

DM 9372 Speed-Dating Spirituality: Ministry with Young Adults

June 12-23, 2017 Room 223 Monday - Friday, 8:30 – 11:30 A.M.

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Perkins School of Theology

Course Description

This seminar is a theologically critical exploration of the spiritual beliefs, values and practices of young people ages eighteen to thirty from diverse sociocultural contexts as well as an exploration of opportunities for ministry with young adults. The spiritualities of emerging adults is the guiding theological framework for exploring theories and practices of ministry with young adults. Attention will be given to contexts and socializing agents in emerging adults' spiritualities.

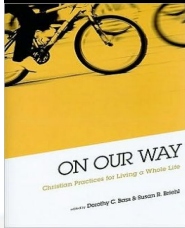
Young adults are situated in a variety of settings and are racially/ethnically and socioeconomically diverse. Young adults can be found in a variety of contexts, including the military service, prisons, professional sports, and rehabilitation centers. There is no general set of values held by young adults from diverse contexts. What they hold in common is a desire for spiritual wholeness and fulfillment, a quest for the sacred, or the pursuit of a well-lived life. This course will explore the intersection of social location among young adults from diverse contexts and the yearning for "life abundant" among emerging adults. I intend for us to generate more questions than definitive answers, as we begin to imagine life-giving ministries with young adults.

Course Objectives

1. Critically reflect on various theological and theoretical aspects of emerging adults' religious and spiritual lives.
2. Critically and theologically assess ministries and related practices with emerging adults.
3. Develop skills for analysis and construction of ideas and knowledge about young adult ministry in partnership with a community of learners/teachers. This constructivist approach will affirm God's gift of diversity and express sensitivity toward people of culturally diverse backgrounds (African/African American, Asian, European/European American, Hispanic/Latino/a, Native American, the global community, all classes, genders, and sexual orientations).

4. Practice conceptualizing ministries with young adults in a specific context that attends to nurturing their spiritualities.

Required Books



Bass, Dorothy C. and Briehl, Susan R., *On Our Way: Christian Practices for Living a Whole Life*. (Nashville: Upper Room Books, 2010).

<http://www.practicingourfaith.org/sites/default/files/On%20Our%20Way%20Study%20Guide.pdf>

http://practicingourfaith.org/OOW_video_conversations

<http://www.practicingourfaith.org/>



Barry, Carolyn McNamara and Abo-Zena, Mona M. (editors), *Emerging Adults' Religiousness and Spirituality*. (New York: Oxford University Press, 2014)

Required Video/Film on Netflix, Amazon Prime, PBS Frontline, and DVD

Dear White People (2014)

Mooz-Lum (2011)

13th (2016)

Recommended Books

Arnett, Jeffrey Jensen, *Emerging Adulthood: The Winding Road from the Late Teens through the Twenties*. (New York: Oxford University Press, 2004).

Beaudoin, Tom, *Virtual Faith: The Irreverent Spiritual Quest of Generation X*. (San Francisco, CA: Jossey Bass Publishing, 1998).

_____, *Consuming Faith: Integrating Who We Are With What We Buy*. (Chicago: Sheed and Ward, 2003).

Bulawayo, NoViolet, *We Need New Names*. (New York: Back Bay Books/Little Brown and Company, 2014).

Clydesdale, Tim, *First Year Out: Understanding American Teens After High School*. (Chicago: University of Chicago Press, 2007).

Coles, Robert, *The Call of Service: A Witness to idealism*. (New York: Houghton Mifflin Company, 1993).

Freitas, Donna, *Sex and the Soul: Juggling Sexuality, Spirituality, Romance and Religion on America's College Campuses*. (New York: Oxford University Press, 2008).

Garrod, Andrew, Kilkenny, Robert, and Gómez, Christina (editors), *Mi Voz, Mi Vida: Latino College Students Tell Their Life Stories*. (Ithaca, NY: Cornell University Press, 2007).

Garrod, Andrew, Ward, Janie Victoria, Robinson, Tracy L., Kilkenny, Robert (editors), *Souls Looking Back: Life Stories of Growing Up Black*. (New York: Routledge, 1999).

Giroux, Henry, *The Abandoned Generation: Democracy Beyond the Culture of Fear*. (New York: Palgrave MacMillan, 2003).

Kilbourne, Jean. *Can't Buy My Love: How Advertising Changes The Way We Think and Feel*. (New York: Simon and Schuster, 1999).

Neafsey, John, *A Sacred Voice is Calling: Personal Vocation and Social Conscience*. (Maryknoll, NY: Orbis, 2006).

Padilla, Laura M. and Nelson, Larry J. (editors), *Flourishing in Emerging Adulthood: Positive Development During the Third Decade*. (New York: Oxford University Press, 2017)

Parks, Sharon. *Big Questions, Worthy Dreams: Mentoring Young Adults in Their Search for Meaning, Purpose and Faith*. (San Francisco, CA: Jossey Bass Publishing, 2000).

http://proxy.libraries.smu.edu/login?url=http://www.bridwell.eblib.com/EBLWeb/patron/?target=patron&extendedid=P_697649_0

Rabey, Steve, *In Search of Authentic Faith: How Emerging Generations are Transforming the Church*. (Colorado Springs, CO: Waterbrook Press,

Story, John. *Cultural Studies and the Study of Popular Culture*. (Athens: University of Georgia Press, 2003).

_____. *Cultural Theory and Popular Culture: An Introduction*. (Harlow, England/New York: Pearson Education Limited/Prentice Hall, 2001).

Wuthnow, Robert, *After The Baby Boomers: How Twenty-And Thirty-Somethings Are Shaping The Future of American Religion*. (Princeton, NJ: Princeton University Press, 2007).

Course Requirements

1. Attendance and Active Class Participation. 10% Much of the learning will be the results of rigorous dialogue with the ideas of the authors, the teacher, and other members in the course. All class members are expected to make informed contributions to class discussions. This means careful reading of the assignments and thoughtful statements on the topic of discussion.

Grades will be determined by the following criteria:

a. Attendance at all class sessions. Please notify the instructor in advance if you anticipate missing class.

b. Demonstration that you have read the assigned readings and significantly reflected on them.

c. Your contributions to class discussions are essential for the success of this seminar. Thus, it is suggested that you use a talking sheet for your contributions to class discussions on assigned readings. A talking sheet is very similar to a critical issues paper (CIP). The CIP clearly states the thesis of the readings then identifies the central concerns raised by the assigned readings (essays, chapters, articles). These issues might be what you find troubling or inconsistent with the thesis. You may wish to challenge an idea or statement in the reading. On the other hand, you might find something with which you agree and expand on this idea. The CIP is a one-page single or double spaced paper written in no less than 11 point font. The CIP is designed to hold you accountable for class participation in discussions. On occasion the CIP will be collected and graded as a way of being in conversation with students about the reading assignment.

d. Your sensitivity to other class participants (i.e. participation in class discussions means you make your contributions and allow other class

members to speak; refer to class members by name when reacting to their comments.)

e. Please note that any use of social media in class that is not related to the class discussion will jeopardize all or part of your class participation grade. ***Any blatant use of social media during class could result in a failing grade.*** Bonus points will not apply to failing grades due to violation of class etiquette per social media.

1. Writing Assignments. 40 % of Grade.

Select young adults from a specific social context that you wish to focus on throughout the term (e.g. Latin@ immigrants, #BlackLivesMatter movement). Follow this group in the media (TV, Radio, Magazines, etc.); in contexts where they gather (night clubs, coffeehouses, etc.); pay attention to relevant public policy (local, state, national) that affects this group (military draft laws, drug/alcohol laws, educational policies); monitor their relationship with a religious institution, parachurch group or other settings where their spirituality is influenced/shaped.

A. Write a three-five page paper about your emerging adult group demonstrating your understanding of the sociocultural, socioeconomic, and sociopolitical context that shapes their lives. Describe your emerging adult group giving demographic information, specific cultural context (e.g. female basketball professionals, single parents), economic background, etc. This paper should be written in the tone of a ministerial leader describing the people s/he pastors. A well-researched paper should have bibliographic sources that include journal articles and books (no older than 2000), creditable videos, documentaries, magazines, TV news journals, and web resources. Direct contact with your young adult group must be limited to observations not interviews. **Due June 12, 2017. 20 points**

B. Teach a 15-minute session using one chapter from *On Our Own: Christian Practices for Living a Whole Life* and the Study Guide. Prepare and submit your session plan **June 14th**. You will select a 15-minute time slot to teach on June 19th. **10 points**

C. Film Analysis. Select a film based on your selected young adult group, with the approval of the professor. After thoroughly watching and analyzing the film using recommended resources, write a one-page paper that is both your brief summary of the film and your critical analysis as related to your young adult group. Be prepared to provide a photocopy/e-copy of your paper to members of the class. **Due June 30th. 10 points**

Note: You may submit hard copies of written work, but electronic submissions are preferred, but only in .doc or .docx form. Please no pdf submissions. Pages must be numbered and all works cited within your papers. If you quote three words or more from a written document or something someone said you should give the proper citation. For the standard academic guidelines on such documentation, see Chicago Manual of Style or Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations (sixth edition)*.

Please edit your work carefully for grammar and spelling. Writing tutors, Jane Elder and David Schmursal, are available in Bridwell Library.

All papers should be delivered on the due date. One point will be subtracted for each day your assignment is late.

2. **Young Adult Ministry Project. 50% of Grade.** Focusing on the young adult group you selected, develop a ministry for these young adults. This ministry may be based in the congregation where you currently serve or intend to serve or a nonprofit organization or agency that serves your young adult population. Prepare the practical theological framework in a document of 10-12 pages. The framework should have: 1) the current issues, experiences and ministry practices related to your young adult population; 2) a comprehensive theological and theoretical analysis of their experiences. The practical theological framework is a well-researched paper that should have bibliographic sources that include journal articles and books (no older than 2000), creditable videos, documentaries, magazines, TV news journals, and web resources. Use Chicago Manual of Style or Kate L. Turabian writing manual.

The ministry should be in a PowerPoint format, as if you will present it to the senior pastor, administrator of an agency, or a governing body on ministry. A good PowerPoint has 8-12 slides that are primarily images (pictures, graphs, models, diagrams, etc.). A fully developed ministry includes:

- A. Practical Theological Framework – 30 Points - **Due July 10th**.
 - a. Social Location
 - b. Theological Grounding/Framework (e.g. vocation, courage, passion)
- B. Ministry: A PowerPoint Presentation – 20 points - **Due June 23rd**
 - a. Goals
 - b. Location
 - c. Activities
 - d. Method of Ongoing Evaluation

- e. Finances/Budget
- f. Insurance and other Legal Aspects

Course Outline

June 12th

Introductions – Community Building – Syllabus Review

Thinking Theologically about 18-30 Year Olds: Spirituality, Religiousity and the Socializing Settings for Emerging Adulthood

Who are emerging adults? What theological questions surface when we think about the “flourishing or floundering” of young people navigating adulthood?

Emerging Adults’ Religiousness and Spirituality (EARS) Parts I and II

Talking Sheet/CIP. This informal paper should briefly state the thesis (1-3 sentences) then discuss your critical reflections on issues, problems, or new insights that have evolved from the reading.

Selection of a Young Adult Group – Come prepared to share your emerging adult group.

June 13th

Parents, Family, and Peers

Theologically Grounding your Ministry with Young Adults

Ideology and Young Adults

Dan P. McAdams, “The Development of Religious Ideology: An Initial Study”
e-Handout

Emerging Adults’ Religiousness and Spirituality (EARS) chapters 4, 5 and 8

Talking Sheet/CIP. This informal paper should briefly state the thesis (1-3 sentences) then discuss your critical reflections on issues, problems, or new insights that have evolved from the reading.

June 14th

Digital Age and Social Movements

On Our Own: Christian Practices for Living a Whole Life and the Study Guide

Session Plan due for teaching a chapter from *On Our Own*

Emerging Adults’ Religiousness and Spirituality (EARS) chapter 6

Talking Sheet/CIP. This informal paper should briefly state the thesis (1-3 sentences) then discuss your critical reflections on issues, problems, or new insights that have evolved from the reading.

Guest Presenter – Rev. Dr. Michael Waters
The Music of Social Justice Movements: 1950 to the Present

Young Adult Spirituality within Their Poetry

June 15th

Higher Education Settings

Emerging Adults' Religiousness and Spirituality (EARS) chapters 9 and 10

Talking Sheet/CIP. This informal paper should briefly state the thesis (1-3 sentences) then discuss your critical reflections on issues, problems, or new insights that have evolved from the reading.

Movie *Dear White People* (2014)

June 16th

"The Prison Industrial Complex"

Documentary 13th Directed by Ava DuVernay

Emerging Adults' Religiousness and Spirituality (EARS) chapter 7

Talking Sheet/CIP. This informal paper should briefly state the thesis (1-3 sentences) then discuss your critical reflections on issues, problems, or new insights that have evolved from the reading.

June 19th

On Their Own Teaching Sessions

June 20th

Intimate Relationships and Sexuality

Emerging Adults' Religiousness and Spirituality (EARS) chapters 11 and 12
Talking Sheet/CIP. This informal paper should briefly state the thesis (1-3 sentences) then discuss your critical reflections on issues, problems, or new insights that have evolved from the reading.

June 21st

Professions and Workplaces

Emerging Adulthood, Interreligious Contexts, and ParaChurch Organizations

Emerging Adults' Religiousness and Spirituality (EARS) chapters 13 and 14
Talking Sheet/CIP. This informal paper should briefly state the thesis (1-3 sentences) then discuss your critical reflections on issues, problems, or new insights that have evolved from the reading.

Movie *Mooz-Lum* (2011)

June 22nd

Theological Frameworks for Emerging Adulthood

Ministries for Young Adults

Ministry Presentations _____

Ministry Presentations _____

Ministry Presentations _____

Ministry Presentations _____

June 23rd

Theological Frameworks for Emerging Adulthood

Ministries for Young Adults

Ministry Presentations _____

Ministry Presentations _____

Ministry Presentations _____

Ministry Presentations _____

Closing Ritual

Perkins Regulations Regarding Incompletes

The grade of Incomplete is granted only in rare cases when a student is prevented by extraordinary circumstances of illness or other severe hardship, from completing some major portion of the required course work before the deadline for submission of grades for the term. Requests for a grade of Incomplete must be submitted in writing to the Associate Dean for Academic Affairs no later than [*insert date for submission of all written work from the academic calendar*]. For more information, see the Perkins *Catalog*, p. [36].

SMU Disability Accommodations

Southern Methodist University provides reasonable accommodations for students with disabilities. If you need academic accommodations for a disability, you must first contact Ms. Rebecca Martin, Coordinator, Services for Students with Disabilities (214-768-4563) to verify the disability and to establish eligibility for accommodations. Then you should schedule an appointment with the professor to make appropriate arrangements.

Minority Concerns and the Perkins Curriculum

In 1975 the Perkins Senate passed resolutions which bear on the relation of the Perkins curriculum to this school's common concern for the status of ethnic minority groups and of women both in education for ministry and in the ministry itself. The following statement summarizes these resolutions with respect to all courses except those in the area of Ministry.

1. Instructors and students alike are urged to use inclusive language, images and metaphors which will give full and positive value to both the past contributions and the future prospects of ethnic minorities and women in the church and in society at large.
2. Instructors and students alike are urged to give sensitive consideration to the role of images from a predominantly white and male culture in shaping both the language and concepts of Christian theology and the models and methods of Christian ministry that are widely current today.
3. Instructors are urged to make every effort to provide—in the syllabi, assignments and formats of their courses—opportunities (1) for women students and students from ethnic minority groups to pursue their study with special reference to their own status or tradition and (2) for all students to become acquainted with the special problems and conditions that affect women and ethnic minority groups in human society.