

CAREY THEOLOGICAL COLLEGE
INDS 620 SYLLABUS
Vocation and Professional Life: A Christian Perspective

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3 Graduate Credits

Course Description

This course offers opportunities for discussion, analysis and the building of new perspectives on the topic of Work and its implications from a Christian perspective. *Vocation and Professional Life* seeks to help participants to articulate their own thoughts on the topic and examine them within the context of a community. It also helps students clarify and put into practice the spirituality of work and rest.

Learning Outcomes

By participating in this class, you should expect to construct and apply the meaning of 'Work' and its role in the life of every Christian and in the furthering of the kingdom of God.

Specifically, participants will:

- 1) Explore the complexity of the definition of "work" by different inclusive, pertinent, and contextual approaches and methodologies.
- 2) Articulate the meaning of "vocation" and "calling" in the context of their work and service experiences, allowing global contexts to inform this process.
- 3) Develop an appreciation for the work experience and attitudes in historical and theological framework, their classmates' journeys, and social groups in Latin America as they relate to gender, ethnic background, and socio economic standing.
- 4) Generate concrete ideas and plans of service and Sabbath as citizens of the kingdom of God, analyzing the social, communal and cultural role of Work in relation to their life experience, faith and a worldwide community.

Required Reading and videos

Alter Chen, Martha. Rethinking the Informal Economy: Linkages with the Formal Economy and the Formal Regulatory Environment. *Economic & Social Affairs*. DESA Working Paper No. 46, July 2007.

Barton, Ruth Haley. "Are You Dangerously Tired? Exploring the Symptoms and Sources of Spiritual Exhaustion in Ministry." *eReflections Digital Magazine*, 2004.

Bohlin, Sue. A, "Your Work Matters to God". Probe Ministries, 2004. Frederick Buechner. "Vocation." *Wishful Thinking*. HarperOne, 1993.

Chaganti, Sruti. "Creation of a Third World in the First: Economics of Labour Migration." *Economic and Political Weekly*, 2004, p. 2220-2226.

Elizabeth Palmberg, World Market 101, "Understanding the Perils and Premises of International Trade". *Sojourners Digital Magazine*, May 2007.

Gorbanova, Mariya. *Speak up: Empowering Citizens Against Corruption*. Transparency International, 2015.

International Labour Organization. Resolution concerning Gender Equality at the Heart of Decent Work - ILC 2009. *Resolution adopted by the General Conference of the International Labour Organization at its 98th Session on 17 June 2009*.

Kenneson, Philip D. "Cultivating Patience in the Midst of Productivity." *Life on the Vine: Cultivating the Fruit of the Spirit*. InterVarsity Press, 1999.

Lara Kelly, "Neoliberalism in Latin America." *Citizens Press Digital Magazine*, 2008.
<http://cpress.org/editorials/old/neoliberalism-in-latin-america>

Latouche, Serge, "Would the West actually be Happier with Less? The World Downscaled." *Le Monde Diplomatique*, December 2003.

Marshall, Katherine; Van Saneen, Marisa Bronwyn. *Development and Faith: Where Mind, Heart, and Soul Work Together*. World Bank Publications, 2007.

Nelson, Niel. The Faith Factor in Employment, Skills and Human Capital. *World Economic Forum*, 2016.

Nora Tubbs Tisdale. "Job and Vocation: Discerning the Difference." *Reflections Magazine*. Yale Divinity School, 2012.

Quijano, A. "Coloniality of Power and Eurocentrism in Latin America". *International Sociology*, 2000.

Social Enterprise: A New Model for Poverty Reduction and Employment Generation. An Examination of the Concept and Practice in Europe and the Commonwealth of Independent States. Executive Summary. *United Nations Development Programme (UNDP) and EMES European Research Network Project*, 2008.

Spracklin Pat, "The Top 10 Problems Faced by Immigrants." *IMMIgroup*. Canadian Immigration Consultants in Toronto, 2015.

Storkey, Elaine. The Fast I Choose. ¿What we will see if we view the global economy through the lens of faith? *Sojourners Digital Magazine*, May 2007.

Video: The Power of the Informal Economy.

https://www.ted.com/talks/robert_neuwirth_the_power_of_the_informal_economy

Video: Walmart, The High Cost of Low Prices, 2005. <https://www.youtube.com/watch?v=ansJ9-tTk7g>

Warren, K. J. (1990). "The Power and the Promise of Ecological Feminism." *Environmental Ethics*, 12(2), 125-146.n. 1990.

Weiss, Y. "Work and Leisure: a History of Ideas." *Journal of Labor Economics*, 2009.

Course Requirements

The course, according to the principles of adult education, considers the student as the promoter of his or her own learning process, and is structured upon his or her weekly participation, through involvement in each of the weekly topics on the platform, attentive reading/viewing of the on-line materials provided, and practical workshops. The student is required to read and respond to the teacher's assignments (Online posting, research, wikis, papers), as well as react to the responses of at least two classmates. Lack of participation, reading and writing, is considered as course withdrawal. The emphasis is on promoting a dialogic process, as a product of the thought provoking elements provided, the active participation of the professor and of the fellow students in the different opportunities for interaction, and of collaborative work in the building of interdisciplinary theological knowledge.

The role of the professor is that of a facilitator, that can learn and teach just as the course participants do. The facilitator brings resources and thoughts that are not the final Word, but can be debated and challenged. The participants can count on the support and pastoral follow-up on the part of the professor, who is ready to encourage learning experiences and seeks for the integral growth and enjoyment of all the students during the course learning process.

This course will emphasize Narrative Theology. Narrative Theological reflection will emerge from the interaction of each student with:

- The biblical narrative
- Authors in theology
- Authors in disciplines of social science
- Classmates and the professor
- His or her local context of life and work

Course Outline

UNIT 1: Perspectives on Work: Definitions and Historical and Contextual Experiences

Topic 1: Work in Contemporary Society

Topic 2: Historical views on work I: History of Work and Historical Movements

Topic 3: Historical view on work II: Work and Gender Studies

UNIT 2: Biblical and Theological Reflections on Work

Topic 1: Building and discovering the concept of vocation

Topic 2: Kingdom values relating to Work I: Rest, Simple Life Style

Topic 3: Kingdom values relating to Work II: Providing work for others and justice

Topic 4: Work as Christian testimony and responsibility

UNIT 3: Social and Communal Dimensions of Work

Topic 1: Informal Work

Topic 2: Ethical issues and corruption

Assignment Instructions

The academic load of this course has been distributed in an average of 12 hours of work per week. We suggest paying attention to the following advice:

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- Plan your time well, so you can carry out the weekly class activities without difficulty. It is advisable to spend 2 or more hours a day dedicated to course work in order to prevent getting behind on the assignments.
- Read the weekly Schedule and the syllabus so you are aware of deadlines.
- Read the evaluation criteria so you can excel in your academic work.
- The assignments are designed with a-synchronic communication mechanisms, to facilitate interaction, questions, and comments on the platform forums and emails. Do not hesitate to seek help from the teacher or your fellow classmates.
- Team work: the process of learning will be successful if you can view the course participants as a team. What one participant does, affects others. If a participant disappears for a week or interacts after the suggested time, this will affect all the others. This is not a passive class, all participants building knowledge together.
- The teacher will be responding to your queries as soon as possible, in less than 36 hours.
- We suggest you download the documents from the platform every week, and store them with the course schedule and other reference materials.
- Assignments will not be received after the established dates. This can only be admitted in exceptional situations and with the approval of the teacher.
- Bear in mind that we all make mistakes, and technology may further complicate matters. This may cause some stress and we need patience and the capacity to handle frustration in the use of technology.

1. Online Participation

To fulfill the participation required in the forum, the student should follow these guidelines:

A forum will be opened each week, and will last the whole week, for this reason it is necessary that you post your first participation in the forum between Tuesday and Thursday morning, after having finished the assigned reading. The forums are considered spaces for interaction of ideas, with the goal of favoring reflection of all those involved. Please dialogue generously and sincerely (600 word limit) with at least two of your classmates every week.

2. Collaborative Project

Some of the assignments of the course consist of reflection on the content, but also the building of new ideas through joint work with classmates. For this purpose, we have established the use of different tools, with the follow-up of the professor concerning the individual input for each assignment.

Many of the individual assignments will be shared with the group to interact with each-others gleanings.

3. Concluding Reflections

After the reading and video assignments have been done, the student will have an opportunity to write personal thoughts that connect his or her experience with the biblical narratives, and theological points of the authors studied. Sometimes these reflections will be led through guide questions, or through the comments of the other classmates, to promote critical thinking. These reflections should range between 300 and 700 words.

4. Individual Counsel to Students

During this course, opportunities for direct dialogue are very important. According to the number of students, the teacher and each of the students will agree on an appointment for a Skype video conference lasting a minimum of 30 minutes. The goal is to provide academic and pastoral counsel relating to the topics of the course, as well as providing individual follow-up to support the practical assignment of carrying out a personal retreat. After this, those who would like to share about this experience may do it in the Forum established for this purpose. Through this additional feature, this course seeks to care for the mental and physical health of our student body.

Time Investment

Online Course: 10 weeks (13.5 hours per week)

Total course workload requirements: 135 hours

Reading	40 hours
Writing and practical exercises (online posting, research, blog, papers, etc.)	90 hours
Group Contribution Document	5 hours
Total	135 hours

Evaluation

EVALUATION SYSTEM		
Vocation and Professional life		
		Grade %
UNIT 1		
WEEK 1	Forum: Getting to know each other (Welcome)	Not applicable
	Assessment questionnaire	Not applicable
	Forum: Educational Principles- Vella	5%
	Forum: Sharing news about the situation of work in each city or country. (discussion of Assigned Reading)	5%
	Assignment: interview with unemployed people and immigrants, integrating with the assigned reading.	5%
WEEK 2	Forum: Group collaboration	5%
	Assignment: Reading Guide	5%
WEEK 3	Forum: Discussion about structure, gender roles and work	5%
	Collective Blog	5%
UNIT 2		
WEEK 4	Forum: Discussion question concerning “The possibilities for Exploring Vocation”.	5%
	Forum: Practical Project paper sketch (Project proposal and report)	5%
WEEK 5	Forum: Breaking the Sabbath as a cultural norm	5%
	Assignment: Retreat and report of the activity	5%
WEEK 6	Forum: The Impact of Transnational Corporations	5%
	Assignment: Bible Study on Amos	5%
WEEK 7	Forum: Generation of Employment as an Opportunity	5%
	Assignment: Group Bible Study on Mat. 5-7	5%
UNIT 3		
WEEK 8	Forum: Complexities: Informal Labour	5%
	Assignment: Walking and Feeling your City	5%
WEEK 9	Forum: Implications of Faith, Ethics and Corruption in Work contexts	5%
	Assignment: Analysis of a problem of corruption in each local context	5%
WEEK 10	Group Contribution Document	5%
TOTAL		100%

Students will be graded upon their weekly participation, writing skills, appropriate interaction with the professor and classmates in online discussion, and all the aspects included in online interaction (promptness and initiative in responding, spelling and grammar, relevance and clarity of messages, contribution to the learning community, among others).

To fulfill the assignments successfully the student should try to:

- Follow the established criteria. In order to do this, he or she should read the indications carefully.
- Hand in their work on or before the established date.

Rubrics

Forums (50% of total grade)

CRITERIA	DESCRIPTION	POINTS
Critical thinking and argumentation	The student makes their argument fairly and cogently, developing their argument and using examples appropriately (from the readings and their own experiences). This criterion applies both to their original post, and to responses to other students.	2 points
Engagement with other students	The student interacts thoughtfully with others, crafting responses that clearly and critically build on what the other student has written (both controversy and agreement ought to be carefully explained)	2 points
Timeliness	The student makes their original post by Thursday night each week	1 point

REFLECTION AND WRITING OF CONTENT (25% of total grade)

CRITERIA	DESCRIPTION	POINTS
Critical thinking and argumentation	The paper engages with the relevant readings, using them with understanding in their argument.	2 points
Creativity	The paper engages with the prompt, using the readings creatively towards a paper of the genre required.	1 point
Cogency	The paper is clear, convincing and eloquent.	1 point
Contextual relevance	The paper represents/engages with the student's context faithfully.	1 point

Practical Project (10% of total grade)

CRITERIA	DESCRIPTION	POINTS
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Participation	The report shows full and on-time engagement in the activity	2 points
Reflection on self-impact	The report shows deep self-reflection on aspects related with character and spiritual formation	1,5 points
Reflection on community impact	The report shows human connection and possible outcomes of this experience with a wider community	1,5 points

Bible Study and Integration of Reading Assignments (15% of total grade)

CRITERIA	DESCRIPTION	POINTS
Critical thinking and argumentation with narrative theology	The paper engages with the relevant readings, and establishes clear, relevant connections with Bible narrative.	2 points
Creativity	The paper engages with the prompt, using the readings creatively towards a paper of the genre required.	1 point
Cogency	The paper is clear and eloquent.	1 point
Contextual relevance	The paper represents/engages with the student's context faithfully.	1 point

Course Schedule and Plan

Unit/Week	Topic	Reading/Assignments
Week 1 January 9-15th Introductory	N/A	Forum 1: Introductions and Welcome Forum 2: Discussion on adult education Assessment (questionnaire)
UNIT 1: Perspectives on Work: Definitions and Historical and Contextual Experiences	Topic 1: Work in Contemporary Society	Reading assignments: Weiss, Y. "Work and leisure: A history of ideas. <i>Journal of Labor Economics</i> ." (2009). Forum: Sharing news about the situation of work in each city or country. (discussion of Assigned Reading) Assignment: Interview. Due: January 15th
Week 2 January 16th-22nd	Topic 2: Historical views on work	Reading assignment: Quijano, "A. Coloniality of power and Eurocentrism in Latin America". <i>International Sociology</i> . (2000).

	I: History of Work and Historical Movements	Chaganti, Sruti. Creation of a Third World in the First: Economics of Labour Migration. <i>Economic and Political Weekly</i> , 2004, p. 2220-2226. Forum: Group collaboration Assignment: Reading assignment Guide. Due: January 22nd
Week 3 January 23rd-29th	Topic 3: Historical view on work II: Work and Gender Studies	Reading assignments: International Labour Organization. "Resolution concerning gender equality at the heart of decent work." - ILC 2009. Resolution adopted by the General Conference of the International Labour Organization at its 98th Session on 17 June 2009. Warren, K. J. (1990). "The power and the promise of ecological feminism". <i>Environmental Ethics</i> , 12(2), 125-146.n. 1990. Forum: Discussion about structure, gender roles and work Assignment: Contribution to a Blog. Due: January 29th
Week 4 January 30th-February 5th UNIT 2: Biblical and Theological Reflections on Work	Topic 1: Building and discovering the concept of vocation	Reading assignment: Nora Tubbs Tisdale. Job and Vocation: Discerning the Difference. Reflections Magazine. Seize the Day: Vocation, Calling, Work. Yale Divinity School. (2012) Bohlin, Sue. A, "Your Work Matters to God". Probe Ministries. (2004) Frederick Buechner. Wishful Thinking. Vocation. HarperOne. (1993) Spracklin Pat, "The Top 10 Problems Faced by Immigrants." IMMIgroup. Canadian Immigration Consultants in Toronto. (2015) http://www.immigroup.com/news/top-10-problems-immigrants Forum: Group sharing about each participant's present situation and their concept of vocation. Assignment: Practical Project paper sketch.

		<p>Due: February 5th Report: As soon as accomplished before course ends.</p>
<p>Week 5 February 6th-12th</p> <p>Unit 2 Biblical and Theological Reflections on Work</p>	<p>Topic 2: Kingdom values relating to Work I: Rest, Simple Life Style</p>	<p>Reading assignment: Kenneson, Philip D. Cultivating Patience in the Midst of Productivity. <i>Life on the Vine: Cultivating the Fruit of the Spirit</i>. InterVarsity Press, 1999.</p> <p>Barton, Ruth Haley. "Are You Dangerously Tired? Exploring the Symptoms and Sources of Spiritual Exhaustion in Ministry." EReflections Digital Magazine. (2004)</p> <p>Latouche, Serge, "Would the West actually be happier with less? The world downscaled." <i>Le Monde diplomatique</i>, December 2003.</p> <p>Forum: Breaking the Sabbath as a cultural norm</p> <p>Assignment: Report on Retreat. Due: February 12th</p>
<p>Week 6 February 13th-19th</p> <p>Unit 2 Biblical and Theological Reflections on Work</p>	<p>Topic 3: Kingdom values relating to Work II: Providing work for others and justice</p>	<p>Reading assignment: Lara Kelly, "Neoliberalism in Latin America." Citizens Press Digital Magazine. (2008) http://cpress.org/editorials/old/neoliberalism-in-latin-america</p> <p>Elizabeth Palmberg, World Market 101, "Understanding the Perils and premies of international Trade". Sojourners Digital Magazine. (May 2007)</p> <p>Storkey, Elaine. The Fast I Choose. ¿What we will see if we view the global economy through the lens of faith? Sojourners Digital Magazine. (May 2007)</p> <p>Video: Walmart, The high cost of low prices. https://www.youtube.com/watch?v=ansJ9-tTk7g</p> <p>Forum: The Impact of Transnational Corporations</p> <p>Assignment: Bible Study on Amos. Due: February 19th</p>

<p>Week 7 February 20th-26th</p> <p>Unit 2 Biblical and Theological Reflections on Work</p>	<p>Topic 4: Work as Christian testimony and responsibility</p>	<p>Reading assignment: Nelson, Niel. The faith factor in employment, skills and human capital. World Economic Forum. (2016)</p> <p>Social Enterprise: A new model for poverty reduction and employment generation. An examination of the concept and practice in Europe and the Commonwealth of Independent States. Executive Summary. United Nations Development Programme (UNDP) and EMES European Research Network project. (2008)</p> <p>Forum: Generation of Employment as an Opportunity</p> <p>Assignment: Bible Study on Matthew 5-7. Due: February 26th</p>
<p>Week 8 February 27th-March 5th</p> <p>Unit 3 Social and Communal Dimensions</p>	<p>Topic 1: Informal Labor</p>	<p>Reading assignment: Alter Chen, Martha. Rethinking the Informal Economy: Linkages with the Formal Economy and the Formal Regulatory Environment. Economic & Social Affairs. DESA Working Paper No. 46, July 2007.</p> <p>Video: The power of the informal economy https://www.ted.com/talks/robert_neuwirth_the_power_of_the_informal_economy</p> <p>Forum: Complexities: Informal Labour.</p> <p>Assignment: From Complicity to Solidarity. Analysis and Essay. Due: March 5th</p>
<p>Week 9 March 6th-12th</p>	<p>Topic 2: Ethical issues and corruption</p>	<p>Reading assignments: Marshall, Katherine; Van Saneen, Marisa Bronwyn. <i>Development and faith: Where mind, heart, and soul work together</i>. World Bank Publications, 2007.</p> <p>Gorbanova, Mariya. Speak up: Empowering Citizens Against Corruption. Transparency International. 2015.</p> <p>Forum: Implications of Faith, Ethics and Corruption in Work contexts</p> <p>Assignment: Analysis of a problem of corruption in each local context. Integration of Faith.</p>

		Due: March 12th
Week 10 March 13 th -17th		Group Contribution Document. Due date: March 17th

Academic Policies

Please see the **Carey Academic Catalog** for more details:

<http://www.carey-edu.ca/wp-content/uploads/2016/09/Academic-Catalog-2016-2017-FINAL.pdf>

Course Attendance

Students are expected to attend all scheduled class sessions to fulfil degree requirements. This includes on-line webinars and/or live-streamed portions of courses.

Carey Grading Scale

See the Carey Academic Catalogue for details on the Carey grading scale.

Course Withdrawal Policy

A student who withdraws after the period for which tuition refunds are available within the first half of the course will receive a “W” on their transcript. Beyond those dates, they will receive an “F.”

Extensions

Extensions for course work will only be granted in exceptional circumstances. If an extension will make it impossible for the professor to submit the final grade no later than one month following the final assignment, the student must petition the Registrar’s Office. If the Registrar’s Office grants such a request, the final extension deadlines will be clearly established. Work granted an extension may receive a grade reduction of up to one-third of the final mark.

Academic Integrity

Academic integrity is honest and responsible scholarship. Students are expected to submit original work and give credit to other peoples' ideas. Academic dishonesty is acting in a manner to gain unearned academic credit. Examples of academic dishonesty are:

- Plagiarizing by misrepresenting the work of another person (in whole or in part) as a student’s own work or failing to give credit for either wording or ideas that belong to another.
- Submitting the same material for credit in more than one course (whether the earlier submission was at Carey or another institution).
- Using unauthorized aids of any sort in examinations, completing work in unauthorized collaboration with others, or the unauthorized recording and use of class lectures.

Penalty for a lack of academic integrity may include a failing grade in the assignment, examination or course, depending on the severity of the offense. All students should become familiar with the plagiarism student resource at: <http://learningcommons.ubc.ca/academic-integrity/>.

Gender Language

As language usage changes, the church must discern where its language must change in order to bear faithful witness to the gospel. Modern English usage has moved away from using masculine terms to refer to groups that include women. Using of such terms in worship, writing, or conversation miscommunicates

the invitation of the gospel and the nature of the church. Assignments that don't conform to the gender language policy will be returned to the student for resubmissions. See the Carey Academic Catalogue for more details on this policy.