

Mennonite Brethren Biblical Seminary
Internet Course: DISCIPLESHIP & ETHICS

TS-630 IC (2 or 3 Units)

Fall 2009

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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).

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 about \$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.

For the benefit of local students the books are available at the FPU book store and on reserve at Hiebert Library. The course also includes a few videos one of 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.

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 - August 28 **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 - September 4 **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 - September 11 **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- **September 18 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
 Write an essay on justification, due Monday AM Sept. 21,
- 5 - **September 25 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 Friday AM, final draft by Tuesday AM
- 6 - **October 2 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 - **October 9 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 - **October 16 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 - **October 23 An Alternative Culture: Resisting Selfishness and Helping the Poor**

Read the class lecture

Read: Tough, Paul (CP), "Unequal Childhoods" 21-52

Tough, Paul, "The Harlem Project" <http://www.nytimes.com/2004/06/20/magazine/the-harlem-project.html?sec=&spon=&pagewanted=all>

Brenneman, Robert (CP), "Becoming a Homie: When Shame Becomes Violence," 1-26

Kretzmann & McKnight (CP), from *Building Communities from the Inside Out*, 1-11

10 - **October 30 An Alternative Culture: Resisting TV's and the Internet's Alienating Power & Promoting Chastity and Marital Fidelity**

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: Hipps, Shane, <http://odeo.com/episodes/23210050-Episode-19-Shane-Hipps>

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>

Dawn, Marva, from *Sexual Character*, 3-24, 32-38

Write a response letter and participate in the discussion forum

November 6, Reading week, No class, Book Review due Thursday November 5

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 - **November 13 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 - November 20 **Five Representative Hermeneutical Strategies**

Read: the class lecture and Hays, 207-312

Participate in the discussion forum

Thanksgiving break

13 - December 4 **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

Ethical decision making project due by Wednesday December 9

14 - December 11 **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

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.

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 me 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.” Ideally you should have this conversation before Tuesday.

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 close to 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 the forum question by Friday, 8:00 AM Pacific Time
- **Responses** to at least two students’ initial postings by Sat. evening
- **Conversation postings:** at least 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 the question in the discussion forum. You may post this any time after you have completed the assigned reading and have read the class session for the week. It 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. Points will be deducted if it is late.

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. This response does not need to be long, but should be more than just: “good point, I like your comments.” In the subject line please put “response” and the name of the person you are responding to. 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. (Note, two is the minimum requirement, my hope is that you will do more than two.) These conversational posts may be responses to any of the other postings. In the subject line please put “conversation” and identify who you are responding to. The minimum requirement 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, the expectation is that you will visit more than. 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 posting: write a final statement (150-200 words) 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.

Essay on Justification: Write a four part essay on justification and Galatians 2:16 Part I Based on pages 97-103 describe both the common contemporary Protestant interpretation of justification and the alternative interpretation of justification described in *Religious No More*. Include in your description a discussion of how an understanding of justice based on the western juridical system shapes one concept and how an understanding of justice based on a Hebraic concept of justice shapes the other. (For ease of communication you may refer to the two different understandings of justification as: “western juridical” and “Hebraic relational.”) Part II Compare and contrast how the two concepts of justification will influence a person’s: concept of

salvation, image of God, and concept of the church; and how each concept of justification will connect with and relate to, or not, discipleship and ethical action. Part III Which view of justification do you think Paul intended when he wrote Galatians 2:16? Why? Be sure to think of the letter to the Galatians as a whole as you give your answer, and include other passages from Galatians in your answer. Part IV How do these alternative interpretations of justification relate to broader themes in the book. Two pages, single spaced. It is due Monday Sept. 21 by 8:00 AM Pacific time.

This question is intended to be based on your reading of *Religious No More* and Galatians. You may, but are not required to, use some of the following resources as well:

The dictionary article by Richard Hays on “justification” in the *Anchor Bible Dictionary* (Vol. 3, pages 1129-1333).

Richard B. Hays, “Jesus Faith and Ours: A Rereading of Galatians 3” in *Conflict and Context*, eds. Mark Lau Branson and C. René Padilla, pages 257-280, BS476 .C594.

James D. G. Dunn and Alan M. Suggate, *The Justice of God: A Fresh Look at the Old Doctrine of Justification by Faith*, Chapter Three, BT764.2 D86 1994.

The following article does not go into as much depth as the previous ones, but you may find it interesting because it includes comments on Romans by the members of *Amor Fe y Vida* church which you read about in *Religious No More*.

Mark D. Baker and J. Ross Wagner, “Reading Romans in Hurricane-Ravaged Honduras: A Model of Intercultural and Interdisciplinary Conversation,” *Missiology* 32 (July 2004) 367-383. Available at: <https://www.mbseminary.edu/baker/articles>

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 December 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 17.5%; Final posts 7.5%; Justification Essay 7.5%; Exhortation 7.5% ; Book Review 7.5%; Ethical decision making project 10%.

2 Units: Class response letters 12.5%; Meeting with discussion partner 5%; Initial posts 25%; Forum responses and conversation 20%; Final posts 7.5%; Justification Essay 10%; 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.

Students taking the course credit/no credit (pass/fail) must complete all assignments in order to receive credit for the course.

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
 Hopper, David H. *Technology, Theology, and the Idea of Progress*. BR 115.T42 H66
 Pollan, Michael. *The Omnivores Dilema: A Natural History of Four Meals*. GT2850 .P65 2007
 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

JUSTICE FOR THE POOR/MINISTRY TO TRANSFORM IMPOVERISHED COMMUNITIES

Elliot, Barbara. *Street Saints*.
 Gornik, Mark. *To Live in Peace*.
 Grigg, Viv. *Cry of the Urban Poor: Reaching the Slums of Today's Megacities*.
 Linthicum, Robert. *Transforming Power: Biblical Strategies for Making a Difference in your Community*.
 Lupton, Bob. *Renewing the City: Reflections On Community Development and Urban Renewal*.
 McKnight, John & Kretzman, Jody. *Building Communities from the Inside Out*.
 Perkins, John. *Beyond Charity: The Call to Christian Community Development*.
 Sider, Ronald; Olson, Ronald; Unruh, Heidi. *Churches That Make a Differenc: Reaching Your Community with Good News and Good Works*.
 White, Randy. *Ecounter God in the City: Onramps to Personal and Community Transformation*

TELEVISION/INTERNET

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

Bauerlein, Mark. *The Dumbest Generation: How the Digital Ages Stupefies Young Americans and Jeopardizes Our Future*.

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

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

Jackson, Maggie. *Distracted: The Erosion of Attention and the Coming Dark Age*.

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

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