



CL7511 INTEGRATION of THEOLOGY and MINISTRY April 24 – September 30, 2006

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INSTRUCTORS

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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 24 – July 9, 2006

Phase II – Seminar July 10-14, 2006

Phase III – Further Preparation and Project Completion July 15 – Sept. 30, 2006

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.

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. Participants will also find it helpful to have a laptop computer that they can bring to the twice annual seminar meetings. This is not essential for the first several seminars, but becomes important for later seminars.

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.

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 June meeting, and some will be required following that meeting.

Module 1: Developing a Conversation Team

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.

Assignment 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.
Complete by April 30
2. Write a 6-8 page summary reflection paper, based on the work that you did in your application to the program, that lays out your interest in and your goals and expectations for participating in this program.
Complete by April 30 and post in the designated forum in MyLutherNet
3. Review this paper with the 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 May 15
4. Each person will read all the papers posted by their colleagues, and post a 600 word reflection on common themes, diversity perspectives, and matters of interest in the designated forum in MyLutherNet.
Complete review and post by May 15

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. A series of articles and/or chapters from books are provided. They should be read sequentially as listed. 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?" Note: Copies of all of these articles will be mailed to each participant for your use in April

Required Reading

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

Gary Simpson, "No Trinity, No Mission: The Apostolic Difference of Revisioning the Trinity," *Word & World* 18 (Summer 1998):264-271.

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

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.

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.

Justo Gonzalez, *Manana: Christian Theology from a Hispanic Perspective* (Nashville, TN: Abingdon Press, 1990), pp. 21-30, 75-87.

Craig Van Gelder, "The Hermeneutics of Leading in Mission," *Journal of Religious Leadership* Vol. 3, No. 1 & No. 2, Spring 2004 & Fall 2004.

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.

Colin Gunton, "The Trinity in Modern Theology," in *Companion Encyclopedia of Theology*, eds. Peter Byrne & Leslie Houlden (London & New York: Routledge, 1995), pp. 937-957.

Assignment for Module 2:

1. Each participant will write and post in the designated forum in MyLutherNet a five-page reflection paper that addresses the following:
 - a. What are some of the common themes that appear to be at work in these articles?

- b. How do these articles inform us about a ‘theology for theological method’?
2. Each person will read all of the reflection papers of their colleagues and then offer a 500 – 600 word response in the designated forum in MyLutherNet.

Post paper by: May 15, 2005

Post response by: May 30, 2005

Module 3: Shared Reading and Discussion

The purpose of this module is to introduce the participants to a variety of literatures dealing with the integration of theology and ministry. 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).

James D. Whitehead & Evelyn Eaton Whitehead, *Method in Ministry: Theological Reflection and Christian Ministry* (New York, NY: Sheed & Ward, 1995).

Assignment for module 3:

- a. Read the assigned pages for each week – avg. of 140 pages.
- b. Persons will be placed into two different discussion groups.
- c. The lead person is to make a major post of 800 words that reflects on these readings from the perspective of the integration of theology and ministry by the assigned date.
- d. Each member of the group will then offer a 250-300 word response to the primary post by the end of the following week.

Reading Schedule:

Week 1 Reading: Whitehead and Whitehead, *Method in Ministry* pp vii-151
 Primary post by May 29
 Response posts by June 4

Week 2 Reading: Bevans, *Models of Contextual Theology*, pp. ix-143
 Primary post by June 5
 Response posts by June 11

Week 3 Reading: Volf & Bass, *Practicing Theology*, pp. 1-136
 Primary post by June 12
 Response posts by June 18

- Week 4 Reading: Volf & Bass, *Practicing Theology*, pp. 137-263
 Primary post by June 12
 Response posts by June 18
- Week 5 Reading: Farley, *Practicing Gospel*, pp. vii-166
 Primary post by June 19
 Response posts by June 25
- Week 6 Reading: Banks, *Reenvisioning Theological Education*, pp. xi-126
 Primary post by June 26
 Response posts by July 2
- Week 7 Reading: : Banks, *Reenvisioning Theological Education*, pp. 127-245
 Primary post by July 3
 Response posts by July 7

Module 4: Seminar Paper/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 – (Materials provided in seminar for completing assignment)

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 threats that are embedded in this ministry setting in relationship to your role as a leader.

Following the Seminar

1. Engage your conversation team in your ministry context to participate with you in communal discernment to resolve the case.
2. Take this group through the process that was demonstrated during the seminar – attending, asserting, agreeing, acting and assessing, completing the first three phases of this process. You should develop with the group a communally discerned, biblically-theologically framed, theoretically informed 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.
3. Write a paper (between 20 – 30 pages), or develop a power point with teaching notes (between 35-45 slides) that includes the following:
 - a. Thick description of ministry
 - b. Case statement

- c. Summary of SWOC (strengths, weaknesses, opportunities, challenges)
- d. A theological reading of the SWOC – What is God doing? What does God want to do?
- e. Summary of alternative strategies for resolving the case
- f. 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
- g. Action plan and time table for implementation of strategy of choice
- h. Lessons learned by the team of persons working with you in this process
- i. 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, 2005

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:*

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- 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.
- Schreier, Robert J. *Constructing Local Theologies*. Maryknoll, NY: Orbis Books, 1985.

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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.

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 such annotated bibliographic notes will be provided when the seminar meets. The completed annotated bibliographic notes will be posted in the designated site in MyLutherNet.

Post date: September 15, 2005

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 10-14, 2006 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 some 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 2 readings by using on-line bookstores such as amazon.com. All items listed are available in this format.