



CL7511

INTEGRATION of THEOLOGY and MINISTRY

April 27 – September 30, 2009

SYLLABUS CONTENTS

INSTRUCTORS

COURSE ASSIGNMENTS

SEMINAR DESCRIPTION

GENERAL INFORMATION

APPROACH

OBJECTIVES

COURSE FORMAT AND
EXPECTATIONS

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SEMINAR DESCRIPTION

This seminar provides participants with an opportunity to reflect on their ministry experiences by utilizing a variety of methods for doing theology. They will engage in theological reflection in relation to the practice of ministry, and integrate their previous theological training with their *on-going* learning and experience. Attention will be focused on building capacity for doing theology in context.

APPROACH

Participants will access and use resources that assist them in engaging in theological reflection and doing theology in context. This work will focus both on a participant's personal and professional development in ministry, and on the ministry location that each person is presently serving. The purpose of the project component of this seminar is to help each person integrate the readings, research, and seminar discussion in a way that strengthens his/her professional development and serves his/her current ministry.

OBJECTIVES

Each seminar participant will . . .

1. Gain perspective on and experience with the process of engaging in theological reflection in relation to both personal development and professional ministry.
2. Incorporate into the task of theological reflection awareness of different worldviews and how these impact the process.
3. Learn how to do theology within the particular ministry context that he/she is presently serving.
4. Review and interact with the theological tradition in which they were trained and in which they are presently serving.
5. Engage in active conversation and discussion with their peers around the subject matter of the seminar.
6. Complete a seminar project that applies what was learned to his/her professional growth and current ministry.

COURSE FORMAT AND EXPECTATIONS

Seminar Structure

The seminar is divided into three phases.

Phase I – Initial Preparation April 27 – July 17, 2009

Phase II – Seminar July 13-17, 2009

Phase III – Further Preparation and Project Completion July 20 – Sept. 30, 2009

Use Of Technology

To facilitate communication, each participant will be given and expected to use a Luther Seminary email address. This address will allow each person to access the software that is being used for course management, which is known as MyLutherNet. In addition, this course requires participants to use electronic databases and to conduct on-line research. It is expected that participants will be proficient in using Word and communicating electronically.

For technical assistance, please consult the following resources: [TechnologyHelp wiki](https://wiki.luthersem.edu/bin/view/TechnologyHelp/WebHome) (<https://wiki.luthersem.edu/bin/view/TechnologyHelp/WebHome>) contains information about using Luther Seminary's resources remotely. Contact [Learning Design and Technology](mailto:learning@luthersem.edu) ([online@luthersem.edu](mailto:learning@luthersem.edu)), 651-641-3214 for questions about MyLutherNet and [Computer Services](mailto:helpdesk@luthersem.edu) (helpdesk@luthersem.edu), 651-641-3462, for computer-related questions and troubleshooting.

Computer and Computer Skills

Participants will engage in regular on-line communication in the course site that is housed in MyLutherNet. It is most helpful if participants have high-speed internet service to facilitate this work. It is mandatory that participants have a laptop computer that they can bring to the twice annual seminar meetings.

Participants are expected to be proficient in MS Word. They are also expected to be able to use the MS PowerPoint and MS Excel programs, so they should either be proficient in these programs or have access to persons who can assist them. When difficulties of this sort arise, your first line of consultation is: [Computer Services \(helpdesk@luthersem.edu\)](mailto:helpdesk@luthersem.edu), 651-641-3462, for computer-related questions and troubleshooting.

COURSE ASSIGNMENTS

Reading Assignments

Each participant is expected to read a total of 2,000 pages in relation to this first seminar (seminars after this first one will normally require 2500 pages). There are five modules, with four of the modules having required readings, or choices between recommended readings. Some of the readings will be required to be completed prior to the July meeting, and some will be required following that meeting.

Module 1: Developing a Conversation Team and Getting to Know One Another

The purpose of this module is to help each cohort participant to form, what we will initially identify as, a “Conversation Team.” The purpose of this team will be to walk alongside of you during this first seminar as you begin your DMin work in congregational mission and leadership. The members of the team should be directly involved, in some way, with you and your ministry. By the second seminar, we will want you to finalize the formation of a “Journey Partner Team” that will walk with you over the five years of your study. The work in this first seminar is designed to help you sort out who might best serve on this longer-term team.

Assignments for Module 1:

1. Identify 4-6 persons who are willing to serve as your initial “conversation team” for this first seminar, with an understanding that you are looking toward the formation of a permanent team by the beginning of the second seminar. Post a 150 word profile of each person and why you chose them.

Complete by May 17

2. Write a 6-8 page summary reflection paper (“Why Congregational Mission and Leadership D.Min.”), **based on the work that you did in your application to the**

program, which lays out your interest in and your goals and expectations for participating in this program.

Complete by May 3 and post in the designated forum in MyLutherNet

3. Each person will read all the “Why Congregational Mission and Leadership D.Min.” papers posted by their colleagues, and post a 500-800 word reflection on common themes, diverse perspectives, and matters of interest in the “Reflections on Why CML DMin? Papers” forum in our MyLutherNet site.

Complete review and post by May 17

4. Review your “Why Congregational Mission and Leadership D.Min.” paper with your conversation team and have them explore ways in which your work in the DMin program can be beneficial for the church/ministry that you lead. **Complete by June 7**

Module 2: A Theology for Theological Method in a Postmodern Mission Context: A Proposal for Collaborative Inquiry

The purpose of this module is to introduce seminar participants to a theological approach to engaging in theological reflection and doing theology in context. Our readings address the following themes: **POSTMODERN AND MISSIONAL CONTEXTS** (Tracy –“On Naming the Present” and Van Gelder); **THEOLOGICAL CLAIMS** (Fredrickson, Simpson, Moltmann, and Johnson); **MISSIONAL THEOLOGICAL METHOD** (Koyama, Bosch, Isasi-Diaz, and Tracy—“Theological Method”). As you read these authors according to these themes, think about what “discovery thoughts” you come upon in each reading and how you might connect the dots among these discoveries.

These articles and/or chapters from books are located on the E-Reserve button for our MyLutherNet course site. Read them sequentially as listed in the paragraph above and in the list below (**not in the order that they appear on the E-Reserve list**). You should ask yourself the question, “What theological assertions are being proposed as the basis for engaging in theological reflection and doing theology in context? Each participant is placed in a small discussion group of 5 persons (Miriam, Moses, or Syntyche) for Modules 2 & 3. You are only required to post and respond to your own group but you can also look in on the other groups, and you could respond if you like.

Required Reading

David Tracy, *On Naming the Present* (Maryknoll, NY, 1994) pp. 3-24.

Craig Van Gelder, “How Missiology Can Help Inform the Conversation about the Missional Church in Context,” in *The Missional Church in Context: Helping Congregations Develop Contextual Ministry*, ed., Craig Van Gelder (Grand Rapids, MI: Eerdmans, 2007), pp. 12-43.

David Fredrickson, “What Difference Does Jesus Make for God?” *dialog* 37 (Spring 1998):104-110.

- Gary M. Simpson, "A Reformation Is a Terrible Thing to Waste: Promising Theology for an Emerging Missional Church," in *The Missional Church in Context: Helping Congregations Develop Contextual Ministry*, ed., Craig Van Gelder (Grand Rapids, MI: Eerdmans, 2007), pp. 65-93.
- Juergen Moltmann, "Perichoresis: An Old Magic Word for a New Trinitarian Theology," in *Trinity, Community, and Power*, ed. M. D. Meeks, (Nashville, TN: Kingswood Books, 2000), pp. 111-125.
- Elizabeth Johnson, "Introduction" and "Patterns in the Age of the Martyrs," in *Friends of God and Prophets: A Feminist Theological Reading of the Communion of Saints*, (New York: Continuum Press, 1998), pp. 1-4, 71-93.
- Kosuke Koyama, "What Makes a Missionary? Toward Crucified Mind not Crusading Mind," in *Mission Trends No. 1*, eds G. H. Anderson & T. F. Stransky (Grand Rapids, MI: Eerdmans, 1974), pp. 117-132.
- David Bosch, "The Vulnerability of Mission," in *New Directions in Mission and Evangelization 2, Theological Foundations*, eds James Scherer and Stephen Bevans (Maryknoll, NY: Orbis Books, 1994), pp. 73-86.
- Ada Maria Isasi-Diaz, *En la Lucha, In the Struggle: A Hispanic Women's Liberation Theology* (Minneapolis: Fortress Press, 1993), pp. xi-6, 62-79.
- David Tracy, "Theological Method," in *Christian Theology: An Introduction to Its Traditions and Tasks*, eds. Peter Hodgson & Robert King (Minneapolis: Fortress Press, 1994), pp. 35-60.

Assignments for Module 2:

1. Participants will write and post in their designated small group forum in MyLutherNet a 1,000-1,200 word reflection blog that addresses the following:
 - a. What "discovery thoughts" have you come upon in each of the three groups of readings and how might you connect the dots among these discoveries?
 - b. How do the essays in these three themes inform us about a "theology for theological method"?
2. Each person will read their small group colleagues' reflection blogs and then offer a 500 – 600 word blog response in the designated forum in MyLutherNet.

Post blog by: May 24

Post response blog by: May 26

Module 3: Shared Reading and Discussion

Integration of Theology and Ministry – 2009

The purpose of this module is to introduce the participants to a variety of literatures dealing with the integration of theology and ministry. Again, participants remain in their small groups. Each participant should secure the following books:

Robert Banks, *Reenvisioning Theological Education: Exploring a Missional Alternative to Current Models* (Grand Rapids, MI: Wm. B. Eerdmans, 1999).

Stephen B. Bevans, *Models of Contextual Theology: Faith and Cultures*, rev. ed. (Maryknoll, NY: Orbis Books, 2002).

Edward Farley, *Practicing Gospel: Unconventional Thoughts on the Church's Ministry* (Louisville, KY: Westminster John Knox Press, 2003).

Miroslav Volf and Dorothy C. Bass, eds., *Practicing Theology: Beliefs and Practices in Christian Life* (Grand Rapids, MI: Eerdmans, 2002).

Assignment for module 3:

- a. Read the assigned pages for each week – avg. of 140 pages.
- b. Each week a different person posts a primary reflection blog on the weekly assignment and the others are responding bloggers.
- c. The primary blogger posts about 800 words that reflects on these readings from the perspective of the integration of theology and ministry by the assigned date.
- d. Each group member will then offer a 250-300 word blog response to the primary blog by the end of the week.
- e. As blogging goes, you can the follow-up with blogging threads to your hearts content.
- f. Take note that there is a weekly (Tuesday & Sunday) rhythm but that the first week is Thursday & Sunday to give the first primary blogger a little extra time. Please stay on the weekly rhythm as all learning depends on engaging with this rhythm of blogging.

Reading Schedule:

Week 1	Reading: Bevans, <i>Models of Contextual Theology</i> , pp. ix-143 Primary post by May 28 Response posts by May 31
Week 2	Reading: Volf & Bass, <i>Practicing Theology</i> , pp. 1-136 Primary post by June 2 Response posts by June 7
Week 3	Reading: Volf & Bass, <i>Practicing Theology</i> , pp. 137-263 Primary post by June 9 Response posts by June 14
Week 4	Reading: Farley, <i>Practicing Gospel</i> , pp. vii-166 Primary post by June 16 Response posts by June 21

Week 5 Reading: Banks, *Reenvisioning Theological Education*, pp. 1-186
 Primary post by June 23
 Response posts by June 28

Week 6 Reading: Banks, *Reenvisioning Theological Education*, pp. 187-262
 NO PRIMARY POSTS
 NO RESPONSE POSTS

Module 4: Seminar Project

Each participant will complete a project during August-September that relates the content of the seminar to their current ministry context. The approach that each person is to pursue includes the following steps:

During the Seminar

1. Develop a thick description on your present ministry in no more than three (3) pages. This description should focus primarily on factual data, but may also include some interpretive perspective (one's own impressions of why things are the way they are).
2. Develop a case situation for your present ministry which identifies the current issues, opportunities and challenges that are embedded in this ministry setting in relationship to your role as a leader.

Following the Seminar

1. Engage your "conversation team" in the process that was demonstrated during the seminar – attending, asserting, agreeing, acting and assessing—with reference to your "thick description" and your "case situation." You should develop with your conversation team a biblically-theologically framed, ecclesially located, theoretically informed, and communicatively discerned plan of strategic action to resolve the case. The strategic action should include an action plan and time table for implementation of the strategic action that was selected.
2. Develop a PowerPoint with teaching notes (between 35-45 slides) that includes the following:
 - a. Thick description of ministry
 - b. Case statement
 - Attending** { c. Summary of SWOC (strengths, weaknesses, opportunities, challenges)
 - d. Theological reading of the SWOC – What is God doing? What does God want to do?
 - Asserting** { e. Summary of alternative strategies for resolving the case
 - f. Summary of alternative natures of the case (change, conflict)
 - g. Identification of strategy chosen by group
 - i. Biblical foundations for this choice
 - ii. Theological framework for this choice
 - iii. Theoretical perspectives that inform this choice
 - Agreeing** {
 - Acting** { h. Action plan and time table for implementation of strategy of choice
 - i. Lessons learned by your conversation team working with you in this process
 - Assessing** { j. Lessons learned by you about integrating theology and ministry through this seminar in general and this process in particular

Project to be completed and posted by September 30, 2009

**Module 5: Annotated Bibliography
Exploring the Variety of Theological Methods**

Seminar participants are required to read a total of 2,000 pages for this first seminar. The purpose of this module is to introduce seminar participants to the wider range of literature that is available in the field of theological reflection and doing theology in context. The intent of this assignment is to allow each person some freedom to sample from among this literature based on their personal interest. For the books that you choose to read, you should ask yourself the question, “What theological assertions under gird the proposals that are being made for engaging in theological reflection and doing theology in context?”

Examples of Literature to Read – (Estimate of around 700-800 pages required)

Allen, Ronald J. *Preaching Is Believing: The Sermon as Theological Reflection*. 1st ed. Louisville, Ky.: Westminster John Knox Press, 2002.

Barker, Lance Richard, and B. Edmon Martin. *Multiple Paths to Ministry: New Models for Theological Education*. Cleveland, OH: Pilgrim Press, 2004.

Bass, Dorothy C. ed. *Practicing Our Faith: A Way of Life for a Searching People*. San Francisco, CA: Jossey-Bass, 1997.

Browning, Robert L., and Roy A. Reed. *Forgiveness, Reconciliation, and Moral Courage: Motives*

Calian, Carnegie Samuel. *The Ideal Seminary: Pursuing Excellence in Theological Education*. Louisville, KY: Westminster John Knox Press, 2002.

Chopp, Rebecca S. *Saving Work: Feminist Practices of Theological Education*. Louisville, KY: Westminster John Knox Press, 1995.

Cochrane, James A., *Circles of Dignity: Community Wisdom and Theological Reflection* (Minneapolis: Fortress Press, 1999).

Cunningham, David S., James Leonard Boyce, and Patrick R. Keifert. *To Teach, to Delight, and to Move: Theological Education in a Post-Christian World*. Eugene, OR: Cascade Books, 2004.

De Bary, Edward O. *Theological Reflection: The Creation of Spiritual Power in the Information Age*. Collegeville, Minn.: Liturgical Press, 2003.

Farley, Edward. *Theologia: The Fragmentation and Unity of Theological Education*. Philadelphia, PA: Fortress, 1983.

_____. *The Fragility of Knowledge: Theological Education in the Church & the University*. Philadelphia, PA: Fortress, 1988.

Graham, Elaine, Heather Walton, and Frances Ward, eds. *Theological Reflections: Methods*. London: SCM Press, 2005.

Hough, Joseph C., Jr. and John B. Cobb, Jr. *Christian Identity and Theological Education*. Atlanta, GA: Scholars Press, 1985.

- Hough, Joseph C., Jr. and Barbara G. Wheeler. *Beyond Clericalism: The Congregation as a Focus for Theological Education*. Atlanta, GA: Scholars Press, 1988.
- Jenkins, Michael. *Invitation to Theology: A Guide to Study, Conversation & Practice*. Downers Grove, IL: InterVarsity Press, 2001.
- Kelsey, David H. *To Understand God Truly: What's Theological About A Theological School*. Louisville, KY: Westminster/John Knox Press, 1992.
- _____. *Between Athens and Berlin: The Theological Education Debate*. Grand Rapids, MI: Wm. B. Eerdmans, 1993.
- Killen, Patricia O'Connell Killen & John De Beer. *Art of Theological Reflection*. New York: Crossroad, 1994.
- Kinast, Robert L. *Let Ministry Teach: A Guide to Theological Reflection*. Collegeville, MN: Liturgical Press, 1996.
- Kinast, Robert L. *Making Faith-Sense: Theological Reflection in Everyday Life*. Collegeville, MN: Liturgical Press, 1999.
- Kinast, Robert L. *What Are They Saying About Theological Reflection?* New York: Paulist Press, 2000.
- Mahan, Jeffrey H. et al.,. *Shared Wisdom: A Guide to Case Study Reflection in Ministry*. Nashville, TN: Abingdon Press, 1993.
- Marks, Darren C. ed. *Shaping a Theological Mind: Theological Context and Methodology*. paperback - September 2002.
- Ogden, Schubert M. *Doing Theology Today*. Valley Forge, PA: Trinity Press International, 1996.
- Sanneh, Lamin. *Translating the Message: The Missionary Impact on Culture*. Maryknoll, NY: Orbis Books, 1989.
- Schreiter, Robert J. *Constructing Local Theologies*. Maryknoll, NY: Orbis Books, 1985.
- Stackhouse, Max L. *Apologia: Contextualization, Globalization, and Mission in Theological Education*. Grand Rapids, MI: Wm. B. Eerdmans, 1988.
- Stone, Howard & James Duke. *How to Think Theologically*. Minneapolis: Fortress Press, 1996.
- Van Gelder, Craig. *The Ministry of the Missional Church: A Community Led by the Spirit*. Grand Rapids, MI: Baker Books, 2007.
- Warford, Malcolm L. *Practical Wisdom: On Theological Teaching and Learning*. New York: Peter Lang, 2004.
- Wood, Charles M. *Vision and Discernment: An Orientation in Theological Study*. (Atlanta, GA: Scholars Press, 1985.

Assignment for Module 5: Each participant will be expected to write a brief annotated bibliography note on each book read – approximately 150-200 words. Examples of annotated bibliographic notes will be provided when the seminar meets. Post your completed annotated bibliographic notes in the designated site in MyLutherNet.

Post date: September 15, 2009

General Information

Cyber Café and Prayer Room

In the general discussion forums in MyLutherNet, there will be a “Cyber Café” available where participants can post any comment or question, or share something with the class. In addition there will be a “Prayer Room” available for students to post prayer requests. When a prayer request is posted, the others in the class are invited to offer a “threaded” prayer of response.

Seminar Meeting

Participants will meet together for the week of July 13-17, 2009 at Luther Seminary as a group seminar. The instructors will lead the seminar, which will include presentations by both instructors and participants. There will be extensive time spent in discussion and reflection on the readings completed and research done during the preparation phase of the seminar, with attention also being given to follow-up reading and writing assignments that are part of the seminar’s preparation.

Several Additional Items To Note

Purchasing Books – It is recommended that seminar participants purchase their copies of the required books for Module 3 readings by using on-line bookstores such as amazon.com. All items listed are available in this format.