

Revised Sunday, December 11, 2022 - Draft #2

**DM 6461—D.Min. Seminar 1 – Introduction to Social Science Research Methods, the Research Proposal, and Explorations of Race, Class, and Gender in Ministry**

**Dates:**

- Tuesday, January 3 - Friday, January 6, 2023, 9.00am - 2.30pm
- Monday, January 9 - Friday, January 13, 2023, 9.00am - 2.30pm

**Location:**

- Schlegel 123 and Zoom

**Instructors:**

- Rev. Dr. Angela Cowser and Rev. Dr. Brian Harrington

**Other Faculty and Administrators**

- Ms. Carolyn Cardwell, Instructional Technology Administrator
- Dr. Loren Townsend, Track Leader, Pastoral Care and Counseling; Henry Morris Edmonds Professor of Pastoral Ministry, Professor of Pastoral Care and Counseling, and Director, Marriage, and Family Therapy Program
- Dr. Anna Bowden, Assistant Professor of New Testament

**Office Hours:**

- By Appointment [please email either instructor for an appointment]

**Addenda [in Google Doc Folder]:**

- Cohort 2023 Social Science Research Proposal Guidesheet
- Cohort 2023 Social Science Research Project Report Guidesheet
- DMin Independent Study Form [revised]
- Cohort 2023 DMin Handbook
- 3-Year Program Graduation Grid
- DMin Human Subjects Review [HSR] Form [revised]

**Seminar Description:**

At the heart of our work together will be to develop a cohort of pastor-scholars who develop skills, resources, practices and relationships with each other and their professors rooted in trust, honesty, accountability, and intellectual and spiritual growth in order to propose, research, write and defend a ministry research project around a topic of critical importance to you, the larger church, and to the Gospel - all completed at the doctoral level.

You will learn about the broad contours of being a doctoral student and the rigors of doctoral study, (some of) the basics of qualitative and quantitative research methods, revise at least 5 iterations of your argument, and explore the implications of race, class, and gender variables on you, your ministry, and your (proposed) research projects.

We want to expand your pastoral imaginations and hearts widely and deeply, so that the intellectual and spiritual work you do in this Seminar and the D.Min. program bears gospel fruit for you, your congregations, and the world that God so loves.

### **Required Books**

Adams, Maurianne, Warren J. Blumenfeld, C. Chase J. Catalano, Keri DeJong, Heather W. Hackman, Larissa E. Hopkins, Barbara J. Love, Madeline L. Peters, Davey Shlasko, and Ximena Zuniga. *Readings for Diversity and Social Justice*. 4th ed. New York: Routledge, 2018.

Creswell, John W. and Johanna Creswell Baez. *30 Essential Skills for the Qualitative Researcher*. 2nd ed. Thousand Oaks: SAGE Publishers, 2021.

Johnson, Allan G., *The Gender Knot: Unraveling our Patriarchal Legacy*. Philadelphia: Temple University Press, 2014.

Vymeister, Nancy Jean and Terry Dwain Robertson, *Your Guide to Writing Quality Research Papers: For Students of Religion and Theology*. Grand Rapids: Zondervan,

### **Recommended Books**

- Barndt, Joseph. *Understanding and Dismantling Racism: The 21st Century Challenge to White America*
- Boff, Leonardo, *Introducing Liberation Theology*
- Beltran, Christina, *The Trouble with Unity: Latino Politics and the Creation of Identity*
- Cheng, Patrick, *Radical Love: An Introduction to Queer Theology*
- Cone, James, *A Black Theology of Liberation*
- Fawole, Tinueke, *The Immigration Gap: Bridging the Divide Between Immigrant Parents and Their Children*
- Higginbotham, Evelyn, *Righteous Discontent: The Women's Movement in the Black Baptist Church, 1880-1920*.
- Hoke, Chris, *Wanted: A Spiritual Pursuit Through Jail, Among Outlaws, and Across Borders*
- Jones, Robert P., *White Too Long*
- Kendrick, Keturah, *No Thanks: Black, Female, and Living in the Martyr-Free Zone*.
- King, Martin Luther Jr., *A Testament of Hope: The Essential Writings Of Martin Luther King, Jr.*
- Lipson, Charles, *Cite Right: A Quick Guide to Citation Styles - MLA, APA, Chicago, the Sciences, Professions, and More*.

- Mills, Charles, *The Racial Contract*
- Rauschenbusch, Walter, *A Theology for the Social Gospel*
- Reuther, Rosemary Radford, *Sexism and God-Talk*
- Smith, Mitzi, *I Found God in Me: A Womanist Biblical Hermeneutics Readers*
- Williams, Delores S., *The Challenge of Womanist God-Talk*

### **The LPTS D.Min. Program Goals [PG] and Student Learning Outcomes (SLO)**

The Doctor of Ministry [DMin] program at Louisville Seminary is designed to foster spiritual, intellectual, and professional growth for practitioners in ministry who hold the Master of Divinity [MDiv] degree or its equivalent by helping them to strengthen the connection between theology, the social sciences, and ministry practice.

#### **Program Goals and Student Learning Outcomes**

Louisville Seminary intends that students in this program:

PG1: Demonstrate an advanced (comprehensive, appreciative, and critical) understanding and integration of ministry in relationship to several theological disciplines, including practical theology.

PG2: Demonstrate an ability to articulate their comprehensive understanding of ministry, grounded in theory and practice in appreciative and critical correlation.

- **SLO1: Students will demonstrate an advanced [comprehensive, appreciative, and critical] understanding and integration of ministry in relationship to several theological and social scientific disciplines, including practical theology [(Goals 1 and 2).**

PG3: Develop and acquire skills and competencies in advanced theological reflection on the practice of ministry and in methods of research in practical theology that are required for pastoral leadership at its most mature and effective levels.

PG4: Contribute to an understanding and practice of ministry through the completion of the Doctor of Ministry Research Project, conducted in a particular context, and the writing of a formal Research Project Report.

- **SLO2: Students will demonstrate skills and competencies in methods of research in practical theology by successfully completing the Doctor of Ministry Research Project and presenting an acceptable written report of the project [the Research Project Report] (Goals 3 and 4).**

PG5: Identify areas of personal growth in spiritual awareness and theological and ethical sensitivity informed by their vocational commitments as people of faith and church leaders to a life in the Spirit, nurtured by participation with others in Christian practices and the work and life of ministry.

- **SLO3: Students will be able to identify areas of personal and vocational growth in spiritual awareness by the development of a personal-professional plan for self-care, spiritual nurture, and lifelong learning (Goal 5).**

**Anti-Racism QEP 1:**

Students can describe strategies, grounded in their practice, for working toward racial justice appropriate to their particular vocational settings. Students can demonstrate competence with this SLO in many ways including, but not limited to, the following:

- 1/Defining and using key terms in ways informed by an understanding of systemic racism.
- 2/Identifying racism in its many manifestations [structural, personal, communal, etc.]
- 3/Critical reflection on the history and current contexts regarding race, racism, and anti-racism.
- 4/Critical reflection on racist and anti-racist practices and theologies.
- 5/Developing and implementing anti-racist policies, practices, and theologies.

**Anti-Racism QEP Evaluation [not applicable to students]**

	Number/Unacceptable	Number/Acceptable	Number/Outstanding
Seminar SLO #1 Assignment #1			
Seminar SLO #2 Assignment #2			
Seminar SLO #3 Assignment #3			
Anti-Racism QEP Assignment #3			

**Grading**

Transcript Grade: Pass/Fail

**Inclusive Language**

In accordance with Seminary policy, students are to use inclusive language in class discussion and in written and oral communication by using language representative of the whole human community with respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. For further assistance, go to <http://lpts.libguides.com/OWL/language> or Well Chosen Words by the PCUSA (also on the OWL website).

### **Academic Honesty**

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to the author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For the Seminary policy, see The Code of Student Conduct, 6.11; the Student Handbook, p. 19.

### **Special Accommodations**

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center ([bherrintonhodge@lpts.edu](mailto:bherrintonhodge@lpts.edu)) during the first two weeks of the D.Min. program (or before the semester begins) and should speak with the instructors as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructors.

### **Attendance Policy**

Students are expected to attend all class meetings which will be held from 9.00am - 2.30pm, Monday to Friday, with 1 hour for lunch. Absences are excused for emergencies only. Students who miss two or more class periods will fail the class.

### **Course Conduct**

A willing and open mind is a fundamental requirement. You must be willing to entertain thoughtfully and carefully, ideas and questions that may be different than your own. You must be willing to work on your own, to wrestle with ideas or questions, suspending rash judgment until you have filled in overlooked or missing components in your own framework.

Preparation of required reading is expected before each class meeting. As important as physical presence in the classroom is each student's ability to be present mindfully (i.e., engaged consciously and intentionally with material treated in reading assignments and the class lectures, exercises, and discussions that evolve from the readings).

Class participation is critical since lively, substantive, and serious class discussion is the result of careful and thoughtful preparation. Engaged, active classroom conversation as well as attentive and respectful listening is necessary. Class participation entails: attendance, punctuality, preparedness, class etiquette, and engagement. Each student is expected to come to class having thoroughly prepared for discussion. This means either to contribute to an explanation of key arguments or be able to raise appropriate questions of the material.

Please do not interrupt others when they're speaking, dismiss others' views as unimportant or immoral, or dominate classroom conversation. *From Dr. Stacy Floyd-Thomas, Vanderbilt Divinity School*

### **Technology in the Class**

Please turn off your cellphones; it is rude for our activities to be interrupted by a ringing cell phone. You are welcome to bring your laptop to class and use it to take notes, access readings we're discussing, and the like. You are NOT welcome to do social networking, check email, or otherwise perform non-class-related activities during class. Any student found on social media or other non-class-related websites will be invited to cease their activities or leave the classroom.

If you aren't using technology to perform a task specifically related to what we are doing in class at that very moment, put it away. *From Cara Finnegan, University of Illinois at Champaign-Urbana*

### **Late Papers**

All homework should be turned in on-time - please - thank you!