

# **Biblical Theology and Integration**

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**Mennonite Brethren Biblical Seminary  
Course Syllabus, Fall, 2005**

**Biblical Theology and Integration IS/TS-670**

Instructors: **Al Dueck, Ph.D; David Goodman, M.A.**

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**Dates for the course :**

Saturday, September 24th (8 :30-5 :00)

Friday, October 21st (8 :30-4 :30)

Friday, Dec. 2<sup>nd</sup> (8 :30-4 :30)

Saturday, October 22nd (8 :30-4 :00)

Saturday, Dec. 3rd (8 :30-4 :00)

**I. Course Description**

This course will explore models of integrating social science with insights from Scripture, the history of the church and the experience of contemporary Christians involved in the helping professions. Students will be exposed to a wide range of models of integration with the goal of assisting students in developing their own perspectives and convictions regarding integration.

**II. Learning Outcomes:**

- 1) Students will be able to articulate theoretical models integrating Biblical theology with psychology.
- 2) Students will be able to articulate the nature of the social context of psychological theories, outline possible relationships between the professional and the church and identify specific issues in the personal growth of the therapist.
- 3) Students will be aware of several possible relationships between the psychological professional and the church
- 4) Students will identify specific issues in the personal growth of the therapist, prompted by their Christian commitment.
- 5) Students will be able to indicate practical ways to express their faith convictions as a therapist and researcher.

**III. Required Texts:**

Clapp, R. (1993). *Families at the crossroads: Beyond traditional & modern options*. Downers Grove Ill: InterVarsity Press.

Dueck, A. (1995). *Between Jerusalem and Athens: Ethical perspectives on culture, religion and psychotherapy*. Grand Rapids, MI: Baker.

- Frankl, V. E. (1992). *Man's search for meaning: An introduction to logotherapy*. Boston, Beacon Press.
- Kraybill, D. B. (2003). *The upside-down kingdom*. Scottsdale, PA: Herald Press.
- Nouwen, H. (1993). *The return of the prodigal son*. New York: Image.
- Wolterstorff, N. (1987). *Lament for a Son*. Grand Rapids: Eerdmans

#### IV. Assignments and Evaluation

- 1) Read a total of 1500 pages, 500 for each section of the course.
- 2) **Write three integrative papers based on your reading, the class material, and your convictions. You may choose for which course sections you wish to write your papers.** Each paper should be 5-6 pages integrating the materials read and your own responses to course material. The papers should be theoretical, personal and practical. See suggestions below for ways of improving the quality of your paper. Be sure to consult with your mentor. **Students should submit a list of material read and the number of pages read for each section at the end of each paper.**

**Paper for Section I- Due October 7<sup>th</sup>.** Your paper is to be integrative. Include in some way the issues of culture, therapy/research and religion. For example you may respond to the issue: What are the implications of the theme of the Reign of God for integration of theology and psychology? Or you may explore the contribution modern or postmodern psychology has to offer a person of faith. Use class and lecture materials, texts and outside reading. Please have read the required number of pages. *Submit a reading list of all materials read for this section and/or the paper.*

**Paper for Section II- Due November 4<sup>th</sup>.** Your paper is to be integrative. Include in some way the issues of community, therapy/research and religion. You may respond to the issue: What are the implications of the church as the visible sign of the Reign of God for integration of theology and psychology? Or how can a community sensitive therapist assist the church? Use class and lecture materials, texts and outside reading. Please have read the required number of pages. *Submit a reading list of all materials read for this section and/or the paper.*

**Paper for Section III- Due December 14<sup>th</sup>.** Your paper is to be integrative. Include in some way the issues of character, therapy/research and religion. You may respond to the issue: What are the implications of the theme Christian character for integration of theology and psychology? What do we know from the field of mental health that help a therapist be a healthier person? Use class and lecture materials, texts and outside reading. Please have read the required number of pages. *Submit a reading list of all materials read for this section and/or the paper.*

- 3) Write a **1-page response** to Frankl, Wolterstorff, and Nouwen. (choose an alternate if you have read one already). It can be poetic, narrative, personal or reflective. **Due the day the book will be discussed.**
- 4) *Final exam.* You will be given a take home.
- 5) *Class attendance.* Since attendance is assumed, missed classes will result in a grade reduction. If there is an emergency and you will need to miss class, please notify David.

**Grading:** Papers 60%; Book Responses, 24%; Final Exam 16%

**Note about Academic Policies**

MBBS academic policies are described at [www.mbseminary.edu/fresno/policies](http://www.mbseminary.edu/fresno/policies). These include policies for academic integrity, incomplete course work, non-discriminatory language, appeals, etc. Students are expected to be familiar with these policies and to follow them.

## What are we looking for in your paper?

You may answer this question using the materials read for the section: What difference does it make for how one views an issue in psychology or psychotherapy if one begins with a particular biblical/theological theme?

- The paper should be both personal and analytical, head and heart. The personal should be used to illustrate the reflections.
- Do not make the paper simply a summary of a series of articles or books you have read.
  - Interact with the material read or draw implications.
  - Please pull together in your own way the material presented and read for a given section.
- The paper should have a clear thesis statement and topic sentences for each paragraph.
  - Develop an argument that flows.
  - Be creative
- Please append a list of material read for the section.

Template for evaluation:

- \_\_\_\_\_ Paper had clear thesis statement.
- \_\_\_\_\_ Paper had overall structure, topic sentences for each paragraph, and a logical flow.
- \_\_\_\_\_ Adequate number of pages read.
- \_\_\_\_\_ Paper was not simply a summary of articles, books, other readings, or class lectures.
- \_\_\_\_\_ Interacted with class material and/or implications were drawn.
- \_\_\_\_\_ Displayed uniqueness and creativity.
- \_\_\_\_\_ Paper contained both personal/reflective and analytical elements (head and heart).
- \_\_\_\_\_ Paper had overall appropriate English grammar and spelling.

Comments: