

RELG200  
BIBLICAL AND THEOLOGICAL FOUNDATIONS FOR BENEVOLENCE

Spring 2011

**RELG 200 COORDINATOR:**

Lisa Long, Ph.D., Assistant Professor of Christian Formation                      SOR 150-B                      (423)303-5100

RELG200 Lab Preceptor:

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RELG 200 Teaching Assistant:

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*If you have a specific question about the class in general, you are welcome to email Lisa Long (llong@leeuniversity.edu), or Paul Rankin, RELG200 Graduate Assistant (prankin@leeuniversity.edu). If you have questions about grades, responsibilities, assignments, please contact your lab preceptor.*

*This class is jointly sponsored by the School of Religion and the Leonard Center. You may contact William Lamb (wlamb@leeuniversity.edu) for information about service in general or questions about the Leonard Center.*

**LECTURES**

02 SECTION: Lectures – Six Mondays (2/14/3-28) 12:00-12:50; SOR 113

**LABS**

RELG200L-02M: Brie McDaniel, M.S., Wednesday (2/16-3/30) 12:00-12:50; LEC203

**Lecture Schedule**

<b><u>Lecture Schedule</u></b>	<b><u>Date</u></b>	<b><u>Topic</u></b>
Lisa Long, Ph.D.	February 14	Orientation & Introduction
Mike Hayes, Ed.D.	February 21	Social Justice
Jerome Boone, D.Min.	February 28	Old Testament Benevolence
Lisa Stephenson, Ph.D.	March 14	New Testament Benevolence
Terry Cross, Ph.D.	March 21	Theological Issues
Lisa Long, Ph.D.	March 28	Transformation

TEXT:

Jensen, Arden and Thomas J. Doolittle. Eds. *Crossroads: Essays on a Christ-centered Approach to Benevolence*. Boston: Cengage Learning, 2009.

UNIVERSITY MISSION STATEMENT:

Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and master's levels. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

**CATALOG DESCRIPTION:**

This course offers students an introduction to various aspects of service as portrayed from biblical, theological, and historical sources. Issues of benevolence, poverty, social justice, and ministry to those in need will be examined. A segment of the course will require students to do some form of Christian service in the world.

Prerequisites: BIB 110, BIB 111 (or BIB 101, BIB 102)

1 Credit Hour

Computer Assisted Instruction (N)

Additional Fees: None

**I. PURPOSE**

This course is intended to introduce students to the biblical and theological bases for service to the less fortunate.

**II. OBJECTIVES OF COURSE**

**A. General Learning Objectives**

This course seeks to:

1. Introduce students to several biblical passages and other texts that address the issues of poverty, benevolence, and service.
2. Relate the concepts of poverty and social justice that occur in the Old and New Testaments to the people of God.
3. Describe Jesus' approach to justice and the less fortunate.
4. Provide an overview of the concept of benevolence and justice throughout the history of the Christian church.
5. Explain the salient features of the "social gospel" that arose in the early 20<sup>th</sup> century as well as provide an interpretive framework for understanding this movement.
6. Introduce students to the concept of social justice and sin in the structures of society.
7. Describe a theology for ministering among the less fortunate of the world and its effects on those providing service/ministry.
8. Introduce students to concrete ways of serving the needs of others in their communities and the world.
9. Examine the relationship between race and economics in contemporary society.
10. Relate the procedures to be followed in doing the service learning projects throughout students' tenure at Lee University.

**B. Specific Behavioral Objectives**

As a result of the activities and study in this course, the student should be able to:

1. Explain how various passages in the Old and New Testaments relate to the concept of Christian service.
2. Discuss the concepts of poverty and social justice in the Bible.
3. Identify Jesus' approach to justice and the less fortunate.
4. Give an overview of the idea of benevolence and justice throughout the history of the Christian church.
5. Trace the influence of the social gospel movement upon modern-day evangelical and Pentecostal movements.
6. Describe "structural" dimensions of sin in societies.
7. Demonstrate a theological understanding of how to minister to the less fortunate of the world and explain the ministry's effects on those who serve.
8. Identify concrete ways of serving the needs of others.
9. Discuss the role of race in relation to economics.
10. Describe the procedures for performing service learning projects at Lee University.

### III. TOPICS TO BE COVERED

#### A. What is Christian Service All About?

#### B. Biblical Foundations for Service

1. The Old Testament and Justice and the People of God
2. The New Testament: Jesus, Justice, and Service to Others (the Gospels)
3. The New Testament: Early Christians, Justice, and Service to Others (other NT passages)
4. The Early Church and Service

#### C. Theological Foundations for Service

1. A History of Benevolence and Service in the Church
2. "Thy Kingdom Come": The Social Gospel?
3. "Deliver Us From Evil": Structures in Society That Oppress
4. "Give Us This Day Our Daily Bread": Serving the Poor and Marginalized

#### D. The Context of Social Service

1. The Church and Social Service Inside of the Community of Faith
2. The Church and Social Service Outside of the Community of Faith

#### E. What Are We To Do?

1. Practical Guidelines for Christian Service
2. How Do We Apply Our Theories?
3. Needs of the Area
4. Services and Agencies That Can Assist Us

5. How to Fulfill the Service Requirements at Lee University
6. A Life-long Servant

#### IV. INSTRUCTIONAL PROCEDURES

- A. Readings of texts (both biblical and other sources)
- B. Lecture
- C. Discussion with the entire class
- D. Small group discussions
- E. Multi-media presentations
- F. Presentation of case studies

#### V. RESPONSIBILITIES OF STUDENTS

- A. Attendance in weekly lectures and labs
- B. Completion of course reading assignments prior to lectures/labs
- C. Participation in discussions
- D. Participation in a service activity
- E. Completion of assigned reflection papers

#### VI. EVALUATION

##### A. Evaluation Activities

*All evaluation of work will be provided by the lab preceptors. Each lab preceptor will provide specific instructions regarding the evaluation activities.*

1. Attendance and Participation (15% of final grade)
  - Attendance will be taken at each lecture and each lab (a total of 12 meetings).
  - One absence in either a lecture or a lab results in a 5-point deduction from the course grade; two absences result in a 10-point deduction from the course grade; three absences result in a 15-point deduction from the course grade.
  - Three tardy arrivals will equal one absence.
  - **Four absences in a combination of lectures and labs will result in a request for the student to withdraw from the course and an “F” for the class.**
  - If a student is absent due to school-sponsored trips, appropriate information must be given to the lab preceptor before the absence in order for it to count as an excused absence. There are no other excused absences; however,

consideration and review will be given to documented medical/family emergencies.

2. Lecture/Reading Reflection Papers (40% of final grade)

(4 reflection papers @ 10% each)

The student will write a reflective response to the lecture material and assigned readings for each topic. Specific requirements of the reflections will be provided by the individual lab preceptors. The ideal reflection paper for each lecture will be a minimum of 2 pages, double-spaced.

3. Service Reflection Paper (15% of final grade)

The student will write a final reflection paper on the required service experience. Critical reflection on the service component will be one of the most important aspects of this course. This paper will be a minimum of 3 pages, double-spaced. It should not be a report of the service activity, but rather a reflection on the meaning of such tasks and this one in particular. It should attempt to integrate how the student's understanding of benevolence in this course coincides with the action performed. Specific requirements of the paper will be provided by the individual lab preceptors.

4. Service (30% of final grade)

The student must participate in service to complete the class. Individual lab preceptors will acquaint the student with appropriate service opportunities.

B. Reading Assignments

The reading assignments are to be read prior to the Monday lecture, with the exception of Week 1 which is to be read prior to the first lab.

Week 1: Chapter 1 & 2

Week 2: Chapter 3

Week 3: Chapter 4

Week 4: Chapter 5

Week 5: Chapter 6 & 7

Week 6: Chapter 8

C. Reflection Paper Due Dates

*The reflection paper is due at the weekly lab. The student should engage both the lecture and the reading assignment in all lecture/reading reflection papers.*

Lecture/Reading Paper 1	Due week 2 (covers chapters 1 & 2 and week 1 lecture)
Lecture/Reading Paper 2	Due week 4 (covers chapters 3 & 4 and week 2 & 3 lectures)
Lecture/Reading Paper 3	Due week 5 (covers chapter 5 and week 4 lecture)
Lecture/Reading Paper 4	Due week 6 (covers chapters 6 & 7 and week 5 lecture)
Service Reflection Paper	Due 2 weeks after the final lab (For example, if the final lab is March 29, the service reflection paper is due April 12)

- NOTE: Each paper will be penalized 1 point per day for late submission.
- NOTE: Each lab preceptor will determine a cut-off date for receiving late submissions.

#### D. Grading Rubric for Lecture/Reading Reflection Papers

Each paper will be evaluated based on the following scale:

- 3 points for demonstrating understanding of the relevant lectures
- 3 points for demonstrating understanding of the relevant chapters of the text
- 3 points for demonstrating means of application of the relevant lectures/text or critical evaluation of the relevant lectures/text
- 1 point for undergraduate-appropriate writing mechanics (grammar, spelling, cohesive thought, etc.)

#### E. Grading Rubric for Service Reflection Paper

Each paper will be evaluated based on the following scale:

- 4 points for reflection on the service performed
- 4 points for demonstrating the integration of the service performed with biblical and theological foundations of benevolence
- 4 points for the identification of further critical issues and/or questions with regard to the service performed
- 3 points for undergraduate-appropriate writing mechanics (grammar, spelling, cohesive thought, etc.)

#### F. Grading Scale

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = below 59

### VII. STUDENTS WITH DISABILITIES:

Lee University is committed to the provision of reasonable accommodations for students with disabilities as defined in Section 504 of the Rehabilitation Act of 1973. Students who think they may qualify for these accommodations should notify their instructor immediately. Special services are provided through the Academic Support Program.

### VIII. ACADEMIC INTEGRITY:

As a Christian community of scholarship, we at Lee University are committed to the principles of truth and honesty in the academic endeavor. As faculty and students in this Christian community, we are called to present our academic work as an honest reflection of our abilities; we do not need to defraud members of the community by presenting others' work as our own. Therefore, academic dishonesty is handled with serious consequences for two fundamental reasons: it is stealing – taking something that is not ours; it is also lying – pretending to be something it is not. In a Christian community, such pretense is not only unnecessary, it is also harmful to the individual and community as a whole. Cheating should have no place at a campus where Christ is King because God desires us to be truthful with each other concerning our academic abilities. Only with a truthful presentation of our knowledge can there be an honest evaluation of our abilities. To such integrity, we as a Christian academic community are called.

## IX. READING LIST

- A Cry for Justice: The Churches and Synagogues Speak*. Edited by Robert McAfee Brown and Sydney Thomson Brown. New York: Paulist Press, 1989.
- Amin, S. *Imperialism and Unequal Development*. New York: Monthly Review Press, 1977.
- Barnet, Richard, and Ronald E. Muller. *Global Reach: The Power of the Multinational Corporations*. New York: Simon & Schuster, 1974.
- Bellah, Robert, et al. *Habits of the Heart: Individualism and Commitment in American Life*. Berkeley: University of California Press, 1985.
- Beckford, James A. *Religion and Advanced Industrial Society*. London: Unwin Hyman, 1989.
- Bennett, John C. "Reinhold Niebuhr's Social Ethics." In *Reinhold Niebuhr: His Religious, Social and Political Thought*. Edited by Charles W. Kegley and Robert W. Brettall. New York: Macmillan, 1956.
- Brown, Robert McAfee. *Gustavo Gutiérrez: An Introduction to Liberation Theology*. Maryknoll, NY: Orbis Books, 1990.
- Chopp, Rebecca. *The Praxis of Suffering: An Interpretation of Liberation and Political Theologies*. Maryknoll, NY: Orbis Books, 1986.
- Dorrien, Gary J. *Reconstructing the Common Good: Theology and the Social Order*. Maryknoll, NY: Orbis Books, 1990.
- Elliott, Charles. *Comfortable Compassion? Poverty, Power and the Church*. New York: Paulist Press, 1987.
- Flanagan, Owen and Karthryn Jackson. "Justice, Care, and Gender: The Kohlberg-Gilligan Debate Revisited." *Ethics* 97 (1987): 622-37.
- Freire, Paulo. *Pedagogy of the Oppressed*. New York: Seabury Press, 1970.
- González, Justo L. *Out of Every Tribe and Nation: Christian Theology at the Ethnic Roundtable*. Nashville: Abingdon, 1992.
- Gutiérrez, Gustavo. *The Power of the Poor in History*. Maryknoll, NY: Orbis Books, 1983.
- \_\_\_\_\_. *On Job: God-Talk and the Suffering of the Innocent*. Translated by Matthew J. O'Connell. Maryknoll, NY: Orbis Books, 1987.
- \_\_\_\_\_. *A Theology of Liberation: History, Politics, and Salvation*. 2<sup>nd</sup> ed. Translated by Caridad Inda and John Eagleson. Maryknoll, NY: Orbis Books, 1988.
- Hampson, Daphne. "Reinhold Niebuhr on Sin: A Critique." In *Reinhold Niebuhr and the Issues of Our Time*. Edited by R. Harries. Grand Rapids: Eerdmans Publishing Company, 1986.

Hauerwas, Stanley. *A Community of Character: Toward a Constructive Christian Social Ethic*. Notre Dame, IN: University of Notre Dame Press, 1981.

\_\_\_\_\_. *The Peaceable Kingdom: A Primer in Christian Ethics*. Notre Dame, IN: University of Notre Dame Press, 1983.

\_\_\_\_\_. *Christian Existence Today: Essays on Church, World, and Living In Between*. Grand Rapids, MI: Brazos Press, 1988.

Hauerwas, Stanley and William H. Willimon. *Resident Aliens: Life in the Christian Colony*. Nashville, TN: Abingdon Press, 1989.

Hays, Richard. *New Testament Ethics: Community, Cross, New Creation*. San Francisco: Harper, 1996.

Hopkins, C. Howard. *The Rise of the Social Gospel in American Protestantism, 1865-1915*. New Haven: Yale University Press, 1940.

MacIntyre, Alasdair. *Whose Justice? Which Rationality?* Notre Dame: University of Notre Dame Press, 1988.

Minus, Paul M. *Walter Rauschenbusch: American Reformer*. New York: Macmillan, 1988.

Mott, Stephen. *Biblical Ethics and Social Change*. New York: Oxford University Press, 1982.

Moltmann, Jürgen. *Creating a Just Future: The Politics of Peace and the Ethics of Creation in a Threatened World*. Philadelphia: Trinity Press International, 1989.

\_\_\_\_\_. *On Human Dignity: Political Theology and Ethics*. Philadelphia: Fortress Press, 1984.

Newbigin, Lesslie. *The Gospel in a Pluralist Society*. Grand Rapids, MI: Eerdmans, 1989.

Niebuhr, Reinhold. *Moral Man and Immoral Society: A Study in Ethics and Politics*. New York: Scribner's, 1947.

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Rawls, John. *A Theory of Justice*. Cambridge, MA: Harvard University Press, 1971.



Shaul, Richard. *Heralds of a New Reformation: The Poor of South and North America*. Maryknoll, NY: Orbis Books, 1984.

Sider, Ronald J. *Rich Christians in an Age of Hunger*. rev. ed. Downers Grove, IL: InterVarsity Press, 1984.

\_\_\_\_\_. *Just Generosity: A New Vision for Overcoming Poverty in America*. Grand Rapids, MI: Baker Books, 1999.

Stackhouse, Max L. *Public Theology and Political Economy*. Grand Rapids: Eerdmans, 1987.

Volf, Miroslav. *Exclusion and Embrace: A Theological Exploration of Identity, Otherness, and Reconciliation*. Nashville: Abingdon Press, 1996.

Wolterstorff, Nicholas. *Until Justice and Peace Embrace*. Grand Rapids: Eerdmans, 1983.

Yoder, John Howard. *The Politics of Jesus. Vicit Agnus Noster*. Grand Rapids: Eerdmans, 1972.