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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Initial Syllabus
Foundations for Spiritual Knowing and Acting

Course Description: This course will explore the theological proposition that humanity was created for “spiritual” knowing which enables genuinely altruistic action. It will focus on three questions:

How can spiritual practices help people notice God’s activity and act in cooperation with that activity?

How could I best describe to my own Christian community the relationship of divine action and human action in spiritual discernment processes?

What spiritual practices would best help me and the Christians with whom I’m in ministry to learn to act in cooperation with God?

To answer these questions we’ll engage the work of Christian theologians, pastors, and neuropsychologists about:

A) the unique ways human beings can know themselves, their environment, and their creator,

B) the spiritual practices different Christian communities have developed to nurture these unique human capacities.

Course Goal: Drawing on work in theology and neuropsychology, each student will describe the uniqueness of human knowing and action, the relationship between divine and human action in spiritual discernment, and ways in which spiritual practices can support Christian discernment. Based on these descriptions, each student will design a personal rule of life that includes at least two different spiritual disciplines to be practiced throughout the rest of the specialization phase of this program.

Course Schedule:

I. Pre-fortnight schedule  Students will read all of the required textbooks.

II. Fortnight schedule

Tuesday Jan. 4 through the morning of Thursday Jan. 6 - Retreat at Camp Egan

We’ll explore three topics:
A) the question: How are human beings unique? How can people know the world differently from other species, and how they can guide their actions in ways other species cannot?

B) recent work in neurobiology and theological anthropology that addresses the question of human uniqueness,

C) a brief overview of ways various cultures have nurtured humanity’s unique capacities through spiritual practices.

We’ll experiment with spiritual practices that strengthen:

A) paying attention in a sustained, accurate way,

B) interpreting current perceptions using biblical imagery,

C) noticing emotions,

D) shaping emotional responses in light of faith commitments.

We’ll continue to practice these disciplines throughout the fortnight.

While students will need to have read all of the required textbooks to participate fully in the retreat, the textbooks we’ll draw upon most during this portion of fortnight are Loder, Jeeves and Brown, and Allen. Students will respond with a 600-800 word essay describing what two broad types of spiritual practices they might like to undertake during the D.Min. program to strengthen their own capacities for genuinely altruistic ministry.

Thursday afternoon Jan. 6 through Friday Jan. 7

During these days we’ll review several spiritual disciplines that Christians in various cultures have practiced to know God, themselves and their fellow creatures so they could act with genuine altruism in harmony with God’s action. We’ll pay special attention to the various understandings of the relationship of divine and human action upon which these practices are based.

The textbooks we’ll focus upon will be Allen and McIntosh. Students will respond with a 400-600 word essay describing two spiritual practices described in Allen and McIntosh that might support their own growth in spiritual discernment.

Monday Jan. 10 through Wednesday Jan. 12

During these three days we’ll examine proposals by two contemporary American Christians for integrating spiritual disciplines into the lives of contemporary American congregations. One is a Phillips graduate: a Methodist practical theologian whose research in Christian education has focused on poverty and especially impoverished youth
in our own region. The other is a Native American pastor and community organizer. We will focus on how they:

A) critique the ways contemporary American cultures constrict how we learn to know ourselves, our fellow creatures and our creator,

B) offer fresh ways to think about Christian spiritual disciplines that have spanned many cultures and many historical periods,

C) describe the interaction of divine and human action in reshaping communities and larger cultural networks.

The textbooks we’ll focus on during these days are Johnson and Twiss. Students will respond with a 600-800 word initial description of their final project paper for this course.

Thursday Jan. 13

Students will write out the rule of life they’ll follow throughout the rest of the specialization phase of this program. They’ll also discuss their initial description of their final project paper for this course with the professor.

III. Post-fortnight schedule: Students will write a 5,500 - 6,500 word project paper in which they will:

A) draw on their own Christian tradition and other Christian traditions to articulate their current understanding of:

1) the unique ways in which human beings can know themselves, their fellow-creatures, and their creator,

2) how human action and divine action can be interwoven in Christian discernment practices,

3) how spiritual practices can support uniquely human ways of noticing and cooperating with God’s action

B) describe two spiritual disciplines they think could strengthen their own practice of Christian discernment within a particular ministry context, explaining (in light of their responses to #’s 1-3 above) why they think these practices would be particularly appropriate for their ministry in this context at this time,

C) outline a plan for learning these disciplines and for establishing a relationship with someone with whom they can discuss their practice.
A first draft of this project is due April 4. The revision is due May 2.

**Booklist**


You’ll read only Chapters 1-5.


**Student Assessment:**

Each student’s grades will be determined as follows:

20% - Essays written during fortnight

20% - Participation

20% - First draft of the project paper

40% - Revision of the project paper
**Portfolio:** Students should place their graded, revised project paper in their D.Min. portfolio.

**Policies and Procedures**

1. **Late assignments** - Requests for informal extensions must be submitted by email at least 48 hours before the assignment is due except in the direst circumstances. If I haven’t granted you an extension, two points will be deducted from your grade daily. Please be careful to follow my instructions on how to submit assignments.

2. **Learning differences** - 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. The Seminary aims to provide reasonable accommodation for qualified individuals with a disability (based on clinical documentation) to ensure their access and participation in Seminary programs. For details, see “Disabilities Policies and Procedures” in the Student Handbook. If arrangements need to be made to accommodate particular learning differences, contact Belva Brown Jordan, Associate Dean for Admissions and Student Services.

3. **Seminary policies pertinent to grades** - Please note that you are responsible for reading, understanding, and following the seminary’s policies on “Incompletes and Extensions,” “Attendance,” “Adding and Dropping Classes,” “Internet Access” and “Grading and Credit” found in the seminary catalog at http://www.ptstulsa.edu/Catalog

4. **Academic integrity** - You’re expected to read, understand and follow the policies in the seminary catalog. The bottom line is this: give your sources credit. Do so using the style in the seventh edition of Turabian’s *A Manual for Writers of Research Papers, Theses, and Dissertations* as explained by Phillip’s Style Guide, which can be found at http://www.ptstulsa.edu/StyleGuides.

5. **Netiquette** - You’re expected to follow the guidelines for online behavior on p. 57 of the seminary catalog found at http://www.ptstulsa.edu/Catalog. Have fun! But be courteous.

6. **Bringing textbooks to class** - Make sure you have a copy of each textbook each day of the fortnight.

7. **Participation** - This part of your grade (20%) will be based upon my assessment of your support of, and contribution to, the teaching ministries of all involved in the course. It will take into account your participation in class activities and especially your ability to contribute to class discussions based on your knowledge of the assigned readings.
Contact Information:

Email: Sandra.Kunz@ptstulsa.edu  Emailing is by far the best way to contact me.

Appointments: It’s often helpful for students to talk in person about assignments. I’d be delighted to meet with you in my office across from Room 304 before, during or after our fortnight. Please contact me via email to set up an appointment.

Phone: 918-270-6441 I check my phone messages only on Tuesdays, Wednesdays, and Thursdays during the weeks that weekday on-campus classes are in session, so I strongly advise you to email me rather than leave a phone message.