

**6PT501 Integrating Faith and Work-
God in the Work Place (2 credits)
Fall 2011**

In nothing has the Church so lost Her hold on reality as in Her failure to understand and respect the secular vocation. She has allowed work and religion to become separate departments, and is astonished to find that, as a result, the secular works is turned to purely selfish and destructive ends, and that the greater part of the world's intelligent workers have become irreligious, or at least, uninterested in religion. But is it astonishing? How can anyone remain interested in a religion that seems to have no concern with nineteenth of his life?"

Dorothy Sayers

Purpose of the Course

"Remember that Paradise wasn't a vacation--it was a vocation." This class will explore the biblical intersection of faith and work, attempting to understand the differences between work, calling and vocation and how they should be biblically applied in our daily lives.

Course Format

The course will be taught on Wednesday nights at 7:30-10:00pm from Sept 14th to Nov 16th (no class the week of 11/20) at McLean Presbyterian Church. Classroom sessions will include lecture (including guest lecturers) and class interaction.

DATE	Reading assignment for discussion
Sept 14	<i>Why Work</i> by Dorothy Sayers
Sept 21	<i>The Urgency of Reading the Bible as One Story in the 21st Century</i>
Sept 28	<i>Thinking About the Kingdom</i>
Oct 5	<i>Matthew 25:14-30</i>
Oct 12	<i>What is Common Grace?</i> and <i>Common Grace</i> – John Murray
Oct 19	<i>Calvin and the Christian Calling</i>
Oct 26	<i>What's so Great about the PCA</i>
Nov 2	<i>To Change the World</i> by James Hunter (Section 1)
Nov 9	<i>Influencing Culture</i> by Gabe Lyons
Nov 16	<i>To Change the World</i> by James Hunter (Section 3)

Course Texts

Required:

Whelchel, Hugh, *Rediscovering the Biblical Doctrine of Work*, Unpublished (an electronic copy will be make available online)

Hunter, James Davison. *To Change the World: The Irony, Tragedy, and Possibility of Christianity in the Late Modern World*. New York: Oxford University Press, 2010.

Assorted articles (will be made available online)

Course Requirements

A. Attendance and Class Participation (30%)

This course requires attendance and participation at all class sessions. Class lectures and discussions will be based on the assumption that you have completed all of the assigned readings by the required dates. Class will begin promptly at 7:30 PM. Tardiness, unexcused absence and lack of class participation will impact your final grade.

B. Reading Assignments (30%)

1. *Rediscovering the Biblical Doctrine of Work*, Hugh Whelchel (Due September 21th)

You are required to read this book thoughtfully (not simply skim) and write a 1-2 page reading report using the format found below.

2. One of the assigned articles (Due Nov 15th)

You are required to read all assigned articles thoughtfully (not simply skim) and write a 1-2 page reading report one of the articles of your choice using the format found below.

3. *To Change the World: The Irony, Tragedy, and Possibility of Christianity in the Late Modern World* by James Davison Hunter (Due October 26th)

You are required to read this book thoughtfully (not simply skim) and write a 1-2 page reading report using the format found below.

NOTE: These reading reports should be turned in on the due dates in person or by email to Jenny McGahey (jmcgahey@rts.edu) at the RTS Washington DC office.

Reading Report Format

Please limit your report to one to two typed pages (single spaced, 12 pt. font). Write approximately one to two paragraphs per topic (Overview, Critique, and Application).

Overview—Give a brief overview of the book, including its theme, perspective and approach.

Critique—Offer a brief critique of the book, including elements of strength and weakness.

Application—Offer some specific application to your own ministry—demonstrating the value and relevance of the material in this book.

Please include the following statement at the end of each reading report filled out and signed:

I read the entire book thoughtfully (not merely skimmed)? Yes ____
No ____ % Read (0-100%) ____ Signature

C. Research Paper (40%)

The research paper is a master's level paper. That means that the work needs to be done at a graduate level. The paper should include not only the raw data that you use, such as historical facts, quotes, etc. but the paper should show that you have digested and analyzed the information, and then that the information has been evaluated. To do this, multiple sources are needed where possible. Analyze and evaluate the data at several key points, such as data sources for critical data. The analytical process that is being used should be evident. If others have already done something in the way of research on your subject, you will want to bring that in. ***Subject must be preapproved by the Professor.***

Length and References

The paper is to be ten to fifteen pages (no more than fifteen pages), counted without footnotes and bibliography, using a Times New Roman twelve point font or its equivalent double spaced. For a paper of this length, no less than twelve, and preferably twenty or more references, should be used. At least half of these should be specifically referred to or quoted in the paper and properly cited in footnotes. Any other sources also need to have been used in some way by the student in the research for the paper (as background knowledge), even if not specifically cited or footnoted. References listed in the Bibliography or Reference List may include individual chapters in books, especially when the book is an anthology, and each chapter actually constitutes a separate article. Journal articles and web sites may also be used as references. The bibliography should be one to five pages in length.

Development of the Theme

The paper itself needs to develop and unfold your subject, giving enough of the background by way of introduction to show the significance of your subject and to enable your reader to ascertain your purpose in writing the paper. Develop your subject by selecting and presenting data that you have accumulated, and include any additional background that will be helpful.

Then analyze, synthesize and evaluate what you have found. Your personal interaction with the data is important, showing your line of thinking, your analysis, your synthesis and evaluation.

The format of your paper must conform to SBL style as outlined in Patrick H. Alexander et al., eds., *The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies* (Peabody: Hendrickson, 1999). The paper should have footnotes (not endnotes) and resemble articles found in JBL, though it must include a properly formatted bibliography of works cited at the end.

http://www.sbl-site.org/assets/pdfs/sblhs_ss92804_revised_ed.pdf

Submission

Submit the paper electronically via email, as an attachment in MS Word to Jenny McGahey (jmcgahey@rts.edu) at the RTS Washington DC office.

Due Date:

Papers are due on or before December 16th 2011

Grading

Grades will be assigned according to the RTS grading system: 100-97=A, 96-94=A-, 93-91=B+, 90-88=B, 87-86=B-, 85-83=C+, 82-80=C, 79-78=C-, 77-75=D+, 74-72=D, 71-70=D-, below 70=F.

A. Late Assignments Policy

All assignments are due before class begins on the appropriate date. Please do not ask for permission to turn in an assignment late. All late assignments will automatically be penalized. If you have truly been providentially hindered from completing an assignment on time (such as a death in the immediate family), please email a written request (to Jenny McGahey) asking to waive the late penalty with the assignment.

Professor**Hugh Whelchel**

As the Executive Director of Reformed Theological Seminary Washington DC, Hugh brings a unique combination of senior executive responsibility, creative educational administration, and technical innovation from over 30 years of diverse business experience. Over six years ago Hugh stepped out of a successful business carrier to share his senior executive experience with Reformed Theological Seminary's struggling Washington DC campus where he served as Executive Director. Prior to his time at RTS, he spent fifteen years in the IT industry helping turn around several regional companies. Hugh, a native Floridian, graduated from the University of Florida and earned a master degree in theology from Reformed Theological Seminary before moving to Northern Virginia ten years ago to run an IT training company. As an ordained ruling elder in the Presbyterian Church in America, he serves in leadership at McLean Presbyterian Church in McLean, Virginia and also serves on the boards of several Christian non-profits organizations. He is also currently part of a start-up think tank that is focused on education and activating evangelical Christians around the issues of Faith, Work and Economics.

Guest Lecturers

TBA