

Meeting days/times: Mondays 3:30-6:15 pm

Meeting location: Wesleyan Center Seminar Room (Smee Hall)

Final Exam: April 29th, 3:30-5:00 pm

Instructor title and name:	Prof. Jennifer Guerra Aldana
Email:	jennifeguerraaldana@pointloma.edu
Office location and hours:	Smee 210- Tuesday and Thursday 10am-1pm

PLNU Mission: To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Foundational Explorations Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world’s diverse societies and culture.

Course Description

Students will be immersed and examine how the church engages in works of mercy and devotion in a community-based intercultural context. Students will learn how to analyze congregational and community demographics, understand sociological dynamics and employ theological reflection in ministry.

Course Learning Outcomes

1. Students will reflect on narratives from various Christian leaders, communities, and organizations.
2. Students will examine local neighborhoods to understand community assets, concerns, and

needs.

3. Students will evaluate the theological understandings and trajectories of various proposals and practices of compassionate and intercultural Christian ministry.

4. Students will honor and recognize their whole selves and support one another in fulfilling the co-constructed learning community agreements.

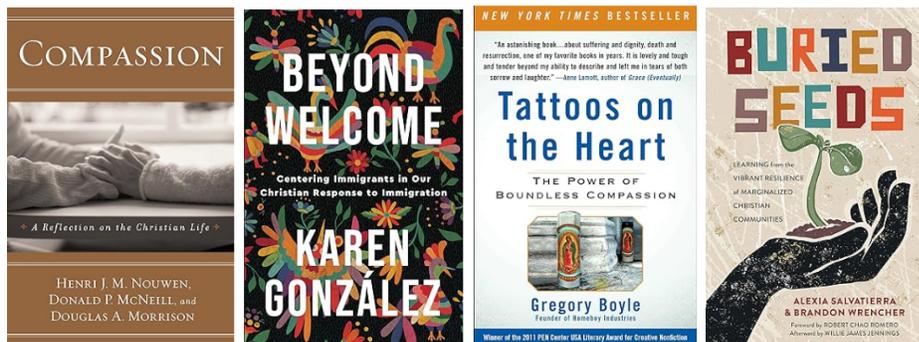
Land, Labor, and Life Acknowledgement

As students and scholars at PLNU, we acknowledge our presence on the traditional, ancestral, and unceded territories of the [Kumeyaay Diegueño Indian Tribe](#). May we be good guests to the people, the stories, the wisdom, the fruits of the land, and dwell with one another with peace.

Course Philosophy

Learning is a communal and collaborative process. Therefore, I hope we can co-construct an environment of rich conversation and critical engagement. I expect students to engage deeply with the readings, come ready to have meaningful conversations and engage the content with curiosity and effort. *I believe in active learning.* I recognize that I will ask you to engage in theological reflection and conversation in this course that may feel beyond your level of expertise or comfort- embrace it! Lean in, take risks, and give your best effort. As your professor, I commit to providing feedback and being a partner in learning. *The best learning happens when we are stretched beyond what we know or are comfortable with but not to the point of becoming overwhelmed.* Communication will be critical; the more you choose to share, the better I can partner with and support you.

Required Texts and Recommended Study Resources



- **Compassion: A Reflection on the Christian Life** by Henri Nouwen, Donald McNeill & Douglas Morrison, Doubleday Publishing Group/ ISBN: 0-385-18957/ 1982
- **Beyond Welcome: Centering Immigrants in Our Christian Response to Immigration** by Karen González, Brazos Press / ISBN: 978-1-58743-560-7 / 2022
- **Tattoos on the Heart: The Power of Boundless Compassion** by Gregory Boyle, Simon and Schuster / ISBN: 978-1-4391-5315-4 / 2010

- **Buried Seeds: Learning from the Vibrant Resilience of Marginalized Christian Communities** by Alexia Salvatierra & Brandon Wrencher / ISBN: 978-1-5409-6464-9 / 2022
- *Additional readings and electronic resources as assigned via Canvas*

Assessment and Grading

Grades will be based on the following:

<p>Assignments:</p> <ul style="list-style-type: none"> ● Participation (100) <ul style="list-style-type: none"> ○ Attendance and In-class participation ● Reading Reports (180) <ul style="list-style-type: none"> ○ 20 points each, 9 total ● Inclusion Marginalization Ecosystem (100) ● ¡OJO! Presentation (250) ● Compassionate Ministry Spotlight (400) <ul style="list-style-type: none"> ○ Interview (100) ○ Volunteer (100) ○ Reflection Write-up (100) ○ Presentation (100) <p>TOTAL POSSIBLE POINTS = 1,000</p>	<p>Grading Scale:</p> <p>A=93-100% A-=92-90% B+=87-89% B=83-86% B-=80-82% C+=77-79% C=73-76% C-=70-72% D+=67-69% D=63-66% D-=60-62% F=0-59%</p>
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Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. All of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement, and I will support you throughout your learning in this course.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

Spiritual Care

Please be aware that PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy

Use of Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) is not permitted, and use of these tools will be treated as plagiarism.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who

teach courses in which the student is enrolled each semester.

PLNU highly recommends that students **speak with their professors during the first two weeks** of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars, we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice-free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is essential when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars and model the Christ-like quality of hospitality. You may report an incident(s) using the [Bias Incident Reporting Form](#).

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade. **Absences**-Since the class meets weekly it is imperative that you attend. 2 or more absences will result in a 50% grade reduction, and 3 or more will result in de-enrollment or failing the course. Note on participation:

For a learning community to be enriching, everyone must come on time and be present for

conversation and reflection. To earn the highest grade for participation, come on time, come prepared, and bring your whole self to the discussion.

Come to the (literal, virtual, and metaphorical) table with the humility and readiness to learn from your peers, share with your peers, and challenge your peers when appropriate. Rather than simply finding a way to talk a lot, focus your concern on doing your part to promote meaningful course dialogue regarding the reading and classroom activities.

Course Trip:

This course will include a border pilgrimage from March 22-24. More details will be provided as you get closer to the date. Please let the professor know if you cannot make this pilgrimage and the reasons why. Know that in order to participate, you will need a valid passport.

- For those who cannot participate, alternative assignments will be discussed in consultation with the professor.

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research. Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

Course Schedule and Assignments:

Date	Class Content	Read & Do Before Class
January 8: Welcome! (CLASS ONLINE)	<ul style="list-style-type: none"> ● Introduction to Course: Purpose & Syllabus ● Who are you bringing with you? 	<ul style="list-style-type: none"> ● Buy textbooks
Jan. 15	MLK- No Class	
<i>What is Compassion?</i>		
Jan. 22: Compassionate God	<ul style="list-style-type: none"> ● Sentipensar ● God-with-us ● Servant God ● Obedient God 	<ul style="list-style-type: none"> ● Read <u>Compassion</u> Part One (Ch. 1-3) and submit reading report.

<p>Jan. 29: Theological Frameworks</p>	<ul style="list-style-type: none"> • Greatest Commandments and Parables • Reading the Bible from the Margins 	<ul style="list-style-type: none"> • Read <u>Beyond Welcome</u> Ch. 4 and submit reading report
<p><i>Compassion is...Solidarity with the Margins</i></p>		
<p>Feb. 5: Relationship to Margins</p>	<ul style="list-style-type: none"> • Power, Control and Dominance • Jigsaw Learning on <u>Compassion</u> <ul style="list-style-type: none"> ○ Group 1: Ch. 4 ○ Group 2: Ch. 5 ○ Group 3: Ch. 6 	<ul style="list-style-type: none"> • Read Assigned Jigsaw Learning • Read <u>Buried Seeds</u> Ch. 1&2 and submit reading report
<p>Feb. 12: Disabled Theology</p>	<p>Wiley Lectures @ Crill Performance “Beyond Intercession: A Disabled Theology of Prayer” Monday, Feb. 12: 11-11:50 am & 1:30-2:20 pm Tuesday, Feb. 13: 9:30-10:20 am Wednesday, Feb. 14: 8:30-9:20 am</p> <ul style="list-style-type: none"> • Lecture Reflection DUE 	
<p>Feb. 19: Global Ties</p>	<ul style="list-style-type: none"> • Language • Myths • The Samaritan 	<ul style="list-style-type: none"> • Read <u>Beyond Welcome</u> Part 1 (Ch. 1-3) and submit reading report • Compassionate Ministry Spotlight Selection DUE
<p>Feb. 26: Migration & Movement</p>	<ul style="list-style-type: none"> • Push-pull factors • Borderland History • Kin-don of God 	<ul style="list-style-type: none"> • Read <u>Beyond Welcome</u> Introduction & Part 3 (Ch. 7-9) and submit reading report • Inclusion & Marginality Ecosystem DUE
<p>Mar. 4</p>	<p>Spring Break</p>	
<p><i>Compassion is...Peacemaking</i></p>		
<p>Mar. 11: Creation Care</p>	<ul style="list-style-type: none"> • The Futility of Utility • Indigenous Ways of Knowing Jigsaw Learning on <u>Shalom and the Community of Creation</u> <ul style="list-style-type: none"> ○ Group 1: Ch. 2 ○ Group 2: Ch. 3 ○ Group 3: Ch. 4 	<ul style="list-style-type: none"> • Read Assigned Jigsaw Learning • Read <u>Beyond Welcome</u> Ch. 6 and submit reading report

Mar. 18: Place & Community	<ul style="list-style-type: none"> Compassion for Local Community 	<ul style="list-style-type: none"> Read <u>Tattoos on the Heart</u> Introduction, Ch. 1, 3 and submit reading report
Border Pilgrimage Mar. 22-24		
Mar. 25	<ul style="list-style-type: none"> Pilgrimage Debrief 	<ul style="list-style-type: none"> ¡OJO! Presentations DUE
Apr. 1	Easter Break	
Apr. 8	No Class	
Compassion is...a Lifestyle		
Apr. 15: Compassion for Self	<ul style="list-style-type: none"> Compassion for self <ul style="list-style-type: none"> Naming our Gifts Practices that sustain self-compassion 	<ul style="list-style-type: none"> Read <u>Tattoos on the Heart</u>, Ch. 8 and submit reading report
Apr. 22 The Compassionate Way	<ul style="list-style-type: none"> Practices that sustain us Jigsaw Learning: <ul style="list-style-type: none"> Group 1: Patience Group 2: Prayer Group 3: Action Committing to Life of Solidarity 	<ul style="list-style-type: none"> Read Assigned Jigsaw Learning Read <u>Buried Seeds</u> Ch. 6-8 and submit reading report
FINAL: April 29	Compassionate Ministry Spotlight Presentations DUE	

Assignment Description

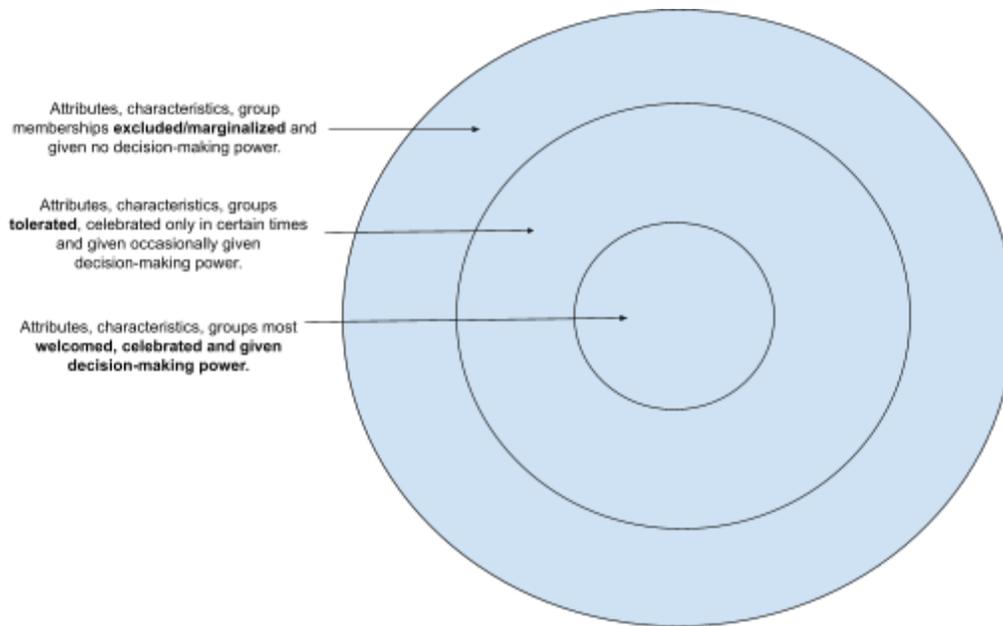
Reading Reports

Students are expected to turn in a reading report to canvas by the beginning of every class. Reports are to be filled out using the template provided.

Inclusion & Marginality Ecosystem

Students will reflect on their lives and communities and thoughtfully identify who is at their community's margins. Reflecting on the [wheel of power and privilege](#), students will create an ecosystem of inclusion and margins that display their communities' norms of inclusion and marginality.

Example:



In a 3-page, single-space paper or a 15-minute verbal reflection, students will reflect on the following questions:

1. Who have you identified at the margins of your community?
2. How did it feel to name and identify the various groups?
3. What newfound awareness are you walking away from from this exercise?

¡OJO! Presentation

Using journal entries and observations gathered during the border pilgrimage, students will create a three-slide presentation to share with classmates.

Slide 1: Where did you see beauty & hope?

Slide 2: Where did you see a deeper need for compassion?

Slide 3: If you were to create a post for social media that captures this pilgrimage:

- What would be your cover photo?
- What would your 250-300 word message say?
- What hashtags would accompany your post?

The slide deck and speaking notes must be uploaded to Canvas before the beginning of class presentations.

Compassionate Ministry Spotlight Final

Part 1: Students are to identify a San Diego area ministry or organization that is engaged in aspects of compassionate or neighborhood ministry

Part 2: Students are to contact one of the ministry leaders and schedule an interview with a leader. The interview should focus on the following:

1. How is the leader and their ministries are discerning, faithful, and compassionate ministry.

2. What are the inherent benefits and challenges of the ministry?
3. What have they learned, and what would they recommend to others interested in creating community-based ministries?

Record your interview (with consent) and transcribe it.

Part 3: Volunteer a minimum of two times during the semester. Engage in the work and reflect on how you see compassion embodied. Write up a 2-page single-space reflection capturing your reflections. Reflection must include at least 3 resources assigned for class.

Part 4: Tying the interview, your time volunteering, and your reflections: Create an engaging way to highlight all the ministry does and make a case as to why what they do is an embodiment of compassion in our community. This can be done by creating a video, a podcast episode, a high-end slide show, or a series of social media videos. You can be as creative as you would like to be; final project ideas must be approved by the professor. Presentations will be done in class; each student will have 20 minutes to present.