

Course ID:		Course Title:		Weekend/Fall 2022	
PT605		He Makes Me Lie Down: Sabbath & Renewal		Prerequisite: None	
				Credits: 3	
Class Information		Instructor Information		Important Dates	
Dates: - Wknd 1	September 23-24	Instructor:	Mark Buchanan	Last day to add/drop, or change to audit:	Sept 23 (end of 1 st day)
Wknd 2	October 21-22	Email:	mbuchanan@ambrose.edu	Last day to withdraw from course:	Nov 26 (last day of class)
Wknd 3	November 25-26	Phone:	403-410-2000, ext 7907	Last day to apply for coursework extension:	Nov 26 (last day of class)
Days/Time:	Friday – 6:30-9:00 pm	Office:	L2071		
Days/Time	Saturday – 9 am to 3:30 pm	Office Hours:	By appt		
Room:	L2100				

Course Description:

This course explores perspectives on and practices for personal and corporate rest and renewal, as well as probing the theology, physiology, anthropology and sometimes mythology underneath such practices. The student will gain an appreciation for the importance of various forms of soul-renewal - especially Sabbath-keeping (approx. 2/3 of the course) – that are rooted in biblical and historical orthodoxy, and will be able to engage these forms personally as well as encourage them corporately.

All fruitful ministry comes out of overflow: the student will learn the art of keeping the wellspring fresh and abundant, for themselves and for those they serve.

Expected Learning Outcomes:

The engaged and attentive student should come away from this course with:

1. a robust theology of work, rest, play & sleep
2. a robust theology of shalom in its personal, interpersonal, societal and creational dimensions
3. a repertoire of practices for spiritual, emotional, physical, mental & creational renewal and restoration
4. insights about and strategies for corporate Sabbath-keeping & renewal

Textbooks:

Required:

Walter Brueggemann, *Sabbath as Resistance: Saying No to the Culture of Now*
Abraham J. Heschel, *The Sabbath: Its Meaning for Modern Man*

Henri Nouwen, *Spiritual Formation: Following the Movements of the Spirit*

Recommended:

Ruth Haley Barton, *Embracing Rhythms of Work & Rest: From Sabbath to Sabbatical and Back Again*

Mark Buchanan, *The Rest of God: Restoring Your Soul by Restoring Sabbath*

_____, *Spiritual Rhythm: Being with Jesus Every Season of the Soul*

_____, *God Walk: Moving at the Speed of Your Soul*

Carl Honoré, *In Praise of Slow: How a Worldwide Movement is Challenging the Cult of Speed*

Judith Shulevitz, *The Sabbath World: Glimpses of a Different Order of Time*

Course Schedule:

The following is a tentative outline:

First Weekend - Deep Unto Deep: Seasons, Rhythms & the Movements of the Heart

Second Weekend - The Theology of Sabbath

Third Weekend - The Practice of Sabbath (NOTE: we will discuss on the First Weekend the option of moving this last weekend off-campus)

Requirements:

NOTE: Use a cover page for all written assignments; include on it the course name, your own name and ID number, my name, and the assignment title. Properly footnote all references, and indicate page number when citing written works. Include a bibliography of all works that you cite.

1. Assignment 1 (Learning Outcomes 1-4). **(Due Thursday, October 6, 5 PM):**

a. Write a 750-word paper explaining why you took this course.

Or

b. Write a 750-word paper exploring the season you're in and how you intend to steward it, especially with regard to personal disciplines of rest and renewal.

Or

c. Write a 750-word paper exploring the root and the implications of one verb associated with Sabbath – for example, *remember, observe, delight, keep, honour*, do not trample, etc.

Or

d. Write a 750-word paper exploring, theologically and practically, what it means that Sabbath-keeping is meant to be “unto the Lord.”

Or

e. Write a 750-word paper exploring, theologically and practically, what it means that “six days shall you work.”

Or

f. Write a 750-word paper explaining the difference between Sabbath and leisure.

2. Assignment 2 (Learning Outcome 1-4) **(Due Thursday, October 27, 5 PM;**

NOTE: You can collaborate with up to 3 other students on this assignment):

a. Research and write a 1700-word paper examining one community – Hasidic Jews, Seventh-Day Adventists, A Rocha, etc. – who keep the Sabbath. Tease out practical implications. **Must show integration of lectures, class discussions, and readings.**

Or

- b. (NOTE: Only if you did not choose assignment 1b) Write a 1700-word reflection paper exploring the season you are currently in and how you will steward it. **Must show integration of lectures, class discussions, and readings.**

Or

- c. Research and write a 1700-word paper exploring the benefits – mental, emotional, spiritual, physical, relational, etc. - of getting sufficient rest and/or play. Tease out practical implications. **Must show integration of lectures, class discussions, and readings**

Or

- d. Research and write a 1700-word paper exploring the effects – mental, emotional, spiritual, physical, relational, etc. - of *not getting* sufficient rest and or/play. Tease out practical implications. **Must show integration of lectures, class discussions, and readings.**

Or

- e. Research and write a 1700-word paper exploring Sabbath as a counter-cultural – perhaps even a subversive - practice, including an exploration of the biblical year of Jubilee. Tease out practical implications for here and now. **Must show integration of lectures, class discussions, and readings.**

Or

- f. Pitch me an idea. **Must show integration of lectures, class discussions, and readings.**

3. **Assignment 3 (Due Thursday, November 17, 5 PM):**

- a. Write a 1-page (1.5 spacing, 12 pt. *New Times Roman, Ariel* or *Garamond*) précis of **2** of the required textbooks. This is strictly a summary of the book; this is not a critique, an analysis, a reflection, or a response. See **Moodle** for a guide to writing a précis. **Must not exceed 1-page per book.**

Or

- b. Write a 3-4-page (1.5 spacing, 12 pt. *New Times Roman, Ariel* or *Garamond*) summary, evaluation and critique of **1** of the required texts (or one book chosen in consultation with the instructor).

Or

- c. Write a 3-4-page (1.5 spacing, 12 pt. *New Times Roman, Ariel* or *Garamond*) summary, evaluation and critique of **2** of the recommended movies.

4. **Assignment 4 (Learning Outcomes 1-4) (Due Thursday, December 8, 5 PM);**

NOTE: You can collaborate with up to 3 other students on assignment 3a or 3b):

- a. Create something – with words (essay, poetry, short story, script, song lyrics, etc.) or wood or metal or music or textiles or ceramics or paper art or paints or a with camera or a video camera, etc. – that captures the beauty of Sabbath or other practices of renewal. You can take photos of your work and submit those if it is impractical to submit the actual object. Provide explanatory annotation where needed. **Must show integration of lectures, class discussions, and readings.**

Or

- b. Develop and write up a workshop (and, if possible, lead it) on the meaning, gift and practice of Sabbath and/or other practices of renewal. **Must show integration of lectures, class discussions, and readings.**

Or

- c. Write a sermon (and if possible, preach it) on the meaning, gift and practice of Sabbath and/or other practices of renewal. **Must show integration of lectures, class discussions, and readings.**

Or

d. Pitch me an idea. **Must show integration of lectures, class discussions, and readings.**

5. Assignment 5 (Due Thursday, December 8, 5 PM):

Complete Reading Log. You are to complete 1000 pages of reading from a combination of the **required** textbooks and **any books from** the recommended reading list. Relevant substitute reading material may be negotiated with the instructor. See **Moodle** for template.

6. Attendance, Participation & Course-Integration

Attendance, participation & course integration make up 10% of your final grade.

Please submit all assignments (unless others arranged with instructor) through **Moodle** in **Word** format on or before the due date.

Format: All papers must:

- Be double-spaced (except for reading reports, which can use 1.5 spacing).
- Use *Times New Roman*, *Arial* or *Garamond* 12-point font.
- Be numbered.
- Cite sources properly. **NOTE:** The student can use his/her preferred style (e.g. Kate Turabian's *A Manual for Writers*, or *The Chicago Manual of Style*), but must remain consistent throughout the entire paper.
- Use inclusive language. The student is encouraged to avoid the consistent use of masculine terminology in reference to people in the general sense. For example, prefer using the terms "humanity" or "people" or "humankind" over the terms "man" or "mankind" when referring to the human race.
- Include a title page.
- Be in Word format (No Pdfs)

Late Policy:

Due dates are valuable for several reasons. Here are three: 1) They allow me, the instructor, to adequately plan my schedule to grade and return your work in a timely and thoughtful manner; 2) They mimic reality. Most of your life involves hard deadlines - mortgage payments, project assignments, work schedules, departure flights, and so on. This is like that; 3) They create a level playing field. It's simply unfair to your classmates if they submit their work on time and you receive an extension without penalty. **Therefore**, only under extraordinary circumstances (i.e., a life or family crisis, a severe and prolonged illness, etc.; poor time management does not count as a life crisis) will I grant an extension. **All requests for extension must be submitted to me in writing on or before the assignment's due date.** Otherwise, any submissions received later than midnight on the due date will be deemed late and penalized at a 5% deduction per day.

PLEASE DO NOT ASK FOR AN EXCEPTION TO THIS POLICY

Evaluation:

Assignment 1, a, b, c, d, e or f (due Oct 6, 5 pm)	15%
Assignment 2, a, b, c, d, e, or f (due Oct 27, 5 pm)	25%
Assignment 3, a, b, or c (due Nov 17, 5 pm)	25%
Assignment 4, a, b, c, or d (due Dec 8, 5 pm)	15%
Assignment 5: Reading Log (due Dec 8, 5 pm)	10%
Attendance, Participation & Integration	10%

Attendance:

Attendance, participation & course integration count for **10% of your final grade.**

Grade Summary:

Grade Summary

Grade	Interpretation	Grade Points
A+	Mastery: Complete Understanding of Subject Matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-Developed Understanding of Subject Matter	3.30
B		3.00
B-		2.70
C+	Basic: Developing Understanding of Subject Matter	2.30
C		2.00
C-		1.70
D+	Minimal Pass: Limited Understanding of Subject	1.30
D		1.0
F	Failure: Failure to Meet Course Requirements	0.00
P	Pass	No Grade Points

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Bibliography:

- Barton, Ruth Haley. *Embracing Rhythms of Work & Rest: From Sabbath to Sabbatical and Back Again*
_____. *Sacred Rhythms: Arranging Our Lives for Spiritual Transformation.*
- Bass, Dorothy. *Receiving the Day: Christian Practices for Opening the Gift of Time.*
- Benner, David. *The Gift of Being Yourself: The Sacred Call to Self-Discovery.*
_____. *Sacred Companions: The Gift of Spiritual Friendship and Direction.*
- Berry, Wendell. *The Sabbath Poems.*
- Brueggemann, Walter. *Sabbath as Resistance: Saying No to a Culture of Now.*
- Buchanan, Mark *God Walk: Moving at the Speed of Your Soul.*
_____. *Spiritual Rhythm: Being with Jesus Every Season of Your Soul.*
_____. *The Rest of God: Restoring Your Soul by Restoring Sabbath.*
_____. *Things Unseen: Living in Light of Forever.*
- Caliguire, Mindy. *Discovering Soul Care.*

- _____. *Simplicity.*
- _____. *Spiritual Friendship.*
- Crouch, Andy. *Playing God: Redeeming the Gift of Power* (especially the final chapter, “Sabbath Ladder”).
- Dawn, Marva J. *Keeping the Sabbath Wholly: Ceasing, Resting, Embracing, Feasting.*
- DeVinck, Chris. *The Power of the Powerless.*
- Dirks, Morris. *Forming the Leader’s Soul.*
- Fishbane, Michael. *Sacred Attunement: A Jewish Theology.*
- Foster, Richard. *Celebration of Discipline.*
- _____. *Prayer: Finding the Heart’s True Home.*
- _____. *Freedom of Simplicity: Finding Harmony in a Complex World.*
- Iyer, Pico. *The Art of Stillness: Adventures in Going Nowhere.*
- Heschel, Abraham J. *The Sabbath: Its Meaning for Modern Man.*
- Honoré, Carl. *In Praise of Slow.*
- Lane, Bedlen C. *The Solace of Fierce Landscapes: Exploring Desert and Mountain Spirituality.*
- Maté, Gabor. *When the Body Says No.*
- Mueller, Wayne. *Sabbath: Finding Rest, Renewal & Delight in Our Busy Lives.*
- Nouwen, Henri. *In the Name of Jesus: Reflections on Christian Leadership*
- _____. *Out of Solitude: Three Mediations on the Christian Life*
- _____. *Spiritual Formation: Following the Movements of the Spirit*
- Ortberg, John. *The Life You’ve Always Wanted.*
- Peterson, Eugene. *The Contemplative Pastor.*
- _____. *Practicing Resurrection: A Conversation of Growing Up in Christ.*
- _____. *Working the Angles.*
- Scazerro, Peter. *Emotionally Healthy Spirituality.*
- Smith, Gordon T. *Spiritual Direction: A Guide to Giving and Receiving Direction.*
- Smith, C. Christopher. *Slow Church: Cultivating Community in the Patient Way of Jesus.*
- Smith, Stephen. *The Lazarus Life.*
- Shulevitz, Judith. *The Sabbath World: Glimpses of a Different Order of Time.*
- Swoboda, A.J. *Subversive Sabbath: The Surprising Power of Rest in a Non-Stop World.*
- Thomas, Gary. *Sacred Pathways.*
- Willard, Dallas. *The Divine Conspiracy.*
- _____. *Renovation of the Heart.*
- _____. *The Spirit of the Disciplines.*
- Winner, Lauren. *Mudhouse Sabbath: An Invitation to a Life of Spiritual Discipline.*

Movies:

Babette's Feast
Castaway
Chariots of Fire
Chocolat
The Dig
Groundhog Day
Intouchables
The Way

Ambrose Policies & Procedures

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported

to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- a. all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a

disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their

discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888