CT760: Readings in Christian Thought—Neglected Voices
Gordon-Conwell Theological Seminary—Charlotte
Summer 2012

Instructor/Coordinator: Dr. Don Fairbairn

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Schedule of Class Meetings: Saturdays, June 2, June 30, July 28 (5:00 to 7:00 PM)

Office Hours: I will be in the office and available for drop-in meetings on Saturday afternoons prior to the class meetings. I will usually be in the office on Wednesdays. I can always be reached by email and can be available in the office by appointment as needed.

Course Description/Purpose: The study of Christianity often focuses on the history of the church as an institution and the history of Christian doctrine, and such study tends (or at least has tended) to focus on European and American history. As a result, many groups of Christians (such as those who are not “vocational Christian workers,” those who follow rather than lead, those from minority groups, those from exploited or ignored sections of society, and virtually all Christians in the global south) are under-studied, and as a result, their voices are often not heard by those preparing for Christian ministry through seminary education. We believe their voices need to be heard, because they have important lessons to teach us about the gospel, about our task of ministry and/or about the people to whom we minister. This reading course gives students exposure to three such “neglected voices” through readings and the opportunity to interact with guests who represent such groups. The particular groups/voices under consideration vary each time the course is offered, and students may take this course multiple times if they wish.

This term we are pleased to welcome Jorge Prado (representing Hispanic voices) on June 2, Kimberly Owen (representing Native American voices) on June 30, and Claude Alexander (representing African American voices) on July 28.

Relation to Curriculum: This is an elective course that can satisfy the requirement for a CT elective in the M.Div. and M.A.C.T. programs. It has no prerequisites.

Course Objectives: The In keeping with Gordon-Conwell’s mission statement and the stated learning outcomes that grow out of each article, I intend that upon completing this course, students will:

1. Gain exposure to the three neglected voices under consideration this term.
2. Appreciate the lessons these voices have to offer us as we prepare for ministry.
3. Articulate the implications of listening to these neglected voices for Christian ministry in general and for the student’s own ministry in particular.

Course Requirements: Achievement of the course objectives will be measured through a variety of assignments. The successful completion of these assignments will require each student to
spend at least 135 hours devoted to coursework, both in class and outside of class. The following chart indicates how these hours are distributed across the various course assignments. More specific descriptions of the assignments are given later in this syllabus.

<table>
<thead>
<tr>
<th>Course Assignment</th>
<th>Expected Time Commitment</th>
<th>Student’s Actual Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading to prepare for first class discussion</td>
<td>30 hours</td>
<td></td>
</tr>
<tr>
<td>Reading to prepare for second class discussion</td>
<td>30 hours</td>
<td></td>
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<tr>
<td>Reading to prepare for third class discussion</td>
<td>30 hours</td>
<td></td>
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<tr>
<td>Class discussions</td>
<td>6 hours</td>
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<tr>
<td>Three reflective papers on the basis of reading and class discussions</td>
<td>39 hours</td>
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**Required Textbooks and Materials:**

See the reading lists for each of the class discussions below. You may wish to purchase some of these materials and read others in the library.

**Course Assignments:**

Note that in the reading lists below, the items marked with an asterisk will be available in the book store. Other items will be available in the library or online.

1. **Reading to prepare for first class discussion (10 points; approximately 30 hours):**
   You must read the assigned writings listed below prior to the first class meeting on June 2, at which Jorge Prado will be the guest. This reading and the discussion that will flow from it will give you an opportunity to reflect on the significance of Hispanic voices for ministry, thus contributing to the fulfillment of course objectives 1-2 above.


One of the following books by Justo González:


*Santa Biblia: The Bible through Hispanic Eyes*. Abingdon, 1996. 978-0687014521

*Púlpito: An introduction to Hispanic preaching*. Abingdon, 2005. 978-0687088508

¡Alabadle! Hispanic Christian worship. Abingdon, 1996. 978-0687010325

As you read, you must keep track of what you have read and how long it has taken you to read it. By June 4, you must upload a reading log to the Sakai site indicating what percentage of each required work you have read and how long it took you to read it.

2. Reading to prepare for second class discussion (10 points; approximately 30 hours): You must read the assigned writings listed below prior to the second class meeting on June 30, at which Kimberly Owen will be the guest. This reading and the discussion that will flow from it will give you an opportunity to reflect on the significance of Native American voices for ministry, thus contributing to the fulfillment of course objectives 1-2 above.


“Lumbee Voices: North Carolina’s Lumbee Indians in Literature, Art, and Music”
http://linux.library.appstate.edu/lumbee/Miscellaneous/lumv.html

“Religious History of the Lumbee People”
http://www.unc.edu/~mmaynor/religious/introduction.html

As you read, you must keep track of what you have read and how long it has taken you to read it. By July 2, you must upload a reading log to the Sakai site indicating what percentage of each required work you have read and how long it took you to read it.

3. **Reading to prepare for third class discussion (10 points; approximately 30 hours):**
You must read the assigned writings listed below prior to the second class meeting on July 28, at which Claude Alexander will be the guest. This reading and the discussion that will flow from it will give you an opportunity to reflect on the significance of African American voices for ministry, thus contributing to the fulfillment of course objectives 1-2 above.


After reading the four above books completely, choose and read 300 pages of the following book:


As you read, you must keep track of what you have read and how long it has taken you to read it. By July 30, you must upload a reading log to the Sakai site indicating what percentage of each required work you have read and how long it took you to read it.
4. Three Reflective Papers (20 points each [60 points total]; approximately 13 hours each): On the basis of your reading and class discussions, you must write a reflective paper on each of the neglected voices discussed in the course. In each paper, you must address the following issues:

- The extent of your previous awareness of this neglected voice, and insights into ministry (if any) from your previous awareness
- The most striking and useful points you learned from your reading and discussion of this voice
- Specific, concrete discussion of the ways your growing knowledge of this neglected voice will influence your own ministry.

Each paper should be approximately 8-10 pages long and will constitute evidence that you have met course objective 3 above. You must upload the three papers to the Sakai site.

- The first paper is due by June 18.
- The second paper is due by July 16.
- The third paper is due by August 13.

5. Chart indicating actual time spent on all assignments (10 points). You must upload this chart (printed earlier in this syllabus) to the Sakai site by August 20.

Grading: The point values listed above mean that the total number of points available for the course is 100. Final letter grades will be applied with cutoffs as follows: A 95, A- 90, B+ 87, B 83, B- 80, C+ 77, C 73, C- 70, D+ 67, D 63, D- 60, F below 60. A grade of A+ will be given very rarely, when the student’s work is truly exceptional. (At Gordon-Conwell, a grade of A+ and a grade of A are both counted the same way in calculating the student’s GPA. Thus, a GPA above 4.0 is not possible.)

Late work: All late work will be penalized the equivalent of one letter grade per week beyond the due date, unless arrangements are made ahead of time. Extenuating circumstances will be considered as appropriate. Work turned in later than August 28 (one month after the last class meeting) will normally require that an extension be approved by the Seminary. If you anticipate a problem, contact me as soon as possible.

Attendance Policy: Class attendance and participation are a central part of this course. Students who must miss a class period should notify me in advance to justify their absence. If a student has more than one unexcused absence from class, he/she will ordinarily have to withdraw from the course.

Document Formatting and Citation Style Requirements: All written assignments should be submitted as MS-Word or PDF files. (If you use a word processor other than MS-Word, convert the file to a PDF before submitting it.) Assignments should be double spaced with 1” margins on all sides of each page, and should be printed in Times New Roman 12 point type or another font
of similar size and appearance. Citations should preferably follow Turabian style, although APA style is also acceptable. Assignments must be submitted electronically by posting on the Sakai site. Hard-copies will not be accepted.

**Syllabus Addendum:** For other Seminary policies, refer to the attached Syllabus Addendum.

**Class Schedule and Assignment Due Dates:**

**Saturday, June 2: Discussion of Hispanic Voices with Jorge Prado**

First reading log is due on **June 4**.

First reflective paper is due on **June 18**.

**Saturday, June 30: Discussion of Native American Voices with Kimberly Owen**

Second reading log is due on **July 2**.

Second reflective paper is due on **July 16**.

**Saturday, July 28: Discussion of African-American Voices with Claude Alexander**

Third reading log is due on **July 30**.

Third reflective paper is due on **August 13**.

**All late work is due by August 28.**

**Syllabus Addendum**

**Academic Standards**

Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance
of one’s writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.

**ADA Policy**
The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations, should petition the seminary in accordance with the stated guidelines in the Student Handbook.

**Cancellation of Class**
In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancelation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.

**Extension Policy**
Arrangements for submission of late work at a date on or before the “last day to submit written work,” as noted on the seminary’s *Academic Calendar*, are made between the student and professor. Formal petition to the Registration Office is not required at this time. This includes arrangements for the rescheduling of final exams.

However, course work (reading and written) to be submitted after the publicized calendar due date, must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the “last day to submit written work.” Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

**Grades**
Faculty have six weeks from the course work due date to submit a final grade. Grades are posted online within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades (unless instructed otherwise). Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office.

**Returned Work**
Submitted hard-copy course work will be returned to the students if they provide a self addressed and postage-paid envelope with their final work. Work submitted without the appropriate envelope will be destroyed after the grade has been assessed and issued.