

Mennonite Brethren Biblical Seminary
Internet Course: DISCIPLESHIP & ETHICS

TS-630 IC (2 or 3 Units)
Spring 2009 (January 26 to May 13)
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COURSE DESCRIPTION

A study of the theological basis and practical application of Christian ethics that will enable a church community to become an alternative culture that resists forces of alienation and death in our society. Time will also be devoted to learning a method for using scripture in making ethical decisions.

COURSE OBJECTIVES

Through this course students will be able:

- to distinguish the difference between an ethic of Christian discipleship and an ethic of religious morality;
- to practice giving ethical exhortation in a Christian way;
- to articulate the necessity and the promise of Christians practicing a community-based ethic of resistance to the alienating powers experienced in society today;
- to identify seven alienating forces in our society; describe how they alienate; and begin to think about how a Christian community might resist these forces;
- to learn and apply a method for using scripture in making ethical decisions

RELATED DEGREE OBJECTIVES

Within the larger curriculum goals of the Seminary, this course will facilitate growth in ability to:

- Describe an alternative cultural lifestyle that rejects godless values (2.2.4)
- Describe discipleship as following Jesus with other faithful followers (2.2.5)
- Describe the biblical community as the home of countercultural discipleship and missional church (2.2.7)
- Analyze, synthesize, and engage contemporary church and world issues from a biblical theological perspective (2.4)

HOW THE INTERNET VERSION OF THE COURSE FUNCTIONS

The weekly assignments and class lectures are accessed through the course website. Because of the interactive nature of the course it is necessary that all students move through the course at the same pace. The reading for each week must be completed by Thursday and initial postings to the group discussions done by Friday morning. Final postings to the forum must be done by Tuesday morning. The discussion forum purposefully includes both weekdays and weekend days to accommodate students with different life rhythms and responsibilities.

COURSE TEXTS

Baker, Mark D. *Religious No More: Building Communities of Grace and Freedom*. Wipf & Stock, 2005 or IVP, 1999.

Hallie, Philip. *Lest Innocent Blood be Shed: The Story of the Village of Le Chambon and How Goodness Happened There*. HarperCollins, 1994.

Hays, Richard. *The Moral Vision of the New Testament*, Harper, 1996 (required for 3rd unit).
L'Engle, Madeleine. *A Wind in the Door* (various editions available).

For the benefit of local students the books are on reserve at Hiebert Library

Course Pack (CP) which contains a number of photocopied articles and selections from books. The Course Pack will be mailed to you after you register for the Course. The cost will be from \$20 to \$25 which covers the cost of copying, postage, royalty fees paid to publishers, and mailing. This will be billed to your account as a materials fee.

The course also includes a few videos. Two which you will need to buy or borrow. Please make arrangements to do so early in the semester.

For class eight you will need a PBS special called *Affluenza* (produced by John de Graf and Vivia Blue, 1997). You can purchase a home video version for \$29.99 at:

<http://www.bullfrogfilms.com/catalog/afflhv.html>

Mennonite Central Committee's regional offices have this video available for use. Contact your regional office or call 717-859-1151 (US); 204-261-6381 (Canada) for the number of the office nearest you. They request you do this at least three weeks before you need it. You might also be able to get the video through a library.

For class ten you will need a Rob Bell NOOMA video called *Shells*. You can purchase the video for \$10.00 at: <http://www.nooma.com/> I can lend my copy to local students.

COURSE OUTLINE

Part I: Following Jesus in Resisting Powers of Alienation and Forming an Alternative Culture Dates listed by each class session are the date by which the reading for that class is to be done, and the initial written work finished. Before doing any of the reading for the week you should look at the document for that week's class on the course's site on the Internet to see what instructions there may be in regards to the reading.

1 - **January 30 Following Jesus: From Alienation to Restored Relationships**

Read: the class lecture

Baker, Mark (CP [CP= Course Pack]), "Power/Principalities," 1285

Ellul, Jacques (CP), "Freedom in Relation to the Powers," 151-160

Stringfellow, William (CP), "Christ and the Powers of Death," 192-203

Write a response letter and participate in the discussion forum

2 - **February 6 Communities that "Name," Resist the Powers, & Form an Alternative Culture**

Read: L'Engle, the complete book

The class lecture

Write a response letter and participate in the discussion forum

- 3 - **February 13 Communities that “Name,” Resist the Powers, and Form an Alternative Culture Part II**
Hallie, xiii-xxi, 1-115, 166-200, 234-266
The class lecture
Write a response letter and participate in the discussion forum
- 4- **February 20 Freedom From Religion: What is a Religious Ethic and What Does it Produce? & Resisting Individualism: An Alternative Culture of People in Covenant Community**
Read: Baker, 13-126, 147-153
The class lecture
Write a response letter and participate in the discussion forum
- 5 - **February 27 Resisting Religion: Developing a Centered-Set Ethic that Frees Community Members to Live Out Who They Have Been “Named” to Be.**
Read: Baker, 127-146, 153-59
Blue, Debbie (CP), “A Bomb to the Human Competition Extravaganza,” 80-86.
The class lecture
Example sermons by Ellul, Hill, Williams, and Hill (CP)
Write an Ethical Exhortation; best draft due by Weds. AM, final draft by Saturday AM
- 6 - **March 6 An Alternative Culture: Resisting Technique’s Alienating and Enslaving ways**
Read: Gill, David (CP), “Modern Technology: Servant or Master,” 4-7, 22-24.
Dawn, Marva (CP), “Why Does the Technological Society Overwhelm Us?” 41-60.
Berry, Wendell (CP), from *What Are People For*, 185-196.
Rheingold, Howard, “Look Who’s Talking,” available at:
<http://www.wired.com/wired/archive/7.01/amish.html>
The class lecture
Write a response letter and participate in the discussion forum
- 7 - **March 13 An Alternative Culture: Resisting Mammon**
Read:
Ellul (CP), “Money” & “Children and Money,” 73-88, 109-125.
Hays, 464-468
Hochstedler, (CP) “Speaking the Unspeakable,” 7-9
Yancey, Philip (CP) “Learning to Live With Money,” 30-42
Powell, Susan, “The Master’s Joy,” at:
<http://www.urbana.org/articles.cfm?RecordId=439>
Shelly, Linda, (CP) “What I Learned From Sharing Bananas and Beans,” 7-9
The class lecture

Write a response letter and participate in the discussion forum

- 8 - **March 20 An Alternative Culture: Resisting Consumerism** Read: Clapp, Rodney, "Why the Devil Takes Visa,"
<http://www.christianitytoday.com/ct/1996/october7/6tb018.html?start=3>
Miller, Lynn, "What Your Retirement Planner Doesn't Tell You,"
<http://www.christianitytoday.com/ct/2000/003/3.52.html>
Watch the video *Affluenza* with a group of people
Read the class lecture
- 9 - **March 27 An Alternative Culture: Resisting TV's and the Internet's Alienating Power**
Read: class lecture
Lasch-Quinn, Elisabeth (CP), "A Stranger's Dream," 1-20
Grossman, David "Trained to Kill" (*Christianity Today* 8/10/98):
http://www.killology.com/article_trainedtokill.htm
Cook, Sara (CP), "Talking TV," 11-17
Baker, Mark (CP), "What a Seminary Professor Thinks About TV," 12-13
Listen to: Hips, Shane, <http://odeo.com/episodes/23210050-Episode-19-Shane-Hips>
Watch: *Growing Up Online*, <http://www.pbs.org/wgbh/pages/frontline/kidsonline/>
Read: Kennedy, John W., "Help for the Sexually Desperate" (*Christianity Today* 3/2008)
<http://www.christianitytoday.com/ct/2008/march/18.28.html>
Write a response letter and participate in the discussion forum
- 10 - **April 3 An Alternative Culture: Resisting Busyness and the Destruction of Creation & Concluding Thoughts**
Watch: *Shells* A NOOMA video by Rob Bell
Read: Martens, Elmer (CP) "Yahweh's Compassion and Ecotheology," 234-248
Friesen, Chris (CP) "The Nature of Scripture", 22-25
Marshall, I. Howard (CP) "Commitment to Creation," 94-98
Kunz, Michael (CP) "Calm in the Storm," 7-10
Wiebe, Philip (CP) "An Almost-environmentalist," 20
Ebersole, Joe (CP) Speech given to the Pacific Northwest Mennonite Conference, 1-3
Bookless, Dave (CP) "To Strive to Safeguard the Integrity of Creation..." 94-104
The Class lecture
Write a response letter and participate in the discussion forum

April 10, Reading week, No class, Book Review due Thursday April 9

At this point the students taking the course for two units have finished their course requirements. Part II of the course is for three unit students.

PART II: A Method for a Christian Community to use Scripture in Making Ethical Decisions

11 - April 17 **The Descriptive and Synthetic Tasks**

Read: the class lecture

Stafford, Tim, excerpts from Feb. 8, 1999 *Christianity Today*,

<http://www.christianitytoday.com/ct/1999/february8/9t2030.html> and

<http://www.christianitytoday.com/ct/1999/february8/9t2032.html>

Hays, 1-205

Participate in the discussion forum

12 - April 24 **Five Representative Hermeneutical Strategies**

Read: the class lecture and Hays, 207-312

Participate in the discussion forum

13 - May 1 **Hays's Method Observed and Evaluated**

Read: the class lecture

Hays, read the introduction (313-15), Chapter 15 (347-378), either chapter 16 or 18, and the conclusion (462-470)

Participate in the discussion forum

14 - May 8 **Hays's Method Observed and Evaluated, Part II & Peacemaking and Resisting a Culture of Violence**

Read: Hays, Chapter 14 pp. 317-346

Baker, "My Conversion to Christian Pacifism: Reading Jacques Ellul in War Ravaged

Central America" 1-10, available at: <https://www.mbseminary.edu/baker/articles>

Gushee, David, "Our Teachable Moment"

<http://www.christianitytoday.com/ct/2007/september/35.90.html>

McLaren, Brian (CP), Chapters 20-22 from *Everything Must Change*, 161-185

The class lecture

Write a response letter and participate in the discussion forum

Ethical decision making project due by Friday May 15

ASSIGNMENTS

All assignments, except for discussion forum postings, should be sent to:

bakerassignments@mbseminary.edu

Identify the assignment in the subject line (for example: Response Essay-Class 3). Send assignments by attached file. Please send me your assignments as a MS Word document, pdf file or Rich Text Format document. If you have questions about the mechanics of sending assignments please contact my Teaching Assistant.

Students will do two types of reflective writing and participate in two types of discussions in this course.

Class response letters and weekly conversations will lead the students to reflect on the course content and its connection to their lives and to work at communicating ideas from the course to a person who has not done the reading. They also provide the opportunity for face-to-face discussion in an otherwise electronic course. **Response letters:** After most class sessions students will be asked to write a one-page response to the class lecture and reading for that week. You will write this letter to a friend, spouse or partner in ministry. Give one copy to this person and send another copy to the professor by e-mail. You are to write about one to three things you found most engaging; describe the concept or ideas, and explain their importance to the person you are writing to through relating the material to your life. The aim of the assignment is **not** for the students to summarize the entire class session. Rather, these letters will help students sort through content and identify and reflect upon that which is of central importance to them. You will be graded on clarity of thought and communication, and level of personal engagement. (Grading standards: A- for adequately meeting the above criteria; B for clearly communicating content, but with little or no personal engagement; B- or lower for failing to meet the stated criteria; A for an above average level of personal engagement and insight into class or reading content and a high quality of writing.) Each week you should send a copy of the letter to bakerassignments@mbseminary.edu no later than Friday, 8:00 AM Pacific Time. **Weekly Conversation:** Meet in person (preferable) or by telephone with the person you give the letters to each week; discuss the letter and process your thoughts and questions about the course. This is a required assignment; missed meetings will lower your grade. You do not have to report the content of your discussion, but to receive credit for this assignment you must inform the teaching assistant by e-mail each week after you have completed this assignment. Please send an e-mail to (bakerassignments@mbseminary.edu); in the subject line write, for example: “met with discussion partner week # 2.”

The **Discussion Forum** will help students to engage the reading and class material more deeply through analysis and discussion with other students on the forum section of the course site. This is the heart of the course, and it is expected that you will spend the equivalent of a weekly three hour class session writing your posts and discussing the posts with other students. It consists of four types of postings:

- **Initial postings** in response to each question by Friday, 8:00 AM Pacific Time
- **Responses** to at least two students’ initial postings for each question by Sat. evening
- **Conversation postings** in response to any postings including at least one visit to the forum in addition to the previous two and your final posting.
- **Final postings** on each question, by Tues. 8:00 AM Pacific Time

Detailed description of each of these four postings follows.

Initial postings: Write a 250-400 word response to each question in the discussion forum. You may post these any time after you have completed the assigned reading and have read the class session for the week. They should, however, be posted by Friday, 8:00 AM Pacific Time. You will be graded on clarity of thought and communication, depth of analysis and reflection, and the degree to which you engage the question asked (rather than straying off topic). This is a relatively short post—significantly shorter than one page. Therefore part of the challenge of this assignment is thinking carefully before you write about what you will say and how to say it concisely. A post receiving a grade in the “A” range will stand out for both its depth of insight, excellence in writing and for in some way doing something extra—such as making connections to other class sessions or biblical material, or bringing in helpful content from another course. A grade in the “B” range will give evidence of having reflected on the question and written about it in a way that moves beyond a superficial response. It is imperative that this assignment is done punctually so that other students may interact with the postings.

Response and group discussion: By Saturday evening each student will respond to the initial posts of at least two other students in the discussion group for each question. This response does not need to be long, but should be more than just: “good point, I like your comments.” Please put “response” in the subject line. You should seek to drive forward the substance of the discussion. You can do this in a variety of ways: you might elaborate on something the other person said; you might ask a question that probes at a point the person made; you might enquire about the evidence used or the logic employed; you might even say that you disagree and give your evidence. In all cases you will express your ideas carefully and respectfully to one another—even when you strongly disagree. Students are expected to further the group discussion by contributing at least two conversational posts for each question. These conversational posts may be responses to any of other postings. Please put “conversation” in the subject line. The expectation is that you will visit the forum at least one other time in addition to your initial post, your two responses and your final post. You will receive a grade in the “B” range if you fulfill the requirements for quantity of participation and make contributions that contribute to and enhance the discussion. You will receive a grade in the “A” range if your contributions go beyond the minimum expectations in quantity and display excellence in “listening” to and understanding others as well as depth of insight and integration in your contributions.

Final postings: write a final statement (150-200 words) about each question to your group in which you describe how your thinking has changed, improved, or become more confused, since your first posting and as a result of the group interaction. You can approach this however you want. You can give statements, refined positions, arguments you didn’t think of before, ask new questions, etc. Put “My Final Posting” in the subject line of your post. This should be posted by 8:00 AM Pacific time Tuesday morning. You are not obligated to have changed or come up with new insights to get a good grade on this posting, but in order to get a grade in the “A” range there will have to be evidence of having sought to in some way gone deeper in your thinking. The professor will read the discussion forums, but will not generally participate except to occasionally nudge a group toward staying on track, or ask a question. I may also at times write a general final post to the group as a whole.

Ethical Exhortation: Students will practice communicating in a way that promotes an ethic of freedom and undermines a religious lifestyle by writing an ethical exhortation (two-pages). More detailed instructions are in the Class Five document.

Book Review: As we ask what it means to be disciples of Jesus today and form Christian communities which offer an alternative culture we will explore a number of areas of ethical concern. In order to allow you to study one of these areas in more depth, and to allow the rest of the class to learn from your exploration, each student will select and read a book from the list in the appendix. After reading the book write a one page, single-spaced, review that includes the following: (1.) a one-to-two sentence statement of the thesis of the book; (2.) a brief evaluation of the book and response to the thesis (part of this evaluation should include an evaluation of the ethical approach of the book--does it present an ethic of freedom and possibility or an ethic of obligation, how?); (3.) a list of helpful insights from the book; (4.) how has the book changed your thinking and/or what are steps of action you and your church community might take based on what you learned from this book. There will be a model review in the “handouts” section of the course website.

Grading standards: B for including each of the four elements; B- or less for not including all of the above elements, not clearly distinguishing them or writing that hinders clear understanding; B+ surpasses a B by clearly communicating a greater quantity and quality of information through heightened discernment of what to include and a quality and conciseness of writing; A- or A for, adding to the above, an evidence of passionate and thoughtful engagement with the book that is displayed through analysis or application.

Send a copy by attached file to the professor to share with the rest of the class on the course’s website.

Ethical Decision Making Project: Applying Hays’s Method (3 unit students only): Students will select an ethical question on which Christians have differing opinions, and use Hays’s method to explore the issue and argue for a particular response. You may not choose one of the five issues Hays explores in his book *The Moral Vision of the New Testament*. A broad range of topics, however, are acceptable, for instance: Sabbath practices, drinking alcoholic beverages, euthanasia, refusing to pay taxes as a protest against a gov’t policy, women in ministry, involvement in politics, any number of medical or business ethics questions, capital punishment, providing assistance to people who are working in the country without legal permission (or placing yourself in Asian, Mexican, or Central American context--is it appropriate to go to the US or Canada and work without legal permission?).

Each student will prepare a two to three page outline that displays the main points of their work. The outline should be divided into four sections: descriptive, synthetic, hermeneutical, and pragmatic and you should follow the guidelines on page 310 of Hays’s book. Please look at the “ethical project example” in the handouts section of the course website for further instructions and as a reference for what this project should look like.

Assignment policies:

1. Students are expected to submit assignments on time; if they are late they will be graded down one grade level (a B+ becomes a B). Because of the centrality of initial postings to the discussion forum they will have a more stringent standard and will drop one grade level for each day of tardiness (for example after two days a B+ would be a B-). If you are not able to send an assignment because of problems with your e-mail or Internet service provider it is your responsibility to find another means of getting the work in on time. (For instance use a friend's e-mail or send the assignment by fax.)
2. "One page" is considered a single spaced page with one-inch margins and Times Roman 12pt font.
3. All course work must be completed by the end of the semester, May 15. If something arises that keeps you from meeting that deadline you may contact the MBBS Registrar (registrar@mbseminary.edu) about applying for a possible 30 day extension. You must do so before the end of the semester. There is a fee. (See *Academic policies* for details).

Grading Scheme

3 Units: Class response letters 12.5%; Meeting with discussion partner 5%; Initial posts 25%; Forum responses and conversation 20%; Final posts 7.5%; Exhortation 10% ; Book Review 10%; Ethical decision making project 10%.

2 Units: Class response letters 15%; Meeting with discussion partner 5%; Initial posts 30%; Forum responses and conversation 22.5%; Final posts 7.5%; Exhortation 10% ; Book Review 10%.

As stated in the *Academic Policies* a "B" is the baseline grade. A "B" means the student is doing satisfactory work. The "B+" or higher grade indicates that the student has exceeded the baseline performance standard. The "C" grade indicates that the student has not achieved the baseline level. I will write a letter grade on your assignments. In my grade book each letter grade will be given a numerical equivalent (B+ = 3.33; A- = 3.67). At the end of the semester your numerical average will determine your final letter grade based on the following scale:

4.00 to 3.83 = A
3.82 to 3.5 = A-
3.49 to 3.17 = B+
3.16 to 2.83 = B etc.

Academic Policies:

MBBS academic policies (as well as other school policies) are described at <http://www.mbseminary.edu/fresno/policies/>. These policies provide guidance on academic integrity and plagiarism, accommodations for disability, incomplete course work, extensions, dates for changing registration, non-discriminatory and inclusive language, appeals, grading

templates, etc. Students are expected to be familiar with these policies and will be held responsible for adhering to them. If you have questions about how these policies relate to you or to a situation that you face in your studies, please speak to your professor or consult the Registrar. Course evaluations are to be completed online and are due one week after the completion of the course. Official grades will not be posted until the student's evaluation of the course is completed.

APPENDIX A: Potential Titles for the Book Review Assignment

Some of the books are more theoretical others more applied. Most approach these issues in a way that is generally consonant with the approach of this course. There is, however, some diversity of perspective. Not all of the authors are Christians. I encourage you to look at a number of books before deciding which book you will read. If you would like to read a book not on this list please contact the professor.

TECHNIQUE/TECHNOLOGY

Ataide, Randy, "If We Serve a God of Productivity is There Room for Jesus? An Analysis and Application of Jacques Ellul's Thesis of Technique in the Agri-business World" (MBBS MA Thesis, 2003)

Borgmann, Albert. *Technology and the Character of Contemporary Life*. T 14.B63

Borgmann, Albert. *Power Failure: Christianity in the Culture of Technology*. BL240.3. B67

Conway, Ruth. *Choices at the Heart of Technology: A Christian Perspective*. BR 115.T42 C66

Ellul, Jacques. *The Technological Society*. T14 E553

Ellul, Jacques. *The Technological System*. HM221. E4313

Ellul, Jacques. *The Technological Bluff*. T14.E545

Hipps, Shane. *The Hidden Power of Electronic Culture: How Media Shapes Faith, the Gospel, and Church*

Hopper, David H. *Technology, Theology, and the Idea of Progress*. BR 115.T42 H66

Postman, Neil. *Technopoly: The Surrender of Culture to Technology*. T 14.5.P667

Postman, Neil. *Conscientious Objections: Stirring Up Trouble About Language, Technology, and Education*. P40.8 .P667

Ritzer, George. *The McDonaldization of Society*. HM 131. R58

Schultze, Quentin J. *Habits of the High-Tech Heart: Living Virtuously in the Information Age*.

MONEY/MAMMON

Alexander, John. *Your Money or Your Life: A new Look at Jesus' View of Wealth and Power*.

Gonzalez, Justo. *Faith and Wealth: A History of the Early Christian Ideas on the Origin, Significance and Use of Money*. BR195.W4 G65

Johnson, Luke Timothy. *Sharing Possessions: Mandate & Symbol of Faith*. BS2589 J64

Vincent, Mark. *A Christian View of Money: Celebrating God's Generosity*. ARCH BV772.V56

Wheeler, Sondra Ely. *Wealth as Peril and Obligation: The New Testament on Possessions*. BS 2545.W37

CONSUMERISM/MATERIALISM/POSSESSIONS

Dominquez, Joe & Vicki Robin. *Your Money or Your Life: Transforming Your Relationship with Money and Achieving Financial Independence*. HG179.D624

Eller, Vernard. *The Simple Life: The Christian Stance Toward Possessions*. BJ496. E36

George, Denise. *The Christian as Consumer*. BV 4647.S48 G46

Kavanaugh, John F. *Following Christ in a Consumer Society*. BT738 K37

Longacre, Doris. *Living More With Less*. ARCH TX147. L58

Schor, Juliet. B. *The Overspent American: Why We Want What We Don't Need*. HF5415.33.UD6.S36
Sider, Ronald. *Rich Christians in an Age of Hunger: Moving from Affluence to Generosity*.
BR115.H86S53 (Please read the 1997 or 2005 edition of this book.)
Sorensen, Barbara & David. *'Tis a Gift to be Simple: Embracing the Freedom of Living with Less*.
BV4501.2.D432
Wallace, Catherine. *Why We Struggle to Earn a Living and Have a Life*. BX2353.W35

CARING FOR CREATION

Berry, Wendell. *The Unsettling of America: Culture & Agriculture*. HD1761.B47
Berry, Wendell. *The Gift of Good Land: Further Essays Cultural and Agricultural*. S441.B4725
Beisner, E. Calvin. *Where Garden Meets Wilderness: Evangelical Entry into the Environmental Debate*.
BT 695.5.B44
Bouma-Prediger, Steven. *For the Beauty of the Earth: A Christian Vision for Creation Care*.
BT695.5.B69
Daly, Herman. *For the Common Good: Redirecting the Economy Toward Community, the Environment,
and a Sustainable Future*. HD75.6 D35
During, Alan. *How Much is Enough?: The Consumer Society and the Future of the Earth*. GF75.D88
Flynn, Eileen. *Cradled in Human Hands: A Textbook on Environmental Responsibility*. GF80.F57
Jackson, Wes & Wendell Berry. *Meeting the Expectations of the Land: Essays in Sustainable Agriculture
and Stewardship*. S441.M38
Lehman, Donna. *What on Earth Can You Do?: Making Your Church a Creation Awareness Center*. BT
695.5.L44
Thompson, Paul B. *The Spirit of the Soil: Agriculture and Environmental Ethics*. S589.75.T48
Westra, Laura & Patricia Werhane. *The Business of Consumption: Environmental Ethics and the Global
Economy*. GE 42.B88
Wright, Nancy & Donald Kill. *Ecological Healing: A Christian Vision*.

Books relating specifically to the Central Valley in California and issues of land use, farm size, and water.

Goldschmidt, Walter. *As You Sow: Three Studies in the Social Consequences of Agribusiness*.
HD1775.C2 G6
Preston, William. *Vanishing Landscapes: Land and Life in the Tulare Lake Basin*. Folio F868.S173 P73
Taylor, Paul. *Essays on Land, Water and the Law in California*.

TELEVISION

Note: A number of the following books are by psychologists,--some are quite critical and some discuss positive benefits of TV.
APA Task Force on Television and Society. *Big World, Small Screen: The Role of Television in American Society*. HQ520.B65
Davis, Walter. *Watching What We Watch: Prime-Time Television Through the Lens of Faith*.
PN1992.6.W37
Gitlin, Todd. *Media Unlimited: How the Torrent of Images and Sounds Overwhelms our Lives* P90.
G4778
Godawa, Brian. *Hollywood Worldviews: Watching Films with Wisdom and Discernment*. PN1995.5.G65
Greenfield, Patricia. *Mind and Media: The Effects of Television, Video Games, and Computers*.
HQ784.M3 G73

Liebert, Robert M. & Joyce Sprafkin. *The Early Window: Effects of Television on Children and Youth* (3rd edition). HQ784.T4 L48

Marc, David. *Bonfire of the Humanities: Television, Subliteracy, & Long-Term Memory Loss*. PN1992.6.M366

McKibben, Bill. *The Age of Missing Information: Invigorating*. PN1992.6.M38

Palmer, Edward. *Television and America's Children: A Crisis of Neglect*. PN1992.8.C46 P36 Postman, Neil. *Amusing Ourselves to Death: Public Discourse in the Age of Show Business*. P94.P63

Ravitch, Diane and Joseph P. Viteritti. *Kid Stuff: Marketing sex and violence to American children*.

Schultze, Quentin. *Redeeming Television: How TV Changes Christians--How Christians Can Change TV*. PN1992.6.S285

Sommerville, C. James. *How the News Makes Us Dumb: The Death of Wisdom in a Information. Society*. PN4888.O25.S66

Taylor, Ella. *Prime Time Families: Television in Postwar America*. PN1992.8.F33 T39

Winter, Richard. *Still Bored in a Culture of Entertainment: Rediscovering Passion & Wonder*. BV4599.5 B67 W56

MARITAL FIDELITY/CHASTITY

Dawn, Marva. *Sexual Character: Beyond Technique to Intimacy*. BT708.D385

Winner, Lauren. *Real Sex: The Naked Truth About Chastity*. BV4647.C5 W56

BUSYNESS

Banks, Robert. *The Tyranny of Time: When 24 Hours is Not Enough*. HF5549.5.T5.B36

Bass, Dorothy. *Receiving the Day: Christian Practices for Opening the Gift of Time*.

Covey, Stephen. *First Things First* BJ1581.2. C66

Granger, Steve. *Time Warped: First Century Stewardship for 21st Century Living* ARCH BV4598.5.G36

Hummel, Charles. *Freedom From Tyranny of the Urgent*. BV4598.5.H86

Swenson, Richard. *Margin: Restoring Emotional, Physical, Financial, and Time Reserves to Overloaded Lives*. BV4501.2.S94

Swenson, Richard. *The Overload Syndrome: Learning to Live Within Your Limits*