

## INDS 620: Faith & Life Module II: Work Winter 2020

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3 Graduate Credits

*While every effort has been made to be accurate as of 2 December, 2019, syllabi produced before the beginning of class are subject to change.*

### 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. *Faith & Life: Work* 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

(Available through Canvas)

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)

Buechner, Frederick. “Vocation.” *Wishful Thinking*. HarperOne. (1993)

Castillo Olea, José Manuel. "Mexico City: The informal economy as a way of life." *LSE Cities Digital Magazine*.

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.

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

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

Latouche, Serge, "Would the West actually be happier with less? The world downscaled." *Le Monde diplomatique*, December 2003.

Nelson, Niel. "The faith factor in employment, skills and human capital." World Economic Forum. (2016)

Ortega, A. V., & Caro, J. E. "The worker's massacre of 1928 in the Magdalena Zona Bananera-Colombia." An unfinished story. *Memorias: Revista Digital de Historia y Arqueología desde el Caribe*. (2012).

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

Palmberg, Elizabeth. "World Market 101: Understanding the Perils and premises of international Trade". Sojourners Digital Magazine. (May 2007)

Rehren, Alfredo. "Globalization and Corruption." Chile de cara al mundo asiático: Cultura y Negocios en APEC. Pontificia Universidad Católica de Chile. 2004.

*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)

Tauson, Michaelle. "Child Labor in Latin America: Poverty as Cause and Effect." *Revisiting Human Rights in Latin America*. Topical Research Digest. (2009)

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

Video: "Walmart, The High Cost of Low Prices."

Video: "Bolivia's Child Laborers."

Warren, K. J. "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

### **Evaluation:**

<i>Activity/Assignment</i>	<i>Hours</i>	<i>Grade %</i>
Discussion Forums	48	50%
Reflection and Writing of Content	24	25%
Practical Project	15.5	10%
Bible Study and Integration Reading Assignments	40	15%
Total	127.5 (if 3 credits)	<b>100%</b>

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.

### **Course Assignments**

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:

- 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 other's 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.



## Rubric

### Forums

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

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

CRITERIA	DESCRIPTION	POINTS
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

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	Reading/Assignments
<b>Week 1</b> <b>Jan 6<sup>th</sup>-11<sup>th</sup></b> <b>Introductory Week</b>	Principles of Adult Education (Vella) Questionnaire Guide.  Forum 1: Introductions and Welcome  Forum 2: Discussion on adult education  Assessment (questionnaire)
<b>UNIT 1: Perspectives on Work: Definitions, and Historical and Contextual Experiences</b>	
<b>Week 2</b> <b>Jan 13<sup>th</sup>-18<sup>th</sup></b> <b>Topic 1: Work in Contemporary Society</b>	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: News Research. Due date Jan 15 <sup>th</sup> <i>These two are the same. They look for news and share what they found at the forum.</i>
<b>Week 3</b> <b>Jan 20<sup>th</sup>-25<sup>th</sup></b> <b>Topic 2: Historical Views on Work I: History of Work and Historical Movements</b>	Reading assignment: Quijano, "A. Coloniality of power and Eurocentrism in Latin America". <i>International Sociology</i> . (2000).  Ortega, A. V., & Caro, J. E. "The worker's massacre of 1928 in the Magdalena Zona Bananera-Colombia." An unfinished story. <i>Memorias: Revista Digital de Historia y Arqueología desde el Caribe</i> . (2012).  Forum: Group collaboration, a historical movement in your country.  Assignment: Reading assignment Guide. Due date: Jan 22nd
<b>Week 4</b> <b>Jan 27<sup>th</sup>-Feb 1<sup>st</sup></b> <b>Topic 3: Historical View on Work II: Work and Gender Studies</b>	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: Group document. Due date: Jan 29th
<b>UNIT 2: Biblical and Theological Reflections on Work</b>	



<p><b>Week 5</b>  <b>Feb 3<sup>rd</sup>-8<sup>th</sup></b>  <b>Topic 1: Building and Discovering the Concept of Vocation</b></p>	<p>Reading assignment: Nora Tubbs Tisdale. Job and Vocation: Discerning the Difference. Reflections Magazine. Seize the Day: Vocation, Calling, Work. Yale Divinity School. (2012)</p> <p>Bohlin, Sue. A, "Your Work Matters to God". Probe Ministries. (2004)</p> <p>Frederick Buechner. Wishful Thinking. Vocation. HarperOne. (1993)</p> <p>Spracklin Pat, "The Top 10 Problems Faced by Immigrants." IMMIgroup. Canadian Immigration Consultants in Toronto. (2015)  <a href="http://www.immigroup.com/news/top-10-problems-immigrants">http://www.immigroup.com/news/top-10-problems-immigrants</a></p> <p>Forum: Group sharing about each participant's present situation and their concept of vocation.</p> <p>Assignment: Practical Project paper sketch. Due date: Feb 5th  Report: As soon as accomplished before course ends.</p>
<p><b>Week 6</b>  <b>Feb 10<sup>th</sup>-15<sup>th</sup></b>  <b>Topic 2: Kingdom Values Relating to Work I: Rest, Simple Life-Style</b></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 date Feb 12th</p>
<p><b>Week 7</b>  <b>Feb 17<sup>th</sup>- 22<sup>nd</sup></b>  <b>Topic 3: Kingdom Values Relating to Work II: Providing Work for Others and Justice</b></p>	<p>Reading assignment: Lara Kelly, "Neoliberalism in Latin America." Citizens Press Digital Magazine. (2008) <a href="http://cpress.org/editorials/old/neoliberalism-in-latin-america">http://cpress.org/editorials/old/neoliberalism-in-latin-america</a></p> <p>Elizabeth Palmberg, World Market 101, "Understanding the Perils and premises 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. <a href="https://www.youtube.com/watch?v=ansJ9-tTk7g">https://www.youtube.com/watch?v=ansJ9-tTk7g</a></p>

	<p>Forum: The Impact of Transnational Corporations</p> <p>Assignment: Bible Study on Amos. Due date: Feb 19th</p>
<p><b>Week 8</b> <b>Feb 24<sup>th</sup>-29<sup>th</sup></b> <b>Topic 4: Work as Christian Testimony and Responsibility</b></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: Discussion based on the readings</p> <p>Assignment: Christian values for the design of an organizational culture. Bible Study on Matthew 5-7. Due date: Feb 26<sup>th</sup></p>
<p><b>UNIT 3: Social and Communal Dimensions</b></p>	
<p><b>Week 9</b> <b>Mar 2<sup>nd</sup>-7<sup>th</sup></b> <b>Topic 1: Child, Disability, and Informal Labor</b></p>	<p>Reading assignment: Castillo Olea, José Manuel. Mexico City: The informal economy as a way of life. LSE Cities Digital Magazine. <a href="https://lsecities.net/media/objects/articles/mexico-city-the-informal-economy-as-a-way-of-life/en-gb/">https://lsecities.net/media/objects/articles/mexico-city-the-informal-economy-as-a-way-of-life/en-gb/</a></p> <p>Tauson, Michaelle. Child Labor in Latin America: Poverty as Cause and Effect. Revisiting Human Rights in Latin America. Topical Research Digest. (2009) <a href="https://www.du.edu/korbel/hrhw/researchdigest/latinamerica2/digest-human%20rights%20in%20latin%20america%20vol%202-childlabor.pdf">https://www.du.edu/korbel/hrhw/researchdigest/latinamerica2/digest-human%20rights%20in%20latin%20america%20vol%202-childlabor.pdf</a></p> <p>Video: Bolivia's Child Laborers <a href="https://www.youtube.com/watch?v=Wd36qxXVePU">https://www.youtube.com/watch?v=Wd36qxXVePU</a></p> <p>Forum: Becoming a welcoming family.</p> <p>Assignment: From Complicity to Solidarity. Analysis and Essay. Due date March 5th</p>
<p><b>Week 10</b> <b>Mar 9<sup>th</sup>-13<sup>th</sup></b> <b>Topic 2: Ethical Issues and Corruption</b></p>	<p>Reading assignments: Rehren, Alfredo. Globalization and Corruption. Chile de cara al mundo asiático: Cultura y Negocios en APEC. Pontificia Universidad Católica de Chile. 2004.</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. Due date March 12th</p>
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**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 are responsible for knowing and practicing academic integrity and must 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.

### Master's Scale

<b>Grade class</b>	<b>Descriptors</b>	<b>Letter grades</b>	<b>GPA</b>	<b>%</b>
<b>A class work</b>  <b>Excellent, superior work</b>	Effectively and exceptionally accomplishes all course outcomes and objectives. Work produced is excellent quality, of publishable quality, and benefit to the wider Christian community. Shows exceptional growth/mastery. Exceptionally creativity and originality in approach to the subject.	<b>A+</b>	<b>4.0</b>	<b>100-98</b>
		<b>A</b>	<b>4.0</b>	<b>97-94</b>
		<b>A-</b>	<b>3.7</b>	<b>93-90</b>
<b>B class work</b>  <b>Good solid work</b>	Accomplishes all course outcomes and objectives. Work produced is good quality, and beneficial to peers and fellow students. Growth/mastery of course material is good. Shows creativity and originality in approach to subject.	<b>B+</b>	<b>3.3</b>	<b>89-87</b>
		<b>B</b>	<b>3.0</b>	<b>86-84</b>
		<b>B-</b>	<b>2.7</b>	<b>83-80</b>
<b>C class work</b>  <b>Passible but needs to improve</b>	Accomplishes enough course outcomes and objectives to be passible. Work produced is not recommended for dissemination unless qualified. Growth/mastery is basic, but encouraged to repeat the course. Shows hints of creativity and originality, but not consistent.	<b>C+</b>	<b>2.3</b>	<b>79-77</b>
		<b>C</b>	<b>2.0</b>	<b>76-74</b>
		<b>C-</b>	<b>1.7</b>	<b>73-70</b>
<b>F class work</b>  <b>Unpassible</b>	Fails to accomplish course outcomes and objectives. Work should not be disseminated under any condition. Little to no growth/mastery of course material. Fails to show creativity or originality in approach to the subject.	<b>F</b>	<b>0</b>	<b>69-0</b>