Course Description
An introductory survey of scriptural, historical, and theological understandings of Stewardship and Economics. Special emphasis will be given to the church's role in enabling systems of human flourishing, and the Christian Minister's responsibility for stewardship in personal and ministry life.

Gordon-Conwell Mission
This course satisfies the following institutional learning objectives:

Article 1: To encourage students to become knowledgeable of God's inerrant Word, competent in its interpretation, proclamation and application in the contemporary world.

Article 4: To work with the churches towards the maturing of students so that their experiential knowledge of God in Christ is evidenced in their character, outlook, conduct, relationships and involvement in society.

Article 6: To develop in students a vision for God's redemptive work throughout the world and to formulate the strategies that will lead to effective missions, evangelism and discipleship.

Course Learning Objectives
Upon successful completion of this course, students will:

1. **Formulate** an understanding of systems of human flourishing that is rooted in Scripture.
2. **Compare and evaluate** approaches to stewardship and Economics in several periods of Church History.
3. **Integrate** these Scriptural and Historical insights into a proper theology of work and stewardship.
4. **Apply** the understanding gleaned above to a specific ministry assignment.
5. **Define and recall** terms relating to the study of Economics as a discipline, and demonstrate a familiarity with basic concepts relating to current economic models and systems.

6. **Develop** an ability to analyze case study articles for their ability to inform the work of the church in various economic contexts.

7. **Evaluate** current barriers to human flourishing in local and global economic systems, and **develop** action steps to address them as a ministry decision-maker.

### Lesson Topics

Lectures entail the following topics:

**Module A: Biblical, Theological, Historical Foundations** (4 weeks)
- Lesson 1: Biblical Foundations
  - Week 1
- Lesson 2: Historical Foundations
  - Week 2
- Lesson 3: Theological Foundations & Synthesis
  - Weeks 3-4

**Module B: Stewardship - Literacy and Models** (4 weeks)
- Lesson 4: Elements of Modern Economics, Understanding the World of Work
  - Week 5
- Lesson 5: Systems Which Flourish, Value Creation
  - Week 6
- Lesson 6: Why Economics Matters
  - Week 7
- Lesson 7: Reading Week
  - Week 8

**Module C: Integrative Case Studies 1 - Local Realities** (2 weeks)
- Lesson 8: Clergy, Churches & Denominations as Local/Global Economic Agents
  - Week 9
- Lesson 9: Personal Theology of Work
  - Week 10

**Module D: Integrative Case Studies 2 - Global Realities** (2 weeks)
- Lesson 10: Trends in Global Christian Finance
  - Week 11
- Lesson 11: Global Economic Systems, Slavery, and Fair Value
  - Week 12

**Module E: Synthesis & Application** (2 weeks)
- Lesson 12: The Role of the Minister in Economic Well-Being
  - Weeks 13-14

### Required Materials

- Course Readings - Various, PDF (posted on course site at relevant modules).

### Course Requirements - Learning Activities

Achievement of the course objectives will be measured through a variety of assignments and activities as described below. The time spent in the course may vary considerably, depending on how well one is already prepared with a knowledge of the New Testament.

You must read the required textbooks in their entirety. The schedule for this reading is listed in the individual lessons. The total amount of reading is the equivalent of about 1250 single-spaced pages (including Case Study Articles).

Please note that the reading load varies considerably from week to week. You may want to use light reading weeks to get ahead on future reading. Please see the **Course Schedule** to aid in planning your work.

### I. Reading and Lecture Viewing Report

You must view/listen to the video module introductions and the lectures in narrative power point form, as listed in the individual lessons. You will be asked to turn in a report at the end of the course, indicating approximately what percentage of the reading you have read and of the lectures you have viewed.

You will submit this report using the Assignments tool. The form can also be found in the Resources tool. The report is due 11:55PM ET the Monday following week 14.
II. Objective Examination

There will be one examination due during week 5, which relates to the lecture material presented in Modules A & B. This exam will be a combination of objective (multiple choice, fill-in-the blank, Matching) and short-answer questions. It will cover only the material presented in these two modules. The exam will be proctored (see section on proctoring below), and taken using the “Tests & Quizzes” tool.

All exams are proctored. Please find proctor policy below.

III. [] Forums

There are four forum posts due throughout the course (weeks 2,5,9,11) Students will use the forum tool to respond to a series of prompts. In addition to posting your thoughts on the forum prompts, students should also respond to one (1) other student’s post. To aid you in your writing, consult the forum post rubric before composing your answer to the forum topic.

** Please note that to receive credit for the forums posts in the two case study Lessons ( 8 and 10), you must participate in the required synchronous webinars during which those forum posts will be discussed. If you miss the webinar, you will be required to view the recording of the webinar, and complete an additional make-up assignment.

IV. Integration Paper

Each student will write one four to five (4-5) page paper which integrates the Scriptural, Historical, and Theological principles taught in Module A. This paper will be submitted in the Assignments tool, and should follow the format outlined in the Integration Paper Rubric.

V. Workplace Interview and Reflection Assignment

In this assignment, you will begin to apply the skills you have been learning relative to ministering to congregants who are in the workplace. You will do this by interviewing someone in your local congregation who works full-time in a non-ministry related field (their employer is not a Christian organization). This person must not be related to you. Full-time homemakers (non-family member), business owners, professionals, construction contractors, mechanics, teachers – all are ok; we ask that this person be working full-time, and be a mature believer (not a recent convert).

To complete the assignment, you will ask 10 questions during an interview with your subject. We have provided seven questions for you in the assignment rubric, and you are to then write and ask three of your own questions. Avoid closed-ended questions, or questions unrelated to the topic. Once your interview is finished, you will submit the questions you asked, a summary or paraphrase of the answers given to each, and then a 2-page reflection on your experience.

VI. Redemptive Action Presentation

Each student will construct & upload a Narrated Powerpoint presentation using the Resources Tool, and complete a peer review forum for 2 other students’ presentations. The goal of this assignment is to have you teaching the class about your topic – your work can greatly expand the breadth and thoroughness of how this course covers the role of God’s people in the world of work and economics.

Students should choose a topic by Week 4 of the course. Please post your topic and rationale to the appropriate forum by the end of Week 4 of the course.

Develop a 20 minute presentation (the file you submit in Sakai will be a narrated powerpoint recording) in which you:

1. Explain the historical, geographical, and relevant macroeconomic contexts which have led to the problem topic you have chosen.
2. Analyze the problem from a biblical, Christian historical, and theological perspective.
3. Present an actionable solution that a local congregation could take to contribute to a solution to the problem. This should include action steps, change management ideas, and timelines for this solution.
4. Defend this solution using scripture, theology, and examples from church history.

The rubric (can also be found in Resources) will provide a sense of how you will be evaluated by the instructors, and how they will grade your presentation.

Possible topics: (Only one per student, recommended to come up with your own)

- Micro - Finance and the Developing World: Entrepreneurship as Gospel or Social Justice?
- Micro - Finance and North American Missions: Entrepreneurship as Gospel or Social Justice?
- Christianity and Debt: Mortgaged Church Buildings
- Clergy students debt, Bi-Vocational Ministries
- "The Alien among You": Local Church responses to Immigrants in their communities
- The Church and the City: Fiscal Asset or Liability?
- Revelation and World Trade: Living in Light of an Eschatological "Reset"
- Digital Privacy and State Security
- Short-Term Missions to the Developing World: A Burden or a Blessing?
- Sanctions, Boycotts, and Non-Consumption as Activism
- The Widows and the Aged: Pensions and Municipal/Corporate Bankruptcy
Grading Policy
Your final grade for the course will be computed as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Maximum Points Possible</th>
<th>% of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Lecture Viewing Report</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Exam #1</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>Forums and Case Study Webinars (4)</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>Integration Paper</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Workplace Interview and Reflection Assignment</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>Redemptive Action Presentation</td>
<td>30</td>
<td>30%</td>
</tr>
<tr>
<td>[TOP]</td>
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<td>100%</td>
</tr>
</tbody>
</table>

Grading Scale
The number of points available for the course is 500, and then the total will be divided by five. Final letter grades will then 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.)

Other Course Policies

Proctored Exams
All exams in this course will be proctored. Your proctor must be someone who works for a church or volunteers for a church in an officially recognized capacity (pastor, elder, ministry leader, office administrator, etc.), a library or a school. Your proctor cannot be a member of your family or a current Gordon-Conwell student. Your proctor should be present throughout the time you are taking the exam.

The student will need to identify a suitable proctor and submit his/her name and email address to the Semlink office via the proctor registration form before every exam. The Semlink office will then email your proctor login information for your exam so he/she can help you login at the time when you take the exam. Please submit your proctor information to the Semlink office at least 2 business days before you plan to take the exam. Check with libraries in advance for special summer and holiday hours.

Instructor Feedback
The instructor will attempt to answer questions or messages within 24-48 hours, excluding Sundays. Profs. Lints and Truschel will attempt to provide feedback on assignments and post grades in the gradebook within two weeks of submission.

Document Formatting and Submission
Assignments must be submitted electronically by posting on the Sakai site. Hard-copies will not be accepted. If you use a different word processor than MS-Word, please convert the files to PDF before submitting them. Otherwise please submit Word files. 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 MLA style is also acceptable.

VeriCite
A tool called VeriCite has been added to Sakai to check for plagiarism. If you find that a part of your assignment has scored highly in VeriCite's review (these sections will be highlighted in red), that means your content is very similar to content in another source and is probably a quote or paraphrase that should be cited. Please use this as a tool to make sure you have cited everything you need in your assignment. Not everything this service highlights will be a violation, so use your best judgment.

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 the last day of week 14, will normally require that an extension be approved by the Seminary. If you anticipate a problem, contact an instructor as soon as possible.

Netiquette
Gordon-Conwell does not tolerate disruptive or disrespectful behavior in the online communications in any course. Students should review the netiquette policy in the Student Handbook and this website: http://www.albion.com/netiquette.

Additional Seminary Policies

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.

**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 published 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**
Grades are posted on line within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades. Those individuals who need an official grade report issued to a third party, should put their request in writing to the Registration Office. Faculty have six weeks from the course work due date to submit a final grade. Note that the final grade posted in Sakai is not official; the official final grade will be posted in the CAMS student portal.

**Contacting the Semlink Office**
email: semlink@gordonconwell.edu
phone: 978-646-4144 (office hours only)
Office hours: 9:00 am - 12:00 pm and 1:00 pm to 4:00 pm, Monday through Friday