PHILLIPS THEOLOGICAL SEMINARY
SYLLABUS DISCLAIMER

The following syllabus is the teaching and learning guide for the last time this course was taught. It will give you a good idea of the descriptions of the course, how it was taught, the reading, the papers and other assignments, the intended outcomes, and the workload. By examining this syllabus and others, you will be able to form an impression of what graduate theological education at Phillips Theological Seminary requires of students.

Due to periodic curriculum revisions, course names and/or numbers may be different on this syllabus than what the name and/or number of the current offered course may be.

This syllabus is provided for your information only. The faculty reserves the right to revise the curriculum, and each professor reserves the right to decide how best to meet the learning goals of the curriculum. Therefore, the following syllabus is an historical artifact rather than a promise of how the course will be taught in the future, or that the course will be taught again.

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Description: An international immersion experience in the country of Nicaragua in which students have an opportunity to reflect more deeply and concretely on the themes introduced in Core Church and Society I. This course will explore Christian Ministries with the poor organized through Justhope, Inc.

Required Texts:


Goals:

Become immersed in the history, culture, social and religious life of people living in Nicaragua.
Begin to understand the relationship between context and theology among marginalized and poor communities.

Formulate a pastoral theology that addresses issues related to globalization and spirituality.

Develop a broader understanding of mission within your local ministry context.

Construct a proposed project that employers ministry practices that represent your understanding of missions.

**Assignments:**

1. Write a theology of missions paper that includes (8-10 pages doubled-spaced): **Due May 24.**
   
   a. Identification and explanation of a global issue identified in the Core Church and Society I class in which you plan to use for further reflection in Nicaragua. Explain and justify why you chose this issue and its importance to the mission of the church.

   b. Description of your current ministry setting including, population, demographics, geographical location, cultural influences, religious influences, social practices, narratives and any other relevant contextual information. (Include a description of your role).

   c. Theological rationale for mission. What is your present understanding of missions, both locally and globally? What sources (biblical and non-biblical) help inform your understanding of missions? How does your understanding of missions relate to you theology and ecclesiology? (Cite references from the Lloyd-Sidle and Groody text).
2. Write a two page (doubled-spaced) critical review of each of the assigned text. **Due June 7.**

3. Keep a daily journal of your experiences while in Nicaragua (including travel to and from). You may want to purchase a journal booklet or you can keep notes electronically. Choose a specific time of the day to write in your journal. Entries can be in a variety of forms such as, poetry, Dear _____ letters, theological reflections, etc. You may also want to collect artifacts that correlate with your journal entry. Be creative. Your final entry should be an analysis of and a reflection on your journal entries for the week. **Due June 28** to be turned in to the instructor.

4. Ethnography Presentation to be presented in class during the second week. This will mostly be done verbally in class. But, you may also want to use digital photos, artifacts, powerpoints and other materials for this presentation. Feedback from your classmates and instructor will be used in your final paper. **Due June 28-30.**

   a. Identify a particular person in Nicaragua whom you were able to connect with (Try making a creative presentation using powerpoint, audio and video recordings, etc.). Give some background about the person, including, age, family relationships, religious practices (Moschella, Chapter 2), social status, etc. Tell their story.

   b. Give a brief recounting of your interactions with this person. What significant questions did you ask? What were some verbatim statements that stand out in your mind? Evaluate your level of communication? What were some of your feelings, thoughts, and senses when relating to this person?

   c. Analyze your experience with this person. What did you learn from them? How do you think your presence was perceived by
the person? How well were you able to listen in this situation? What lasting impact do you feel your encounter had on this person? On you? What were the most difficult or challenging aspects of your experience with this person? What were some of the most rewarding dimensions of your experience?

d. Reflect on some of the larger global issues (Groody) that are related to your interaction with this person. Recount the issue identified in the Core I course. What global ethical issues are raised by this person’s situation? What common concerns did you share with this person? What are potential ways you and the person can partner to address global issues? How did your involvement with this person change your perception of the global issue identified in the Core I course?

5. Final paper describing a proposed mission project for your church community (20-25 pages, double-spaced). **Due August 9.**

a. Begin by making a case for global missions in your community. Give a comprehensive theological rationale that focuses on what it means to be church (or a church-related institution). What are the biblical, historical, denominational, or public justifications for global missions? What model do you propose as a way to organize for global mission awareness.

b. Identify an issue or cause for global mission. Explain its importance. Site examples of its impact on the world and community. Describe how this issue affects the local and global community? (Feel free to use material from the Core Church and Society I course).
c. Report on findings from your immersion experience as evidence of the necessity for global missions. Provide evidence from your interactions with the person presented in class. Reflect on your experiences with this person and the ways it challenged you theologically, personally, and spiritually. Give examples of conversations, interactions or observations to help describe your experience with this person.

d. Make connections between your story, your context for ministry, and the life stories of people in Nicaragua. What might be the larger global story that makes missions an important practice of ministry for the church? What specific proposal/project emerges out of the interconnectedness of these stories?

e. Explain the project (Something more creative than a “mission trip”). What model or concept will the project be based on? How is the model theological and/or biblical? Who will be involved? What will be the goals? Will there be a process of orientation and teaching? How much time will be involved? What will be the available resources? Describe the various steps necessary to complete the project? How will you evaluate its effectiveness? How many days, weeks, or months will it take to carry out the project?

NOTE: All assignments must be completed and submitted by the due date in the syllabus (Electronic submissions are permissible). Failure to complete all assignments on time can result in a lower grade, immediate withdrawal from the class or a failing grade for the course. All work is expected to reflect graduate education quality. Grading will be based on these expectations and the professor’s judgment. Access to Blackboard will be required in order to complete some assignments. Contact Staci at the seminary if you do not have access to Blackboard
Completion of all assignments presuppose that student have done all the readings, have access to computer technology, and will bring some form of electronic recording device with them on the immersion trip. The instructor reserves the right to adjust required assignments and class structure in order to provide the best possible learning experience for all participants. Participation in all learning activities related to the course is required of all students and can have an impact on the final grade.

**Grading**

30% Class Participation (theology of mission paper, book reviews, journal, attendance, discussion)

20% Class Presentation

50% Final Paper

**Schedule:**


June 28 -30, Post-Immersion Reflections and Class Presentations at seminary campus (8:30a – 4:30a).

**DISABILITIES POLICIES**

Consistent with its mission to educate women and men for varied Christian ministries in church and society, Phillips Theological Seminary is committed to providing equal access to its programs of graduate professional education for all qualified students with learning, physical, medical, or psychological disabilities. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibit discrimination against individuals with disabilities. Accordingly, the Seminary aims to provide reasonable accommodation for qualified individuals with a disability to ensure their access and participation in Seminary programs. For details, see “Disabilities: Policies and Procedures” in the Student Handbook or on the PTS website (www.ptstulsa.edu).
ATTENDANCE POLICY

In accordance with PTS policy, any student taking the course for credit who misses 20% or more of class time cannot achieve a passing grade. Because of the nature of this course, which relies heavily on group process, attendance is extremely important and vital to the learning of each class member. Any absence can have a significant impact on your final grade. Please make every effort to attend all class sessions.