

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.

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

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.

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

<i>Course</i>	<i>Lecture/ Activity/ Reading</i>	<i>Brief Explanation</i>

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.

<i>Course</i>	<i>Lecture/ Activity/ Reading</i>	<i>Brief Explanation</i>

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.*

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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.

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.

<i>Course</i>	<i>Lecture/Activity/Reading</i>	<i>Brief Explanation</i>

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.