Syllabus Integration Plan (Kern Grant)

Professor: _____________________________

The syllabus integration plan is a way for you to look for new intersections between your existing courses and economics. While orderly, this plan is set up for self-review and self-study. Full-time professors should expect to devote 10 to 20 hours to the process, part-time professors 5 to 10. Please type in all answers.

PART I

Interests within Faith and Economics

Off the top of your head, which of the following topics interest you personally? That is, which of the following themes do you find yourself thinking about and talking about, either in class or out? Check as many as are applicable.

___ Stewardship
___ Personal finance
___ Charitable giving and tithing
___ Time and resource management
___ Church budgeting and administration
___ OT views of money, poverty, and wealth
___ NT views of money, poverty, and wealth
___ Generosity and greed
___ Theology of work
___ Theology of the land
___ Vocation and spirituality
___ Vocation discernment
___ Character formation through work
___ Bivocational pastors
___ Parachurch ministry management
___ Christian business
___ Business ethics
___ Debt reduction
___ Financial counseling
___ Retirement and elderly care
___ Pre-modern economics and the Church
___ Socioeconomic systems (capitalism, socialism, etc.)
___ Economic theory (macroeconomics, debt theory, etc.)
___ Fiscal policy
___ Tax structures
___ Poverty relief; international aid
___ Social justice
___ Business innovation/entrepreneurialism
___ Community development
___ Fund raising
___ Management skills
___ Environmentalism
___ Global economic development
___ Other: ______________
___ Other: ______________
___ Other: ______________

Existing Intersections in Core Curriculum Classes

List any existing “economic” intersections in the core curriculum courses you teach (that is, in the basic classes required for a student in a program to graduate). Take time to review your lectures, in-class activities, and readings. An “intersection” here is defined as a thought which constitutes its own point or a substantial dimension of a discussion. It does not have to be an extended topic necessarily, but it should be more than something mentioned in passing. For example,

- A comment such as “Martin Luther’s reformation was triggered in part by disgust over the practice of indulgences” would not count as an intersection, where a one-minute explanation of indulgences as a fund raising technique for the pope would.

- An open-ended class discussion about church discipline regarding stealing would not count as an intersection, where a case study about how to discipline a financially-distressed deacon caught stealing from the offering plate would.
Syllabus Integration Plan (Kern Grant)

- A reading assignment that quotes Warren Buffett would not count, where a reading with a subsection on Christian investments would.

<table>
<thead>
<tr>
<th>Course</th>
<th>Lecture/Activity/Reading</th>
<th>Brief Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Existing Intersections in Electives

Like above, list any existing economic intersections with the electives you teach. Focus on electives you have taught multiple times or intend to offer at least every third year. Take time to review your lectures, in-class activities, and readings.

<table>
<thead>
<tr>
<th>Course</th>
<th>Lecture/Activity/Reading</th>
<th>Brief Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Preliminary Ideas about New Connections

List off any preliminary ideas you have about possible new connections between your area and the themes and economics, work, stewardship, etc.

At this point, before going any further, meet with the Director of the grant. Print this completed sheet and bring it to the meeting. You'll receive recommendations for self-study resources.
Syllabus Integration Plan (Kern Grant)

PART II

Most Helpful Resources

After reviewing various books, articles, and videos, narrow your options to the five that look most promising. List five resources dealing with economics, work, and stewardship you are finding the most helpful for your discipline.

<table>
<thead>
<tr>
<th>Course</th>
<th>Lecture/Activity/Reading</th>
<th>Brief Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

New Faith and Economics Intersections

Spend some time making connections with the new ideas you’ve gleaned from your self-study. List off five to ten specific places you might integrate an economics/work/stewardship element into your class. While not all of your new ideas will necessarily be used, each one should be a concrete element you could plug into a class.

<table>
<thead>
<tr>
<th>Course</th>
<th>Lecture/Activity/Reading</th>
<th>Brief Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which new intersection do you think will be most helpful for seminary education?

_when you have finished your syllabus integration plan, please email it to the grant Director._