**Course Information**

All standard courses at NTS span a 14-week period from the beginning of coursework to the completion of coursework. This course commences on Monday, September 9, 2013 and finishes on Thursday, December 12, 2013, with class sessions held weekly on Mondays, 1:30 – 4:30pm in Room #302.

A course syllabus will sometimes go through more than one version, reflecting scheduling updates and/or the addition of detail as the course unfolds. The document footer indicates the version #. Students are responsible for the latest version of the syllabus which will be made available along with email notice in Moodle.

**Instructor**

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Web: http://www.nts.edu/faculty/dr-douglas-hardy.html

Assistant: Phil Antilla  
Email: philantilla@gmail.com

**Catalog Description**

SEMINAR IN SPIRITUAL FORMATION: Occasional topical explorations in Christian spirituality and spiritual formation.

**Course Narrative & Rationale**

This course explores the significance of physical location, symbolic space, and engagement with the natural and built environments for the Christian spiritual life. Through reading the literatures on spiritual geography and a Christian theology of place, and while visiting various “sacred spaces” in the Kansas City area, students will be encouraged to develop an Incarnational theology of place that undergirds intentionally spiritually formative practices. This course will be taught through a mix of lecture, discussion, and field trips. The course is an elective in all programs.

**Degree Objectives**

This course specifically addresses the following MDiv program objectives:

1. Mature knowledge of God and self, attained through practices of Christian formation and personal discipline.

2. Development of wisdom and discernment through engagement with the literature of the Christian faith through critical, scholarly study of the history and theology of Christianity and the application of that heritage to personal and corporate Christian life.

3. Understanding of local and global diversity through the investigation of cultural contexts, to enable the Church to proclaim effectively and to embody the mission of God.

and the following MACFD program objectives:
1. A deep personal commitment to God and God’s Church and a passionate, vital, and redemptive ministry formed through an ecclesial understanding of the Word of God, the heritage of the faith, the doctrines of the church, and through participation in the life of the church.

3. A discernment of the various developmental aspects and cultural contexts that influence people and their growth along the life course, in order to design appropriate ministry strategies that form persons into ongoing faithful disciples.

Complete descriptions of all program objectives with corresponding outcomes can be found in the current academic catalog, available at http://www.nts.edu/academic-catalog.

Church of the Nazarene COSAC Ability Statements for Nazarene Ordination

This course specifically contributes to the following ability statements:

CN20: Ability to reflect theologically on life and ministry.
CH7: Ability to locate, understand, & use the resources for individual & corporate spiritual formation.
CH8: Ability to take responsibility for his or her own continuing spiritual development.
CX1: Ability to discover sociological dynamics and trends and to apply that information to specific ministry settings.
CX5: Ability to describe and interpret the relationship between culture and individual behavior.

Complete descriptions of all Course of Study Advisory Committee (COSAC) Ability Statements can be found in the Sourcebook on Ordination (United States of America Edition—validated February 2006), available at http://www.nazarenepastor.org/cms.

Course Outcomes

It is the intention of this course that full participation will enable the student to:

1. KNOW the key issues and perspectives in contemporary theological discussions of place and space, and the mutually-influential relationship between the human spirit and both natural and human-created environments.
2. UNDERSTAND the spiritually formative dimensions of place and space for persons and communities.
3. DESIRE spiritual growth through connection with the diversity of places and spaces in one’s environment.
4. DO intentional theologically critical and spiritually formational engagement with the emplaced dimensions of one’s discipleship contexts.

Cross-Reference of Assignments with Course Outcomes & COSAC Ability Statements

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Course Outcomes</th>
<th>COSAC Ability Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3,4</td>
<td>CN20, CH8, CX5</td>
</tr>
<tr>
<td>2</td>
<td>1,2</td>
<td>CH7, CX1</td>
</tr>
<tr>
<td>3</td>
<td>1,2,4</td>
<td>CN20, CX1, CX5</td>
</tr>
<tr>
<td>4</td>
<td>2,4</td>
<td>CN20, CH7, CX5</td>
</tr>
<tr>
<td>5</td>
<td>3,4</td>
<td>CH7,8</td>
</tr>
</tbody>
</table>

Required Texts & Course Materials


Choose one of the following:


**TOTAL PAGES: 1202 – 1309**

**Course Calendar, Assignments & Requirements**

**Method for Submitting Assignments**
This course requires internet access to NTS Moodle for instructional information about assignments and electronic assignment submission. Unless otherwise instructed, do not send assignments to the professors via email. Some assignments via Moodle incorporate the “TurnitIn” software program that provides accountability for plagiarism and feedback for improved writing.

**Policy Regarding Late Work**
Grades for late assignments will be affected as follows: 5% reduction per day (unless otherwise noted in an assignment grading template). No assignments received after the final day of the course (Thursday, December 12) will be graded.

**Assignment Descriptions & Requirements (cross-referencing with objectives in chart above)**

1. Write an autobiographical essay describing and reflecting on your personal spiritual geography. Document the various places and spaces where you have lived your life to date, and comment on the ways they shape your theology and spiritual life. Include references to the natural world, the built-environment, cultures, and fantasy or dream places. As you are able, note positive and negative experiences and impacts. You may find it helpful to create several sub-sections to the essay based on chronology or themes. Select a title for the essay that captures its heart. Length: 3,000 words. Due: Saturday, September 21.

2. Read all the assigned texts according to the schedule in the Course Calendar below and contribute to discussions on the assigned class days.

3. Participate in the field trips as indicated in the Course Schedule and write a reaction paper following each in which you document and analyze your experience, perceptions, new understandings, and emerging questions/concerns. The professor may also direct you to respond to specific questions based on the field trip experience. Your analyses in these reaction papers must include significant engagement with a range of the course texts. Post each paper in the designated Moodle discussion forum where you will be able to read and respond to your classmates. Length: 1,000 words each. Due: see Course Schedule.

4. Develop and carry out a final project of interest to you that investigates a specific aspect or dimension of sacred place/space and which, in its final form, gives expression to your Christian discipleship. Examples include a research paper, The development will occur in conversation with the professor and classmates, and according to the timeline outlined in the Course Schedule. Proposal length: 300 words. Due: Monday, October 14. Completed project length: 5,000 words (or equivalent). Due: Saturday, November 30.

5. Write a personal plan for the immediate and near future describing specific spiritual practices you will engage to utilize place and space more formatively. Length: 600 words. Due: Saturday, December 7.

**Course Calendar** (to be filled out in v.2 with details of field trips)

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Date</th>
<th>Class Topics/Activities</th>
<th>This Week’s Assignments/Due Dates</th>
</tr>
</thead>
</table>
| 1 (Sept 9-15) | Sept 9 | ▪ Intro to course territory  
▪ Review of syllabus & discussion of assignments | ▪ Read: de Waal |
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Sept 16-22</td>
<td>• Read: Inge, intro – ch. 3; your choice book</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Autobiographical Essay due Sept 21</td>
</tr>
<tr>
<td>3</td>
<td>Sept 23-29</td>
<td>• Read: Inge, chs. 4-5; your choice book</td>
</tr>
<tr>
<td>4</td>
<td>Sept 30-Oct 6</td>
<td>• Read: Jacobsen, intro – Part II; your choice book</td>
</tr>
<tr>
<td>5</td>
<td>Oct 7-13</td>
<td>• Read: Jacobsen, Part III – conclusion</td>
</tr>
<tr>
<td>6</td>
<td>Oct 14-20</td>
<td>• Read: Sheldrake, preface – ch. 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Project Proposal due Oct 14</td>
</tr>
<tr>
<td>7</td>
<td>Oct 21-27</td>
<td>Reading and Research Week</td>
</tr>
<tr>
<td>8</td>
<td>Oct 28-Nov 3</td>
<td>• Read: Read Sheldrake, chs. 4-6</td>
</tr>
<tr>
<td>9</td>
<td>Nov 4-10</td>
<td>• Read: O’Loughlin, preface – ch. 5</td>
</tr>
<tr>
<td>10</td>
<td>Nov 11-17</td>
<td>• Read: O’Loughlin, chs. 6 - epilogue</td>
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<tr>
<td>11</td>
<td>Nov 18-24</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Nov 25-Dec 1</td>
<td>• (Doug at AAR/SBL)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Final Project due Nov 30</td>
</tr>
<tr>
<td>13</td>
<td>Dec 2-8</td>
<td>• Personal Plan due Dec 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete Course Evaluation</td>
</tr>
<tr>
<td>14</td>
<td>Dec 9-12</td>
<td></td>
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**Distribution of Student Learning Hours**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td>39</td>
</tr>
<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL READING</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL WRITING</td>
<td>61</td>
</tr>
<tr>
<td>TOTAL OTHER ASSIGNMENTS &amp; LEARNING ACTIVITIES</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL EXAMS &amp; QUIZZES</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>152</td>
</tr>
</tbody>
</table>

**Additional Costs**

Class field trips may involve minor personal expense for food or gas.

**Course Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autobiographical Essay</td>
<td>15%</td>
<td>Final Project</td>
<td>35%</td>
</tr>
<tr>
<td>Field Trip Reports</td>
<td>40%</td>
<td>Personal Plan</td>
<td>5%</td>
</tr>
</tbody>
</table>
Seminar Participation 5%

* Failure to complete this assignment will result in a failing grade for the course

Grade Standards:
“A” (90%) - EXCEPTIONAL WORK (surpassing, markedly outstanding achievement of course objectives)
“B” (80%) - GOOD WORK (strong, significant achievement of course objectives)
“C” (70%) - ACCEPTABLE WORK (basic, essential achievement of course objectives)
“D” (60%) - MARGINAL WORK (inadequate, minimal achievement of course objectives)
“F” (<60%) - UNACCEPTABLE WORK (failure to achieve course objectives)

You have access for viewing your grades in the “Grades” area of Moodle. Any questions or concerns about your assigned grades should be immediately brought to the attention of the instructor.

Bibliography

Landscapes

Institutional Information & Policies

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at http://support.nts.edu.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- Handbook for Inclusive Language

Form and Style Expectations

All formal written documents are to be carefully proof-read for correct spelling and grammar before submission; it is the responsibility of the student to ensure “clean” copy, even if it means securing assistance.

All research-based written documents are to be formatted (and will be evaluated) utilizing either the “Footnotes–Bibliography Style” or “Parentheses-Reference List Style” for source citation as detailed in the most current edition of the Turabian Style Guide: http://www.press.uchicago.edu/books/turabian/manual.

Inclusive Language

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language. Inclusive Language usage guidelines can be found at http://www.nts.edu/nts-resources/student-handbooks.

Students with Disabilities

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly, NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing
accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

**Class Attendance**

Attendance at classes is essential for realizing the maximum benefit of your education. Given the highly interactive nature of this course, full participation is crucial. If you must, due to unforeseen or extenuating circumstances, miss a session, alternative readings and/or a project may be required; please contact the professor as soon as possible to discuss the situation. Missing more than two class sessions may jeopardize a passing grade for the course. If you are a student obtaining V.A. and Department of Education benefits, you must notify the professor so that attendance can be recorded for mandatory reporting.

**Audio and Video Recordings**

In order to foster a safe learning environment in which various viewpoints are respected, audio or video recordings or transcripts thereof by students is prohibited without the permission of the faculty member in charge of the course. If permission is granted, redistribution of these recordings or transcripts thereof outside the scope of the course is prohibited.

Students enrolling in videoconferencing courses or participating in certain synchronous Moodle activities should be aware that their images and voices will be transmitted digitally through the videoconferencing equipment and may be recorded. Continued enrollment in these courses constitutes willingness to participate in the class with these conditions. If you have privacy concerns, please discuss your enrollment with the Registrar.

**Course Evaluations**

Course evaluations will be made available in the final two or three weeks of class in Moodle. The evaluation will be linked to a course assignment when available by the Dean's Office. Students are encouraged to complete the evaluation.