Seminar III:  Methods in Social Transformation (Immersion Course)

DMSJE917, W1

4 Credit Hours

- Concentration(s): Social Justice, Ethics and The Church
- Date of Course: 2017
- Location/Campus: Washington, DC

Contact Information

- Charles Gutenson, Ph.D. and Kevin Kinghorn, Ph.D.
- E-mail: chuck.gutenson@asburyseminary.edu, kevin.kinghorn@asburyseminary.edu

Course Description

This course is the third of four cohort seminars that focus on the specifics of the D.Min. program: Practices of Wesleyan Social Transformation and Renewal. By the time of this seminar, students will have developed a sound biblical and theological foundation for social transformation consistent with the Wesleyan tradition. In addition, each student will have finalized their selection for an area to focus the overall project. As the first of two immersion seminars, this seminar will focus on methods that have been traditionally used to accomplish social transformation. We will examine the writings of several who have been seen as successful agents of sociocultural transformation, with an eye both to critique and to appropriate their methods through the lens of our biblical and theological foundations. In the course of this seminar, we will examine some of the ways in which the church has understood its role in the process of social transformation and apply them to our contemporary setting to
better understand the ways in which the church can better align with God’s mission through social transformation. We will examine the delicate balance the church must exercise in the political process while also recognizing the void left in the public square when the church withdraws. As an immersion experience, participants will have the opportunity to hear, first hand, from social entrepreneurs and change agents who are on the front lines of sociocultural engagement.

Cohort Thematic Focus

One critique of American Evangelicalism is that its theology fosters a fragmented spirituality, separating private/vertical faith from its social/horizontal implications. So when social issues, such as poverty, health care, corporate responsibility, crime, addiction, governmental policy or race relations, rise in the headlines or the home front, the church’s response is often mixed or absent. Building upon Wesleyan practices of social transformation and renewal, this cohort conversation pursues practical questions about the church’s, the preacher’s and the lay community of believers’ calling in the face of a society’s hopes and challenges. This cohort makes public theology a matter of formation and mission.

Welcome

Dr. Charles (Chuck) Gutenson has been involved with the Asbury Seminary community as a student, professor, Associate Dean for Distributed Learning and now serves as an affiliate professor. In addition, he has served as an executive in both for-profit and non-profit settings. His first degree was in electrical engineering and after 15 years in private industry, he entered Asbury Seminary where he earned an MDiv. He spent a term in Munich, Germany studying with Wolfhart Pannenberg, and then earned his PhD from Southern Methodist University in Philosophical Theology. He has authored several books, including *Reconsidering the Doctrine of God*, *Christians and the Common Good* and *Church Worth Getting Up For*. Dr. Gutenson currently has his own business which focuses on consulting, writing, and teaching. He and his wife, Bobbie, have an adult daughter, Sara, who is pediatric nurse.

Dr. Kevin Kinghorn: In the broadest terms, my goal for every class is that we will become more effective ambassadors of Jesus Christ, while we grow in our understanding of who God is and how God is at work in our lives. Reflecting on Jesus's call to love others as he loves us, I am drawn to the fact that Jesus is unceasingly our advocate: always interceding on our behalf, always concerning himself with our concerns, and always inviting us to join him in his ministry to those around us. Loving others as Jesus loves us therefore clearly involves being an advocate. My own passion is to help Christian ministers find meaningful theological and philosophical frameworks for understanding how God is at work in their lives as they follow in Christ's footsteps. The promise we find in Revelation 2:17 is that God will give us a "new name" unique to each of us. Living into our names--our identities--in Christ requires much prayer and humble seeking. It also requires serious theological reflection. And it was never the intention of our Trinitarian God that this process of discernment be done in isolation! I'm excited to share in this process of finding the vision, and the effective tools to implement, the particular form of Christian advocacy to which God is calling you.
Program Level Outcomes

As these standards are designed into key processes throughout the D.Min. experience, upon graduation students will be able to:

1. Revisit foundations for sustainable ministry.
   - Being immersed in explicit Wesleyan practices of community-based formation around the priorities of scripture, reason, tradition and experience, participants will discover transformational habits for sustainable ministry lifestyles.
2. Foster ministry leadership vision, ethic and practice relevant to their ministry context and world.
   - By deeply engaging in analysis of one significant theme from their unique ministry context, participants establish a trajectory for life-long contribution.
3. Appreciate transformational demands within contemporary ministry organizational contexts such as congregations, non-profits and marketplace engagements through various analytic means of biblical, theological, social and cultural exegesis.
   - Participants must add to their biblical and theological exegesis, cultural-situational exegesis that informs ministry leadership practice on a daily basis.

Cohort Learning Outcomes

By the end of DMSJE917, students will be able to:

1. Identify effective steps for data analysis by choosing methods relevant to their Ministry Transformation Project. (PLO #2)
2. Assess the value of group spiritual formation through their Legacy Group experience. (PLO #1)

Student Learning Outcomes

By the end of DMSJE917, students will be able to:

1. Articulate important methods both presently and historically utilized to forge social transformation. (PLO #2)
2. Demonstrate a solid grasp of the methods and corresponding outcomes utilized in their research. (PLO #2)
3. Integrate issues of social entrepreneurship raised by practitioners with theory and theology. (PLO #3)
Course Requirements

Required and Suggested Reading

The primary means of textbook delivery is through Kindle Readers. See D.Min. Handbook for acquisition procedures for both your Kindle and Program-sponsored textbook content. The Beeson Center sends users instructions to set up an Amazon account, including directions to sync the Kindle account to a computer or mobile device with the Kindle app. All users need two ways to receive Kindle info and access their account. Link for Kindle apps: http://www.amazon.com/gp/feature.html?ref=amb_link_365823462_2&docId=1000493771&

Required Reading


Choose 600 pages from the following books, with focus on methodological considerations:


Howard-Pitney, David, Martin Luther King, Jr., Malcom X, and the Civil Rights Struggle of
Assignments

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>SLO</th>
<th>Method of Assessment</th>
<th>Value /Due Date</th>
<th>Evaluator</th>
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</thead>
<tbody>
<tr>
<td>Assignment #1: Pre-</td>
<td>#1</td>
<td>Read all assigned readings, including books chosen from alternate lists, where offered.</td>
<td>5%</td>
<td>Faculty</td>
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<tr>
<td>Seminar Readings</td>
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<tr>
<td>Assignment #2: Social</td>
<td>#1</td>
<td>Work with the professors to identify an individual working in the participant's area of social change and interview that person with regard to theological foundations for their work and the methods the person has found both helpful and unhelpful in achieving social change. Write a 10-page summary of the findings.</td>
<td>20%</td>
<td>Faculty</td>
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<tr>
<td>Change Interview</td>
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<tr>
<td>Assignment #3: Presentation</td>
<td>#2</td>
<td>Prepare a 20-minute presentation for the rest of the class, summarizing the findings from the participant's interview, focusing particularly on effective and ineffective methods.</td>
<td>15%</td>
<td>Faculty</td>
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<tr>
<td>Assignment #4: Social</td>
<td>#3</td>
<td>Write a 30-page paper which explores the different methods and strategies which the participant has considered for implementation of social transformation. Conclude with determinations made by the participant relating to the strategies and methods he/she judges most effective for change in their area of</td>
<td>55%</td>
<td>Faculty</td>
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<tr>
<td>Change Paper</td>
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In-Residency (5 Days)*

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<th>Value /Due Date</th>
<th>Evaluator</th>
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Post-Residency (90 Days)

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<tr>
<th>Assignment Description</th>
<th>SLO</th>
<th>Method of Assessment</th>
<th>Value /Due Date</th>
<th>Evaluator</th>
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<tbody>
<tr>
<td>Assignment #5: Post-Seminar Contact/Consultation</td>
<td>#1</td>
<td>Minimum of one phone call/Skype or face time chat to allow mentor and participant to pray for each other, consult on issues relevant to the project, and to determine if the project is moving ahead in a timely fashion.</td>
<td>10%</td>
<td>Faculty</td>
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Grading

Asbury Theological Seminary uses the 4.00-point system for grading and evaluation. See the course catalog for further information.

Grading and Evaluation

The unit of credit is a semester hour, which is defined as one hour of classroom work per week for one semester, or its equivalent. The 4.00 point system is used to compute grade point standing. The grading system is:

<table>
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<tr>
<th>Grade</th>
<th>Value</th>
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<tbody>
<tr>
<td>A</td>
<td>4.00</td>
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<tr>
<td>A-</td>
<td>3.70</td>
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<td>A+</td>
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<td>B</td>
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<td>B-</td>
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<td>B+</td>
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<td>C</td>
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<td>C-</td>
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<td>C+</td>
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*4.00 Exceptional work: surpassing outstanding achievement of course objectives.
*3.70 A- work: strong, significant achievement of course objectives
*3.30 A+ work: outstanding achievement of course objectives
3.00 B work: strong, significant achievement of course objectives
2.70 B- work: basic, essential achievement of course objectives
2.30 B+ work: strong, significant achievement of course objectives
2.00 C work: basic, essential achievement of course objectives
1.70 C- work: basic, essential achievement of course objectives
1.30 C+ work: basic, essential achievement of course objectives
1.00 D work: inadequate, minimal achievement of course objectives
0.70 D- work: inadequate, minimal achievement of course objectives
0 F work: failure to achieve course objectives
CR Credit: assumes work of a “C” or better
NC No credit: marginal work; will not receive credit
PC Provisional credit
AUD Audit
WD  Withdraw
IP  In Progress
I  Incomplete work

* Meets Advanced Research Programs standard. (See specific degree graduation requirements.)

### Grade Letters

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<tr>
<th>Highest</th>
<th>Lowest</th>
<th>Letter</th>
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<tbody>
<tr>
<td>100.00 %</td>
<td>95.00 %</td>
<td>A</td>
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<tr>
<td>94.99 %</td>
<td>90.00 %</td>
<td>A-</td>
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<tr>
<td>89.99 %</td>
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<td>B+</td>
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<tr>
<td>86.99 %</td>
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<td>83.99 %</td>
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<td>79.99 %</td>
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<td>C+</td>
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<tr>
<td>76.99 %</td>
<td>74.00 %</td>
<td>C</td>
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<tr>
<td>73.99 %</td>
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<td>69.99 %</td>
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<td>D+</td>
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<td>66.99 %</td>
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<tr>
<td>63.99 %</td>
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<tr>
<td>59.99 %</td>
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### Additional Assignment Guidelines

Only students who submit assignments on time can expect faculty feedback on their assignments. At the faculty’s discretion, late assignments can receive a grade, but additional feedback is not required from the faculty.

If students fail to submit any of the course assignments, they will receive a failing grade for the course. If the professor agrees to evaluate an assignment after final grades have been submitted, the student must complete a Grade Conversion Request form from the Registrar’s office to remove the failing grade (“F”) from their record. This form is found on oneATS.

To locate the form:
- Go to one ATS ([https://one.asburyseminary.edu](https://one.asburyseminary.edu))
- Sign into oneATS.
- On the left sidebar, in the Student Navigation section, click on the Registrar’s Office link.
- Click on the Forms and Petitions link.
- Click on the Grade Conversion Request link to download the form.
- Complete the form and submit it to the Registrar’s office per the instructions at the top of the form.

### Course Evaluations

After this course has been completed, you will fill out a course evaluation for the course by the end of the semester. To access the evaluation, click on the course evaluation link.
https://asburyseminary.tk20.com. Then:

- Locate the Pending Tasks area.
- Click on the link that has the course information for your course(s).
- Click on the Course Evaluation Form tab.
- Complete all course evaluation fields.
- Click Submit.

### Tentative Course Schedule

Please note that Seminar 3 and Seminar 4 meet in subsequent weeks and that both are "in the field" and characterized as immersion experiences.

#### Online Interactions
- **90 days before seminar:** Online course furnished with all course design/materials (students begin reading)
- **90 days before seminar:** Online interactions may begin. Note: Online Course Opens April 1 for Summer; October 1 for Winter.
- **90 days after seminar:** Post-session work due
- **Grades Due:** Last Day of Term
  - January cohort: Last day of Spring term
  - Summer cohort: Last day of Fall term

#### Final Projects
- **Grades Due:** Last Day of Term (Approximately 120 Days, 4 Months After Class)
- Due 90 days after the last day of the seminar **at the latest** (calculate this date and announce to during class).
- Extensions MAY NOT be granted for poor planning/work overloads.
- Extensions may be granted due to illness, in extremely rare circumstances.
- Request an extension through an Academic Petition form (oneATS; under General Navigation\Departments\Enrollment Management & Student Services\Registrar\Forms and Petitions (downloadable forms)\Academic Petition; [https://one.asburyseminary.edu/sites/default/files/1%20Academic%20Petition%202012-2013_0.pdf](https://one.asburyseminary.edu/sites/default/files/1%20Academic%20Petition%202012-2013_0.pdf)).

#### Expectations/Education Philosophy

**Program**
The D.Min. learning experience is just that – an experience. Personal and community exercises challenge students to lean into new concepts and capacities. For knowledge to grow into understanding and activity to changed behavior, adults need to reflect. Reflecting critically in and on experience alters attitudes and perspectives, feelings and thoughts. John Wesley understood that humans are more than a brain; they are physical beings with emotions, relationships, spirits, and imaginations. Learning that transforms engages all of
these dimensions. The Asbury D.Min. experience requires men and women to bring their whole selves to this three-year process. We approach the possibilities together, with expectations that only God can fulfill.

**Course**

Our educational philosophy emphasizes the practical connections between each participant's selected D.Min. project and his or her local ministry context. In other words, while we expect academic excellence in all aspects of the project, we want consistently to emphasize the ways in which the project will, in fact, result in social transformation (to the degree reasonable and practical) in the specific ministry of each participant.

Critical factors for success in this course will be pre-seminar preparation, serious and regular engagement during seminar discussions, and timely post-seminar completion of written assignments. In addition, the professors recommend between seminar contact in order to keep the projects moving along, maintain participant motivation and allow participant and professor to make any 'mid-course' corrections necessary for successful project completion. To that end, each seminar will have a post-seminar interaction scheduled with each participant and one of the professors at roughly the mid-point between seminars.

We recognize that each learner is endowed by God with a unique combination of learning preferences. To that end, it is our intention to utilize a variety of pedagogical methods that are aimed to accommodate those learning preferences. It should be recognized, given the advanced nature of the work, that there will be a premium on dialogue and in class interaction.

**Course Work/Hours**

A “Credit Hour” at Asbury Theological Seminary is an amount of work represented in student learning outcomes (SLOs) and verified by evidence of student achievement that reasonably approximates not less than fifty-five (55) minutes of direct faculty instruction and a minimum of two and a half (2.5) hours out of class student work each week for the equivalent thirteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time. Furthermore, at least an equivalent amount of work shall be required for other academic activities including internships, practicums, studio work and other academic work leading to the award of credit hours. A faculty member desiring substantial changes must clear it through the dean of the school.

The expectation for D.Min. courses is 1,800 – 2,400 pages of assigned reading per 4-hour course or the equivalent of out-of-course work (Faculty Handbook).

**Attendance Policy**

Students are expected to attend all class sessions during residency.
How to Submit Your Work

All papers must include a formal title page and be formatted with MLA style formatting, unless otherwise indicated by faculty.

Students will upload all assignments to their online course classroom.

To upload an assignment:

1. Log into oneATS (http://one.asburyseminary.edu).
2. Enter your username and password.
3. In the upper right corner of the screen, click on Online Courses.
4. In the Navigation section, click on My courses.
5. Click on the course number for your course (see Page 1 of this syllabus).
   a. Note: Make sure that the correct term and year appear in parentheses after the course number (e.g., SU = Summer, JA = January, etc.)
6. Upload your document in the assignment section as indicated by the faculty for your course.
7. NOTE: To send an email to faculty for your course, email them directly using the email addresses on Page 1 of this syllabus. Do not use the “To the Professor” email feature in your online classrooms, as this system is not integrated with faculty’s daily email handling systems.

Incomplete Work

(Please note: You can only request an incomplete if your pre-residency assignments were completed on time, and if the “unavoidable emergency” caveat below occurs immediately before final assignments are due. A busy schedule or non-stop demands of family and ministry do not qualify as reasons for an incomplete; these are realities that all D.Min. students face.)

The official end of each term is 5 p.m. on the last day of the final exam week. The 5 p.m. deadline applies to handing in all course work. Each instructor may set an earlier deadline, but not a later deadline, for submission of any or all course work. Students must petition the Registrar for permission to receive an incomplete “I” grade and have the relevant faculty member’s support. The petition must be received before 5 p.m. on the last day of regularly scheduled classes (prior to the beginning of final exam week).

A grade of “I” denotes that course work has not been completed due to an unavoidable emergency (documentation may be requested). Delinquency or attending to church work or other employment does not constitute an unavoidable emergency. Without an approved “I,” a letter grade will be recorded based on grades received for completed work and an “F” grade assigned to incomplete work.

Incomplete grades shall be removed one calendar month prior to the close of the following semester unless an earlier date is designated by the Office of the Registrar on the individual petition. If the work is not completed by the time designated, the “I” shall be changed to an “F” unless a passing grade can be given based on work already completed or unless special permission is granted by the Registrar. Professors are required to give either a grade or an “I,”
if approved, to each student registered for credit in a course.

Students with incompletes in two or more classes will not be allowed to enroll in a new semester or term without permission from the Registrar.

Appendices

Appendix 1: Rubrics

See next pages.
## Seminar III – Methods in Social Transformation

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Method of Assessment</th>
<th>Exemplary=4</th>
<th>Accomplished=3</th>
<th>Developing=2</th>
<th>Beginning=1</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1: Identify effective steps for data analysis by choosing methods relevant to their Ministry Transformation Project.</td>
<td>Dissertation Chapter 3</td>
<td>Outlines the most effective research methods for the project: providing thoughtful rationale for each method, addressing all research questions, and meeting the Institutional Review Board’s requirements.</td>
<td>Outlines the most effective research methods for the project: providing some rationale for most methods, addressing all research questions, and meeting the Institutional Review Board’s requirements.</td>
<td>Outlines research methods for the project: providing little rationale methods chosen, addressing 1-2 research questions, and meeting some of the Institutional Review Board’s requirements.</td>
<td>Outlines inadequate research methods for the project: providing little to no rationale for each method, addressing 0-1 research questions, and meeting few, if any of the Institutional Review Board’s requirements.</td>
<td>Dissertation Coach</td>
</tr>
<tr>
<td>SLO #1: Participants will be able to provide an overview of important methods both presently and historically utilized to forge social transformation.</td>
<td>Pre-Seminar Readings</td>
<td>Participants will be able to provide, at an exemplary level, an overview of important methods both presently and historically utilized to forge social transformation.</td>
<td>Participants will be able to provide, at an accomplished level, an overview of important methods both presently and historically utilized to forge social transformation.</td>
<td>Participants will be able to provide, at a developing level, an overview of important methods both presently and historically utilized to forge social transformatio</td>
<td>Participants will be able to provide, at a beginning level, an overview of important methods both presently and historically utilized to forge social transformation.</td>
<td>Faculty</td>
</tr>
<tr>
<td>SLO #2: With regard to their own particular topic, each participant will demonstrate a sold grasp of the methods, and corresponding outcomes, that have been utilized. This will include judgments about methods not likely to accomplish</td>
<td>Social Change Paper Post-Seminar Contact / Consultatio</td>
<td>With regard to their own particular topic, each participant will demonstrate, at an exemplary level, a solid grasp of the methods, and corresponding outcomes, that have been utilized. This will include judgments about methods not likely to accomplish intended goals as</td>
<td>With regard to their own particular topic, each participant will demonstrate, at an accomplished level, a solid grasp of the methods, and corresponding outcomes, that have been utilized. This will include judgments about methods not</td>
<td>With regard to their own particular topic, each participant will demonstrate, at a developing level, a solid grasp of the methods, and corresponding outcomes, that have been utilized. This will include judgments</td>
<td>With regard to their own particular topic, each participant will demonstrate, at a beginning level, a solid grasp of the methods, and corresponding outcomes, that have been utilized. This will include judgments</td>
<td>Faculty</td>
</tr>
<tr>
<td>SLO #3: Participants will begin to grasp issues of social entrepreneurship from the perspective of persons judged to be successful social entrepreneurs and change agents. In other words, participants will demonstrate the usual enriching of understanding that goes with the transition from laboratory to the field.</td>
<td>Social Change Interview</td>
<td>Participants will begin to grasp, at an exemplary level, issues of social entrepreneurship from the perspective of persons judged to be successful social entrepreneurs and change agents. In other words, participants will demonstrate the usual enriching of understanding that goes with the transition from laboratory to the field.</td>
<td>Faculty</td>
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**Rubric for Written Projects:**

For “A” level work, the essay:

+ Clearly and concisely states the thesis or question to be undertaken.
+ No grammatical errors or infelicitous constructions or misspellings.
+ Presents its argument in an exemplary fashion, particularly as regards concision and clarity.
+ Draws a powerful conclusion that clearly relates the argument to the thesis.
+ Contains minimal to no distracting material.
+ Demonstrates clear evidence of deep and substantive reflection.
+ Demonstrates exemplary research and use of sources.

For “B” level work, the essay:

+ Clearly states the thesis or question to be undertaken.
+ Contains few grammatical errors or infelicitous constructions or misspellings.
+Presents its argument in a reasonably clear and concise fashion.
+Draws a substantive conclusion that relates the argument to the thesis.
+Contains minimal distractive material.
+Demonstrates clear evidence of substantive reflection.
+Demonstrates cautious and substantive research and use of sources.

For “C” level work, the essay:
+Attempts to clearly state the thesis or question to be undertaken.
+Contains frequent grammatical errors or infelicitous constructions or misspellings.
+Presents its argument in a fashion that is hard to follow and exhibits too much “subjectivity” (i.e., becomes more of an opinion piece).
+Attempts to conclude in a fashion that relates the argument to the thesis.
+Contains significant distractive material.
+Demonstrates little evidence of substantive reflection.
+Demonstrates little evidence of substantive research.

For “D/F” level work, the essay:
+Largely fails to identify a thesis or question.
+Contains many grammatical errors/ infelicitous constructions/misspellings.
+Presents little to no argument, and is mostly an opinion piece.
+Draws no meaningful conclusion.
+Minimal or no evidence of substantive reflection or research.
Appendix 2: Supplemental Resources/Bibliography


Bradley, Anthony B. Black and Tired: essays on race, politics, culture and international development. Wipf and Stock, 2011. 978-1608995967


King, Martin Luther, Jr. *A Testament of Hope*, Harper One, 2003  978-0060646912


Neuhaus *The Naked Public Square*. Wm. B. Eerdmans, 1986. 978-0802800800


Smith, R. Drew, *Long March Ahead: African American Churches and Public Policy in Post-


Volf, Miroslav, A Public Faith, Brazos Press, 2011. 978-1587432989

Webber, R.E. The Secular Saint: A Case for Evangelical Social Responsibility. Zondervan,
1979. 978-1592446308


Appendix 3: Policies

Accessing Library Resources

1. General Questions:

The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons can be reached at our website: asbury.to/library, via phone at 800.2ASBURY or 859.858.2100, and via email at information.commons@asburyseminary.edu. Students are also encouraged to send questions to the Information Commons via SMS/text at 859.903.0464.

2. Materials Requests:

To search the library catalog for available materials, use the links on the library website or the search box located in your online course center. Students on the Kentucky or Florida campuses can use their student ID cards to check out materials in person. Books can be mailed back or returned to the library at either campus.

Online students may request books, photocopies, or emailed attachments of journal articles/portions of reference books from the library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.

3. Research Assistance:

Students should contact the Information Commons for research assistance. Help is available for general research questions including how to find course materials online or navigate online library resources. Advanced research appointments are available for students needing assistance in the research process.

4. Online Databases and Resources:

Asbury Scholar - Users can perform a search for books, journal articles, eBooks, and more by using Asbury Scholar. Search results of all material types can be aggregated conveniently in a single results list, or narrowed down as specifically as a user requires. A search box and direct links to Asbury Scholar can be found on the library’s website at asbury.to/library.

Complete Resource List - Alternatively, direct links to resources have been arranged alphabetically on the Complete Resource List. In some cases this may allow the user to access site-specific features not otherwise available. To access the library’s online resources including the library catalog, online journal databases, encyclopedias, and more, go to the Complete Resource List at http://guides.asburyseminary.edu/resources.
5. **Technology Questions:**

Students can receive support for accessing their online classroom, using electronic resources, or other technological problems related to Asbury Seminary coursework by contacting the Information Commons. Longer appointments for training in supported Bible software or supported bibliographic management software are also available.

**Plagiarism**

Academic integrity is expected from every student. Plagiarism, that is, “presenting…another’s ideas or writings as one’s own,” is considered a serious violation of trust and not acceptable. Detailed information including penalty for plagiarizing is to be found in the Student Handbook.

**Turnitin**

If your course is using Turnitin.com as a form of detecting plagiarism, students would find this information useful for checking their own work.

The following is a sample Turnitin.com statement:

In this course we may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an large database of student papers that grows with each submission. Accordingly, you may be expected to submit assignments in both hard copy and electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

**Copyright Policies**

The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

**Online Media Copyright Information**

By using this material, you are consenting to abide by this copyright policy. Any duplication, reproduction, or modification of this material without express written consent from Asbury
Theological Seminary and/or the original publisher is prohibited.

Americans With Disabilities Act Information

Asbury Theological Seminary provides reasonable accommodation for qualified students with disabilities on an individualized basis. If you are a student with a disability, and believe you are in need of reasonable accommodations in this class, you will need to make an appointment with an Accommodations Officer, located in the Office of the Registrar on the Kentucky campus or in the Enrollment Management Office on the Florida campus. Students are required to provide documentation of a disability prior to receiving classroom accommodations. Since accommodations may require early planning at or before the start of the term and generally are not provided retroactively, please contact an Accommodations Officer as soon as possible.

Online Section Descriptions and Communication Guidelines

The Online Classroom is built upon the open-source Moodle platform. By logging into http://one.asburyseminary.edu and clicking on the Online Campus tab (upper right corner) you will have access to this course and be able to collaborate with participant-colleagues and me throughout the course.

The following are functions with which you should familiarize yourself:

1. The Course Information Center contains many features to be used throughout the semester: a) Course News and Announcements, where I will post items important for the entire class; b) Syllabus, where a copy of the syllabus is provided; c) To Professor, which is a way for you to post a message directly to me and we can discuss an issue privately; d) Course Questions, which is a public forum where you can publicly post any questions you have regarding the course so others may see your message and respond. Anytime you have a question or comment about the course, the schedule, the assignments, or anything else that may be of interest to other participants and me you should post it to the Course Questions Forum; e) Prayer Forum, which is a public forum where you can post prayer concerns and praises for all to see. This is a way for us to build community; f) Open Forum, which is a public forum where you can post anything that is not course-related for all to see. Examples include someone getting married, an upcoming birthday, discussions on topics not course-related, etc. This is a way for us to build community.

2. Modules, which are located below the Course Information Center, will contain forums where group discussions will take place, documents or other files to download or view online, and assignment links where you will post your assignments to me. Modules will be clearly labeled so you can follow along during the semester.

Online Support Contact Information

For technical support, library research support, library loans and Online media contact
Information Commons:

e-mail: information.commons@asburyseminary.edu
Phone: (859) 858-2100;
Toll-free: (866) 454-2733

For general questions and administrative assistance regarding the Online program, contact Dale Hale:

e-mail: ExL.Office@asburyseminary.edu
Phone: (859) 858-2393

Withdrawal from Seminary

A student who, for any reason, finds it necessary to withdraw from school at any time other than at the close of a term is required to obtain official approval. Permission to withdraw shall be secured from the Office of the Registrar. A grade of “F” shall be recorded for all courses from which a student withdraws without permission or after the deadline stated in this catalog. A student who withdraws from Asbury Theological Seminary and later decides to return as a student will be required to reapply for admission. Lack of attendance does not constitute a withdrawal.

Statement on Inclusive Language

It is the policy of Asbury Theological Seminary to use inclusive or non-sexist language in all Seminary publications, literature and communications. The faculty of Asbury Theological Seminary has adopted the following statement recommending the use of nondiscriminatory language by all members of the Seminary community.

Rooted deeply within the history and heritage of Methodism is the active participation in the lifting of oppression in any form so as to extend and implement the freedom of the gospel to all whom God has created and seeks to redeem. The record of Wesleyans on behalf of women is impressive and honorable and should be furthered by the modern offspring of Wesley.

Language does make a difference. When terms create certain feelings, we respond to these feelings for the sake of fostering relationships. We do not bind ourselves to etymology or even historical usage, for history is always thrusting us into new situations and struggles. We are constantly adapting our language in order to be responsible and effective communicators.

Language does not create a problem nor does language solve a problem, but language may contribute to both sometimes in obvious ways, more often in subtle ways. It is the intent of the “Suggestions for Inclusive Language” to help sensitize the Asbury Theological Seminary community to some of the cultural problems related to using previously accepted gender specific references as generic terms and to provide help in moving beyond our present habits.
to more just expressions.