aid skills.
7. Identify "crisis of faith" when people encounter crises, and to minister to them. (SLO 3)
8. Plan strategies for crisis prevention in the church and the community at large.
9. Recognize legal and ethical issues involved in crisis intervention. (CC 5.3.6, 5.3.7).
10. List the biblical qualities and attitudes that are vital to the development and self-care of the pastoral crisis counselors and chaplains.

### **RELEVANCE FOR MINISTRY**

This course will help students in the helping profession including MHCs, MFTs, chaplains, and pastoral counselors to minister to people who are caught in the throes of natural and human-made disasters. It would also increase students' effectiveness in intervening and ministering to those who have been traumatized in the past.

### **COURSE FORMAT**

The course will be conducted on a 4-day, intensive schedule aligned with Bethel Seminary's academic calendar. The course requires reading, writing, watching videos crisis and trauma interventions, role-plays, use of libraries and use of online resources. Each day, students will

interact with each other and with the instructor through discussions, presentations and other assignments that promote active learning.

**REQUIRED READING**

1. Wright, N. H. (2011). *The complete guide to crisis & trauma counseling: What to do and say when it matters most!* Minneapolis, MN: Bethany House Publishers. ISBN: 978-0764216343
2. Acosta, J., & Prager, S. (2014). *The worst is over: What to say when every moment counts* (Revised ed.). Charleston, SC: CreateSpace. ISBN: 978-1494376536
3. Read the book of Job.

**RECOMMENDED READING**

1. Acosta, J., & Prager, S. (2010). *Verbal First Aid: Help Your Kids Heal from Fear and Pain—and Come Out Strong.* New York, NY: Berkley Publishing.
2. Hoff, L. A., Hallisey, B. J., & Hoff, M. (2009). *People in crisis: Clinical and diversity perspectives.* New York, NY: Routledge.
3. James, R. K., & Gilliland, B. E. (2016). *Crisis intervention strategies* (8th ed.). Boston, MA: Cengage Learning.
4. Kanel, K. (2014). *A guide to crisis intervention* (5<sup>th</sup> ed.). Boston, MA: Cengage Learning.
5. Kolski, T. D., Jongsma, A.E., & Myer, R. (2012). *The crisis counseling and traumatic events treatment planner* (2<sup>nd</sup> ed.). Hoboken, N.J: Wiley.
6. Worden, J. W. (2008). *Grief counseling & grief therapy: A handbook for the mental health practitioner* (4<sup>th</sup> ed.) New York, NY: Springer.
7. Wright, N. H. (1993). *Crisis Counseling: What to do and say during the first 72 hours* (3<sup>rd</sup> ed.). Ventura, CA: Regal Books.

**Assignments**

Due Date	Assignments	Points
January 19	Submission of PowerPoint presentation	0
January 20	Participation & Attendance	100
January 20	Crisis Intervention Role Play	100
January 23	Crisis Intervention Paper	400
Daily	Quiz	400
	Maximum number of points for the course	1000

**PREREQUISITES:** MH625 or MF625 or PC512.

**RELATION TO CURRICULUM:** Required course for MA MFT, MA MHC & MA MP (Chaplaincy).

**FINAL EXAM:** A daily quiz will be given in lieu of the final exam

**LAST DATE EDITED:** September 22, 2016

## **ML506DE: Discipleship in Community**

**Professor: Dr. Jeramy Clark**

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### **COURSE DESCRIPTION:**

This course introduces the student to the biblical and theological foundations for discipleship in the faith community. Students will investigate and develop a biblical theology of discipleship, considering the significance of disciple-making in Christ's earthly ministry, the related commands and models Jesus left his disciples, as well as the centrality of discipleship in the early church, particularly within the context of the Church as community. Attention will also be given to contemporary, cultural dynamics that foster individualistic approaches to discipleship.

### **COURSE OBJECTIVES:**

Upon completion of this course the student should be able to:

- A. Define the biblical and theological framework of discipleship based upon Jesus' earthly ministry.
- B. Understand the importance and significance of the corporate and community aspects of discipleship.
- C. Develop functional definitions for key terms and concepts related to discipleship.
- D. Understand how the biblical concepts of spiritual maturity and spiritual growth relate to discipleship in community.
- E. Identify contemporary approaches to discipleship that foster individualistic spirituality.

### **RELEVANCE FOR MINISTRY**

Students will leave the course with a clear biblical and theological framework for discipleship and disciple-making. They will also develop a personal understanding of their own discipleship journey and how community influences spiritual growth. With this solid foundation in place, students will be able to apply these principles in their various spheres of ministry, whether they are in the pastorate, in Christian education, or in other arenas of service.

### **COURSE FORMAT**

This course will be conducted on a 4-week InMinistry Distance learning Schedule aligned with Bethel Seminary's academic calendar. The course requires reading, writing, watching narrated PowerPoint lectures, and participation in Moodle forum discussions.

### **REQUIRED READING**

Bonhoeffer, Dietrich. *Life Together*. New York: Harper & Row, 1954.

Smith, James Byron. *The Good and Beautiful Community*. Downers Grove, IL: InterVarsity Press, 2010.

Selected Readings for ML 506. San Diego: Bethel Seminary. ([Moodle](#))

### **ASSIGNMENTS**

#### **A. Reading**

- i. Read Dietrich Bonhoeffer's *Life Together*. Write a three to five page report evaluating

this book. Organize your report using the format provided at the end of this syllabus for book reports. **DUE DATE: January 13**

- ii. Read James Bryan Smith’s *The Good and Beautiful Community*. Write a 3 to 5-page written report evaluating this book. Organize your report using the format provided at the end of this syllabus for book reports.

**DUE DATE: January 20**

- iii. Read, as assigned, the various selected readings throughout the course.

**B. Reflection**

- i. During the course of the semester, you will write an "Insight/Reflection" paper, three to five pages in length. The intent of this assignment is to provide you with the opportunity to reflect on a particular aspect of the course that has been meaningful to you or to share an interesting insight that you have gained through the course. Focus on how the insight applies in a specific way to your particular situation. This is not to be a summary of material presented in class or which you have read. Rather, this should reflect some original and creative thought on your part based on what we have covered in the class or on what you have read. **DUE DATE: January 27**

**C. Evaluation**

- i. Final Oral Exam: There will be a 10-15 minute oral presentation over Skype (**Skype address: Jeremy.clark**) based on your "Insight/Reflection" paper covering the overall content of the course. Skype presentations will be scheduled on January 26 & 27. Go to Moodle Week Four to sign up for your presentation. **DUE DATE: January 26 or 27**

**GRADING AND EVALUATION**

Your final grade will be determined based upon the following percentages:

READING REPORTS .....	40%
Bonhoeffer.....	20%
Smith .....	20%
REFLECTION PAPER .....	20%
FINAL ORAL EXAM .....	20%
MOODLE PARTICIPATION.....	20%

**PREREQUISITES:** None

**RELATION TO CURRICULUM:** Required course for the MDiv program.

**LAST DATE EDITED:** 10/20/2016

## NT751DI: Seminar in New Testament: Luke-Acts

Professor: Dr. Holly Beers

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### **DESCRIPTION:**

Explores Luke-Acts as a two-volume narrative centered on the earthly life of Jesus and the Spirit-empowered lives of (some of) Jesus' earliest apprentices, both named and unnamed. Though relevant historical, cultural, etc., aspects of the work will be covered, the focus will be on hearing and understanding Luke's narrative rhythm.

### **COURSE OBJECTIVES/LEARNING OUTCOMES:**

By the end of the course students will be able to:

- (1) **articulate both** detailed knowledge of the social and cultural background of the first-century societies in which the Christian movement originated and developed, **and** the content of the Gospel of Luke and the Acts of the Apostles, including their main characters, themes, and passages with important theological or historical issues;
- (2) **practice** the skills of reading narratively across Luke-Acts as a two-volume work **and** interpreting in community (e.g. the classroom; the church; the academy);
- (3) **explain** how the New Testament genre of narrative communicates theologically;
- (4) **describe and critically evaluate** several key voices and lenses in current Luke-Acts interpretation (e.g. feminist, African);
- (5) **articulate** how the author of Luke-Acts (as a believer) contextualized Jesus for his ancient context, and **practice** contextualizing Jesus for our context(s) today.

### **RELEVANCE FOR MINISTRY:**

In two volumes Luke tells the story of how Jesus' life and ministry, death, resurrection, ascension, and pouring out of the Spirit—all key events in the inauguration of the kingdom of God—unleashed God's restorative reality upon creation. This course will ponder the questions of who Jesus was, what he accomplished, and why first-century Jews and Gentiles responded to Jesus and the reality of Jesus' inauguration of the kingdom of God in the way(s) they did, and ask, again and again, why all of this matters for us two thousand years later. What might the church today be able to *learn and then embody* by hearing Luke-Acts well as a narrative whole?

### **COURSE FORMAT:**

The fully distance course requires reading, writing, watching instructor videos, use of libraries and use of online resources. Each week students will interact with each other and with the instructor through threaded discussions.

### **REQUIRED READING (all but Spencer will be provided online):**

Clark Kroeger, Catherine. "Luke." Pages 561-584 in *The IVP Women's Bible Commentary*, ed. Catherine Clark Kroeger and Mary J. Evans. IVP, 2002.

Dowsett, Rosemary M. "Acts of the Apostles." Pages 606-627 in *The IVP Women's Bible Commentary*, ed. Catherine Clark Kroeger and Mary J. Evans. IVP, 2002.

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Isaak, Paul John. "Luke." Pages 1203-1250 in *Africa Bible Commentary*, ed. Tokunboh Adeyemo. Zondervan, 2006.

Kisau, Paul Mumo. "Acts of the Apostles." Pages 1297-1348 in *Africa Bible Commentary*, ed. Tokunboh Adeyemo. Zondervan, 2006.

Spencer, F. Scott. *The Gospel of Luke and Acts of the Apostles*. Abingdon, 2008.

**RECOMMENDED READING:**

Crowder, Stephanie Buckhanon. "The Gospel of Luke." Pages 158-86 in *True to Our Native Land: An African American New Testament Commentary*, ed. Brian K. Blount. Fortress Press, 2007.

Halteman Finger, Reta. *Of Widows and Meals: Communal Meals in the Book of Acts*. Eerdmans, 2007.

Janssen, Claudia, and Regene Lamb. "Gospel of Luke: The Humbled Will Be Lifted Up." Pages 645-661 in *Feminist Biblical Interpretation: A Compendium of Critical Commentary on the Books of the Bible and Related Literature*, eds. Luise Schottroff and Marie-Theres Wacker. Eerdmans, 2012.

Liew, Benny Tat-siong. "Acts." Pages 419-428 in *Global Bible Commentary*, ed. Daniel Patte. Abingdon, 2004.

Reimer, Ivoni Richter. "Acts of the Apostles: Looking Forward and Looking Back." Pages 680-697 in *Feminist Biblical Interpretation: A Compendium of Critical Commentary on the Books of the Bible and Related Literature*, eds. Luise Schottroff and Marie-Theres Wacker. Eerdmans, 2012.

Ukpong, Justin. "Luke." Pages 385-400 in *Global Bible Commentary*, ed. Daniel Patte. Abingdon, 2004.

Williams, Demetrius K. "The Acts of the Apostles." Pages 213-248 in *True to Our Native Land: An African American New Testament Commentary*, ed. Brian K. Blount. Fortress Press, 2007.

**ASSIGNMENTS:**

- (1) Preparation and Participation (50%): Preparation includes SWAs (Short Writing Assignments) on sections of Luke-Acts (e.g. Luke 1-2). Participation includes interaction with each other and the instructor through threaded discussions online.
- (2) Paper #1: Use of the Old Testament in Luke-Acts (20%)
- (3) Paper #2: Integrative Paper (10%)
- (4) Paper #3: Final Essay Exam (20%)

**PREREQUISITES:** BI510 (Hermeneutics)

**RELATION TO CURRICULUM:** Elective course for all programs.

**FINAL EXAM:** The final exam will be a written essay, due the last day of the course.

**Last Date Edited:** September 29, 2016



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## **PC610DE: Pastoral Counseling Skills**

**Professor: Chaplain Mickey Stonier, Ph.D.**

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***\*\*\*Expanded Course Description not yet submitted for this course. Please contact the professor for more details. \*\*\****

## **PC755: Family Systems**

**Professor:** Ronald Rowe, Ph.D., MFT

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### **DESCRIPTION:**

The family in the central building block of human society, and God's plan for humans. This course examines key conceptual understanding of family systems. Students will develop an understanding of family systems that is congruent theological and theoretically. This course delves into key conceptual understanding of family systems theory as applied to families, the church family and the pastor/ministry leader's family.

### **COURSE OBJECTIVES/LEARNING OUTCOMES:**

- \* A firm understanding of Family Systems Theory (FST).
- \* Enhanced pastoral perspective of FST as it relates to church family, congregational relationships, ministry applications, and one's own family of origin.
- \* Understanding of how use of FST can improve leadership style, and relationships.

### **RELEVANCE FOR MINISTRY:**

Understanding FST is a key to broadening and strengthening the pastor/ministry leader's capability to minister effectively. Understanding how leadership style, perception of others, and their relationship to one another, and one's own family of origin will strengthen the ability to provide ministry direction.

### **COURSE FORMAT:**

One per week meetings during January 2017 Interim Term. Meeting days and times will be negotiated. Learning will be through lecture, assigned reading, object lessons, class presentations, written assignments. 1.5 Credit hours

### **REQUIRED READING:**

1. Friedman, E. H. *Generation to Generation: Family Process in Church and Synagogue*, New York, NY: Guilford Press, 1985. (ISBN: 0-89862-059-7)
2. Steinke, Peter L. *Healthy congregations: A Systems Approach*. The Alban Institute, 1996, 2006. (ISBN: 978-1-56699-330-2)
3. Richardson, Ronald. *Becoming a Healthier Pastor, Family System Theory and the Pastor's own Family*. Minneapolis, MN: Augsburg Fortress, 2005. (ISBN 978-08006-3639-5)
4. Various handouts provided by the Professor.

**RECOMMENDED READING:**

1. Steinke, Peter L. *How Your Church Family Works: Understanding Congregations as Emotional Systems*. The Alban Institute, 1993, 2006. (ISBN: 978-1566993296)
2. McGoldrick, Monica, S. Shellenberger, & Suell S. Petry *Genograms: Assessment and Intervention*. 3<sup>rd</sup> ed. New York, NY. W.W. Norton & Co., 2008. (ISBN: 13-978-0-393-70509-6) pbk

**ASSIGNMENTS:**

1. All assigned reading is required. (30%)
2. Construct a Genogram with appropriate detail that demonstrates understanding of one's own family system. (30%)
3. Choose a historical Christian leader and write a 4-6 page paper (Turabian style) analyzing and critiquing his leadership pattern, and ministry style from a FST perspective. To be presented, and discussed in class (30%)
4. Attendance and robust participation in class discussion, and Moodle posts demonstrating an understanding of the reading and FST concepts as presented in class. (10%)

**RELATIONSHIP TO THE CURRICULUM:** Required for the MAMP Chaplaincy Concentration and Pastoral Care Concentration.

**FINAL EXAM:** None

**Last Date Edited:** September 17, 2016

January 2017

## **TL565C: Professional Internship C**

Professor: Natalie Hendrickson

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***“This course is a continuation of the TL565B Professional Internship therefore new students are not eligible to register for this course.”***

January 2017

## **TS632DE: World Religions**

**Professor: Dr. David Nah**

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***\*\*\*Expanded Course Description not yet submitted for this course. Please contact the professor for more details. \*\*\****