

Perkins School of Theology
DM 9380-SEMINAR IN PRACTICAL THEOLOGY
REVISED VERSION

Gary B. MacDonald
306b Kirby Hall
214-768-3161
gmacdona@smu.edu

June 13: 8:30-11:30a; 1:30-4:30p
with DM 9370
June 14-17; 20-24
8:30-11:30a; 1:30-4:30p
Location: 221 Prothro

PURPOSE: This seminar is designed to enable the participants to read, reflect upon, and formulate conclusions concerning the field of practical theology and its relationship to one's practice of ministry.

Required Readings

Ammerman, Nancy Tatom. *Congregation and Community*. New Brunswick, N.J.: Rutgers University. 1999.
Branson, Mark Lau and Martínez, Juan F. *Churches, Cultures and Leadership*. Downers Grove, IL: IVP Academic, 2011.
Galindo, Israel. *The Hidden Lives of Congregations: Understanding Church Dynamics*. Herndon, Va. Alban Institute. 2004.
Niebuhr, H. Richard. *Christ and Culture*. New York: HarperOne. 2001
Osmer, Richard R. *Practical Theology: An Introduction*. Grand Rapids: Eerdmans, 2008.
Tyra, Gary. *A Missional Orthodoxy: Theology and Ministry in a Post-Christian Context*. Downers Grove, IL: IVP Academic, 2013.
Volf, Miroslav and Bass, Dorothy C. *Practicing Theology*. Grand Rapids: Eerdmans, 2002.

Suggested Readings

Hansen, David. *The Art of Pastoring*. (Revised Edition) Downers Grove, IL: IVP Books. 2012.
Kiefert, Patrick. *Testing the Spirits*. Grand Rapids: Eerdmans. 2009.
Hopewell, James F. *Congregation*. Philadelphia: Fortress. 1987.
Schön, Donald S. *Educating the Reflective Practitioner*. San Francisco: Jossey-Bass. 1987
Sine, Tom. *The New Conspirators*. Downers Grove, IL: Stevenson-Moessner, Jeanne. *Prelude to Practical Theology*. Nashville: Abingdon. 2008.
Veling, Terry A. *Practical Theology*. Maryknoll, NY: Orbis. 2005.

Preparations for Class

Please take care to read the complete syllabus as soon as you receive it. Significant reading, reflection and writing is required prior to the first day of class.

Prior to the start of class:

- Write an autobiographical paper of 1000 – 1200 words. It should begin with your grandparents, and focus on formative persons in your life, call and ministry. Provide as well for submission a photograph of your church or ministry setting, your family and yourself. Be prepared to make a **TEN MINUTE** autobiographical presentation on the first day of class. You may include photographs or use projection. **Two copies of the autobiography should be submitted on the first day of class, one for the instructor of 9380 and the other for the instructor for 9370.** It will not be graded but will contribute to your participation grade. (Common with 9370).
- Prior to your reading, write a one-page reflection on your expectations for DMin studies. After you have written this, read Osmer's *Practical Theology*. To indicate your understanding of the book/theory write a second page with a critique of your expectations utilizing Osmer's understanding of practical theology. **DUE: First day of the course** **Two copies of the reflection should be submitted on the first day of class for each instructor.** It will not be graded but will contribute to your participation grade. (Common with 9370)

Theology of Ministry Paper:

The primary task of this course is to develop a paper that articulates your own theology of ministry. The purpose of the paper is not to report about others, but to take your stand about your own ministry. Much of the seminar will be devoted to working in small groups on the five major sections of the first draft of your paper. It is not wise to begin writing the paper before the class begins. You will need to arrange to provide copies of your paper for each person in your small group, most often by electronic means.

Class Assignments:

Due on the **Tuesday afternoon session** is a four-page draft statement of your central theological position. This is the core position that shapes your vocation and ministry. At the top of the paper, state your central position in no more than 50 words; fewer would be better. (On each subsequent section draft, please indicate your central theological position with your brief statement at the top of the first page.) Comments will be made on this draft and it will be returned to you by Wednesday morning.

Due on the **Thursday morning session** is your cultural analysis draft for small group discussion. In this section of the paper you will be asked to develop a four-page statement that will analyze the cultural context of your ministry from the perspective of your theological center. It would be helpful to look briefly (no more than one page) at your cultural context of ministry in terms of critical sociological, historical, and/or psychological data about the cultural context in which

your ministry takes place. This is not a description of your congregation but the cultural context in which your congregation does ministry. In the final three pages, examine the cultural data from your theological perspective. What insights emerge as you look at life in your cultural context from your theological perspective? Do not at this time offer solutions to any challenges identified.

Due on the **Friday morning session** are your drafts for small group discussion for sections on the mission of the church and the ministry of the church. Write a three-page section on your understanding of the mission of the church and a three-page section on your understanding of ministry of all the people of God. These two sections should spell out the implications of your two previous sections for these issues. If you take the category of "hope" or "love" as your theological center, then these two sections would spell out the marks of the church and ministry in terms of hope or love. Finally, the focus on the church should spell out three or four distinguishing marks of the church that refer to the essence of its being. The ministry section deals with ministry as a generic issue in that what you write here has to be applicable to laity and the ministry they do in their daily life as well as what clergy do. The issues of ordained ministry will be dealt with in the final section of the paper.

The final section of your draft will address the tasks of ministry section. For this section you will select three major responsibilities of ministry (one from either preaching/worship or pastoral care, one from either social action or evangelism, and one from either education or administration, and spell out one or two specific consequences of the previous four sections for how you would see the purpose of this task along with one or two practical things you would do to fulfill that purpose. Include in your analysis the role of ordained and lay leadership. This should be done in five to six pages. This section is not a place to give general suggestions on how to do these tasks. The purpose of this section is to examine what to do and how to do the tasks in the light of the theological center of your ministry. You are identifying the practical consequences of your position. For example, if your theology is based on hope, then in administration you may need to deal with attitudes toward shaping the future of the church, its ministry, and the community where it stands, and determining what you must do today to bring that future into being. You are not required to submit this draft in class, but it will be discussed in our final session.

A final draft of your paper that takes account of the critique from your colleagues and seminar leader, and your own further reflection, is due no later than **5 p.m. Central Time on Friday, July 8**. These may be emailed to the instructor at gmacdona@smu.edu with the subject line reading "9380 Theology of Ministry Paper."

Other Class Assignments:

- Each student will prepare a critical review of one of the assigned texts and will lead a small group in discussion of the text and its themes during the course. Texts and small groups will be assigned prior to the start of class. For the review, identify the critical issues related to the themes that arise from the reading for the day in order to focus on these thematic issues for the development of a practical theology in general and for one's track in particular. This critical analysis should be from four to five pages. You should identify three themes, issues, or central concerns that must be addressed by any practical

theology, and examine your reading assignment for the day to see how the author(s) would respond to the concerns you are raising. Your presentation should end with two questions that will serve as the springboard for the discussion by the group on the critical issues you have raised that will apply to your theology of ministry paper. Your role is not to report what the authors have said since all will have read the material. Persons should be prepared to provide electronic copies to share with the class the evening prior to the presentation and to provide a hardcopy to the instructor for grading. The first of these papers will be due at the **morning session on Tuesday**, so be sure you have received the specific assignment from the office of the Doctor of Ministry in time to prepare. These assignments will be emailed one month prior for students registered for the class.

Class Schedule

Monday, June 13

(8:30-11:30 am; 1:30-4:30 pm. Meeting with 9370)

Course overview

Introductions/autobiographies

Explanation of “Theology of Ministry” assignment

Discussion of Osmer’s *Practical Theology*

Tuesday, June 14

8:30-11:30 a.m.

Discussion of Tyra and Volf/Bass

1:30 – 4:30 p.m.

Part I Theology papers due

Wednesday, June 15

8:30-11:30 a.m.

Case Study analysis (to be distributed)

1:30-4:30 p.m.

Discussion of Branson/Niebuhr

Thursday, June 16

8:30-11:30 a.m.

Part II Cultural papers due

1:30-4:30 p.m.

Discussion of Galindo/Ammerman

Friday, June 17

8:30 – 11:30 a.m.

Parts III and IV Mission and Ministry papers due

1:30 – 4:30 p.m.

Discussion of Part V Tasks section

Review and Evaluation

Grading

Grading in this course is based on the assumption that graduate level work is expected. Therefore, above average grades of B- or higher are expected in the course and program. Grades of A- or higher are considered to be exceptionally superior work.

The grading for the course is as follows:

- 20% - Class Participation (including small group leadership, first-day assignments)
- 20% - Book Review
- 60% - Theology of Ministry Paper

Capabilities and Assets of the Course:

Disability Accommodations

Disability Accommodations: Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

Statement on Confidentiality and Emotional Safety

In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other's personal information, reactions, etc. only while in class or privately with other current class members. In addition, should a student recognize or know practice clients as shown in class, it is the student's responsibility to promptly inform the instructor so that appropriate arrangements can be made. It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities.

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.

- Instructors and students alike are urged to use inclusive language, images and metaphors that 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.
- 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.

- Instructors are urged to make every effort to provide--in the syllabi, assignments and formats of their courses--opportunities for women students and students from ethnic minority groups (1) to study the functions of ministry with particular reference to their own status or tradition in the life of the church, (2) to practice the functions of ministry (when practice is an element in a course) in settings which reflect or, if possible, arise from their own status or tradition in the life of the church, (3) to receive evaluation of their practice of the functions of ministry from persons who are not only knowledgeable about and skilled in those functions, but also share their special status or tradition in the life of the church, and (4) to observe the practice of persons who, as women or as members of ethnic minority groups, provide models of effective ministry which are immediately relevant to the special status or tradition of women or members of ethnic minority groups in the church.

Counseling Center

You may need help with something other than writing style. If you would like to see an SMU counselor, contact the SMU Counseling and Testing Center at 214-768-2277. *Students are entitled to several free counseling sessions.*

Course Policies and Procedures:

As a graduate student at Southern Methodist University and Perkins School of Theology the expectations placed upon you are high. Education at this level is an active process. You are expected to demonstrate your understanding of the material and, additionally, demonstrate a higher level of critical thinking about the assigned readings and topics of discussion. Your assignments are designed to expand the current limits of your thinking. In order for you to make high grades, you must articulate critical thinking about assigned topics, use proper grammar and sentence structure, show a mastery of stylistic guidelines, and submit work in a timely manner.

Plagiarism is not tolerated and will result in an “F” grade for the class. Plagiarism is defined as the following: To represent ideas or interpretations taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Misrepresentation or falsification of logs, notes, treatment plans, or other material is not tolerated and will result in an “F” grade for the class. Please reference the SMU honor code and Appendix B in the Perkins Student Handbook.

Turabian style should be used for citations, references, and manuscript style. [Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 8th edition. Chicago Guides to Writing, Editing and Publishing. Chicago: University of Chicago Press, 2013.]

Electronic submissions should be clearly identified with your course name, your name and the purpose of your email.

When e-mailing, the Subject line and first sentence in the message should look something like this:

DM 9380 Book Review on Tyra

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 professor and the director of the Doctor of Ministry program no later than the deadline specified for the submission of all written work in the course. The grade of I is normally changed to a final grade within 30 days. At the time a grade of I is given, the instructor must stipulate in writing to the student the requirements and completion date that are to be met and the final grade that will be given if the requirements are not met by the completion date. For more information, see the Perkins' *Catalog*, p. [72].

Statement of Class Decorum. Please utilize silence or vibrate prompts on all cell phones or pagers during class to avoid disruption of others. Please do not engage in outside reading material (e.g., newspapers, books for other classes, etc.) or utilize laptops for non-class related purposes during active classroom instruction. Because arriving to class late and leaving class early is disruptive, please try to avoid this as much as possible. If a circumstance in your life necessities last arrival or early dismissal, please attempt to make arrangements with the instructor prior to the onset of class. Professional respect and courtesy for your fellow students is expected at all times.

To drop a course*:

Deadlines for dropping a course are provided in the academic calendar available on the Perkins website. Email Rev. MacDonald with Student ID number, Course section, and statement of intent to drop. This will also alert the Doctor of Ministry Office (gmacdona@smu.edu). Confirm with Registrar's office (jmonroy@smu.edu).

Revised 4/6/16