

Unification Theological Seminary

MIN. 8703 CREATING THE BELOVED COMMUNITY

Spring 2022

February 14th – April 29th

TUESDAY 6:30 – 9:20 PM

(CLASS BEGINS & ENDS ONTIME VIRALLY)

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COUNSELING SERVICE

Appointments Recommended

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Course Description

This course will challenge students to re-evaluate their views of social justice, social ministry, and the minister's role in bringing about a more just world. Students will evaluate diverse expressions of social justice and social service in Christianity and the world's faiths order to come to their own definition of social justice ministry. They will learn to develop and conduct a ministry that is compassionate and just, while faithful to the basics of their faith. In addition, students will examine the

components of effective social justice programs including funding and grant writing. Finally, students will be challenged to fully reflect on their current ministries with an eye to how they can foster a socially just world where all people live for the sake of others. 3 Credits.

Course Outcomes

Unification Theological Seminary educates people of faith for ministry and professional life by engaging them in personal spiritual formation, equipping them with resources for sound theological and intercultural understanding, and empowering them to serve communities of Christianity and diverse faiths, to the glory of God and benefit of humanity. These areas are addressed in the Creating the Beloved Community course. Each student will strive to have made progress by the conclusion of the semester in:

1. grasping a basic understanding of the historical, sociological, and theological paradigms on creating the beloved community,
2. developing and refining a conceptual framework for understanding the dynamics of neuroscience and neuro-theology consistent with one's theological commitments,
3. enhancing social justice, social ministry, and devaluation of social stratification in the context of the beloved community, while gaining insight into self-awareness and self-actualization.
4. identifying basic human developmental issues in creating the beloved community and applying appropriate neuro-theological responses to persons struggling with these issues;

5. clarifying the minister's role in social transformation for a more just world,
6. explaining the basic skills needed for effective transformational leadership,
7. facilitating personal agency and efficacy (personal, social, political empowerment and transformation) in the reach for reconciliation.

NETIQUETTE

When posting online or by email, you need to follow the same ethical standards and laws as you would in face-to-face communications. Your language should be respectful of faculty members and fellow students. Do not post private or confidential information about anyone, and do not provide personal information that could put yourself at risk. The Seminaries LMS has robust security measures to protect communication between teacher and student. Yet please be aware that anything that you post in discussions and groups in which other students participate can be retrieved by others and copied.

Do not download and share course materials without permission of the instructor, as this may violate copyright. UTS reserves the right to delete postings on UTS maintained sites that are considered insensitive or harassing or illegal. Language that is illegal, obscene, defamatory, threatening, infringing of intellectual property rights, invasive of privacy, profane, libelous, threatening, harassing abusive, hateful or embarrassing

to any person or entity, or otherwise, is a violation of the Student Code.

Required Texts (The Holy Bible is a required text in all class sessions):

Required textbooks may be purchased online through such source as Amazon or your preferred online bookshop. For any inquiries regarding the site, services provided or products offered, please google the online contact.

Please note that the views expressed in the textbooks do not necessarily represent the views of the professor or UTS. It is expected that even in places of disagreement with the textbook, one will reflect upon and think critically regarding one's own views, rather than simply dismissing views that may run counter to one's own.

Jim Lockard. *Creating the Beloved Community : a Handbook for Spiritual Leadership*, Oneness Books, 2017, Paperback \$18.34. ISBN: 069272883x ISBN: 13-9780692728833

Efrem Smith. *Post-Black and Post-White Church: Becoming the Beloved Community in a Multi-Ethnic WORLD*, Wiley & Sons, Incorporated, John, 2012, Hardcover \$19.80. ISBN 13: 9781118036587

Recommended reading:

Frank Lake. *Clinical Theology: A Theological and Psychiatric Basic to Clinical Pastoral Care, Volume 1*, Emeth Press, 2006, Paperback \$48.27. ISBN: 9780977655502

Carol Rausch Albright, Matthew Alper, Andrew Newberg, Rhawn Joseph, Michael Persinger. Neurotheology : Brain, Science, Spirituality and Religious Experience, Science Publishers, 2002, Paperback \$15.74. ISBN: 9780971644588

Academic Integrity

Each student's work shall be the product of his or her own effort. Plagiarism and other acts of academic dishonesty are serious violations of academic integrity. The penalty for a violation of this nature is disciplinary probation or suspension or dismissal. Academic Integrity Plagiarism is a form of dishonesty that occurs when a student passes off someone else's work as their own. This can range from failing to cite an author for ideas incorporated into a student's paper, to cutting and pasting paragraphs from different websites, to handing in a paper downloaded from the Internet. This includes buying or submitting a paper written by a third party. All are considered forms of "plagiarism" and a violation of the Seminary's academic integrity policy. Instances of plagiarism may be reported to the Vice President of Academic Affairs for disciplinary action. Possible disciplinary actions include probation, suspension or withdrawal. The first instance of plagiarism in this course, the student must repeat the assignment. If the student plagiarizes again, the student will receive an "F" for the course.

Course Requirements

1. Class attendance and participation.
2. Completion of all reading assignments. Weekly one page reflection paper.

3. Two papers 5 pages in length: (critical-reflective-analysis engaging the author's text.) i. The first paper is to address the subject of: "Comparisons of The Aftermath of Non-violence and Aftermath of Violence". ii. The second paper is to address the following: "Creating the Beloved Community: Shaping Social Change and Social Justice."

4. A major project paper (4000 - 5000 words): i. The paper is to be a delimited study on: "The Impact of 21st Christianity on Social Justice in the United States: An American Clergy Leadership Conference Perspective"

Grading:

1. Twelve Brief Reflection Papers are 30% of the final grade.

2. Project Paper is 30% of the final grade.

3. Class attendance/participation is 20% of the final grade. (Each student will grade his or her participation in the class at the end of each session.)

4. Final exam is 20% of the final grade.

READING ASSIGNMENTS AND CLASS SCHEDULE:

February 14 – May 29, 2022

(A Brief Devotional will be offered at the beginning of each class session)

February 17th 1st session: Biblical Reference for the Beloved Community (Exodus 12:3; Numbers 16:9; 1 Timothy 2:10; 1 John 4:19-21, etc...)

February 24th 2nd session: The Beloved Community Defined

March 3rd 3rd session: Martin Luther King, Jr's Beloved Community (First Paper Due)

March 10th 4th session: Birth of A New Nation

March 17th 5th session: Moving from Disgrace with Dignity

March 24th 6th session: Generation of Reconciliation and Peace (Second Paper Due)

March 31st 7th session: Traits of the Beloved Community

April 7th 8th session: Ways to Build the Beloved Community

April 14th BREAK

April 21st 9th session: Developmental Cognitive Neuroscience: Neighborhood Disadvantage & Altered Brain Maturation

April 28th 10th session Final Exam

Student attendance and participation in all class sessions is factored into final grade. Each student is expected to arrive on time and to attend all class sessions for their duration. In the event an absence is necessary-for whatever reason, including pastoral duties, work, or family responsibilities the student is responsible for all assignments and all work done in class.

Absences in excess of one hour may reduce one's final grade.

Absences in excess of six (6) hours will affect course credit hours. Students who miss more than six hours of class may be required extra work and are expected to take the initiative to secure the additional assignments from the professor. Failure to complete extra work by the final day of class will result in the

reduction of one's final course grade by one full letter grade. Any student who misses six or more cumulative hours of class should talk with the professor first and then contact the registrar in writing before withdrawal from the course or course failure. Students missing the zoom may view the recording within the week and email their reflection on the session to the professor before the next online zoom session.

Assignments All work submitted **MUST** be fresh, new work produced in the current semester, not re-cycled work or work submitted for another class or produced in whole or in part by another person. All assignments are due on the designated date. An absence does not negate this requirement unless prior arrangements have been made. Late work will be accepted after the assignment is due but will receive a minimum penalty of one letter grade per week. All make-up work is due by the last day of class or by the exam date (if an exam is scheduled).

Seminary Policies Students should familiarize themselves with, and abide by, the current Catalog & the Student Handbook.

Written work should conform to Kate L. Turabian, *A Guide for Writers of Term Papers, Theses, and Dissertations*. Essential guidelines to assist in formatting papers are available from the professor. Do **NOT** submit work in folders; simply supply a cover/title sheet (include your name!) and staple pages (numbered!) together. While the content of a paper is most important, do give careful attention to spelling, grammar, syntax, style, and form; these items are considered in grading. Proofread all papers before submission!! At the professor's

invitation alone, permission may be granted for one below average paper (D+ or below) to be re-done one time to improve one's grade (final assignment grade determined by averaging the two assignment grades). This option does not exist for any papers turned in the final day of class. Grade: A Excellent B Good C Acceptable D Acceptable, but below expectations F Failure In computing the cumulative grade point average (G.P.A.)

Course Learning Outcomes Rubric

Learning Outcome	Novice	Approaching	Proficient	Advanced	Score
1. Explicate theological principles for specifying a basic understanding of the historical and theological aspects of creating the beloved community	Limited use of theological categories in understanding of the impact of the historical and theological aspects of creating the beloved community	Explicates 30% of theology and historical aspects of creating the beloved community	Explicates 60% of theological principles of the beloved community presented in the course, sometimes referencing Martin Luther King, Jr..	Explicates 80% of the historical and theological aspects of creating the beloved community	
2. Developing and refining a conceptual framework for understanding the dynamics of creating the beloved community consistent with one's theological and doctrinal paradigm	Describes development of a conceptual framework for understanding the dynamics of creating the beloved community	Insert a conceptual framework for understanding the dynamics of creating the beloved community	Recognizes dynamics of creating the beloved community	Recognizes a framework for dynamics of creating the beloved community describing the contextual situation.	
3. Evaluating personal spiritual formation in the nation, while gaining insight into creating the beloved community.	Self-evaluating personal formation within the context of the beloved community.	When evaluating the self develops an understanding of the beloved community.	When evaluating the individual self, seeks to understand the dynamics of creating the beloved community within the context of social stratification.	When evaluating self-actualization within the context of social stratification and its effects on creating the beloved community.	

<p>4. Identify basic developmental authenticity of who you are and living as your authentic self in the world.</p>	<p>Presenting one's unique developmental stages, history and cultural relatedness in the creation of the beloved community.</p>	<p>Presenting one's unique developmental stages, history and cultural relatedness through your family values in creating the beloved community.</p>	<p>Presenting one's unique developmental stages, history and cultural relatedness with reference to eclectic paradigms within the beloved community.</p>	<p>Presenting one's unique developmental stages, history and cultural relatedness in comparison of socio-religious principles in creating the beloved community.</p>	
<p>5. Write out a plan for facilitating personal agency and efficacy: personal, social, political empowerment and transformation through the immersion neuro-science</p>	<p>Writing out a master plan in facilitating personal agency and efficacy: personal, social, political empowerment and transformation , including suggestions of Scriptural & Church tradition resources</p>	<p>Writing out a master plan in facilitating personal agency and efficacy: personal, social, political empowerment and transformation , including suggestions of religious and psycho-social resources</p>	<p>Write out a master plan in facilitating personal agency and efficacy: personal, social, political empowerment and transformation, including Biblical resources for a wide range of family systems within a definable socio-context impacting the familial ethics</p>	<p>Write out a master plan in facilitating personal agency and efficacy: personal, social, political empowerment and transformation, detailing the effects of social ethics on solidarity within the clinical setting of the Church and the resources for effective transformation.</p>	
<p>6. Explain the principles of the basic skills needed for effective creation of the beloved community</p>	<p>Explaining the principles of effective creation of the beloved community from an objective neuro-science paradigm</p>	<p>Seek to explain the principles of creating the beloved community and methods of implementing neuro-theology within the community.</p>	<p>Utilizes theological principles in explaining the principles creating the beloved community, describing implications of neuro-theology for the Church as a clinical setting addressing divisive issues.</p>	<p>Discerning in utilizing various neuro-theological principles for explaining the existential realities of creating the beloved community in the clinical setting of the Church</p>	