

DMIN SEMINAR III: Pastor as Theologian
Shannon Craigo-Snell and Kilen Gray
January 2-6, 2023
9:30-4:30

COURSE DESCRIPTION

This course is designed to introduce students who graduated from seminary some time ago to the conversations that are taking place in theology today. Instead of revisiting authors covered in prior coursework, we will read contemporary authors whose writing is changing current views regarding Christian theology.

It is also designed to provide models of applying theological and ethical frameworks to specific ministerial concerns. The texts for the course present theologians doing the kind of work expected for Doctor of Ministry projects, namely, using theological resources to think clearly about particular concerns in their ministerial contexts and responding faithfully. In reading, analyzing, and responding to these texts, students will develop skills in thinking theologically about issues that arise in ministry.

GOALS AND OUTCOMES

The work of the course has been designed to contribute to the following Student Learning Outcomes:

DMin SLO1: Students will demonstrate an advanced (comprehensive, appreciative, and critical) understanding and integration of ministry in relationship to several theological disciplines, including practical theology.

DMin SLO2: Students will demonstrate skills and competencies in methods of research in practical theology by successfully completing the D.Min. project and presenting an acceptable written report of the project.

QEP SLO: 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 antiracism
4. Critical reflection on racist and antiracist practices and theologies
5. Developing and implementing antiracist policies, practices, and theologies

REQUIREMENTS and GRADING:

1. Read texts carefully and complete a worksheet for each book BEFORE January 2. The format for worksheets is at the end of the syllabus. (10%, 10%, 10%)

2. Actively participate in discussions, asking and answering questions. This is extremely important for the success of the class as a whole. (30%)
3. Present ideas for a theological chapter for your project, including which doctrine you will use and what ideas will be central. We will discuss these in class on January 6. (10%)
4. Write a 15 page paper on the theological issues and resources for your final project, due on February 5. (30%)

TEXTS REQUIRED FOR EVERYONE:

Paul Lakeland, *Church: Living Communion* (Engaging Theology: Catholic Perspectives, Liturgical Press (2009). ISBN: 9780814659939

Willie James Jennings, *The Christian Imagination: Theology and the Origins of Race*, Yale University Press (2011). ISBN-13: 9780300171365

Kelly Brown Douglas, *Sexuality and the Black Church: A Womanist Perspective*, Orbis Books (1999). ISBN-13: 9781570752421

Please have available your own copy of these readings on the day they are discussed in class.

SCHEDULE:

January 2

9:30	Introductions
10:00	Systematic Theology: Sources and Norms
12:00	Lunch
2:00	Doctrine of God
3:00	Break
3:30	Creation and Revelation
4:30	Class Ends

January 3

9:30	Theological Anthropology
10:00	Break
10:30	Lakeland
12:00	Lunch
2:00	Doctrine of Sin
3:00	Lakeland
4:30	Class Ends

January 4

9:30	Racism
10:30	Jennings
12:00	Lunch

2:00	Jennings
3:00	Break
3:30	Evil
4:40	Class Ends

January 5

9:30	Christology
11:00	Douglass
12:00	Lunch
2:00	Douglass
3:00	Break
3:30	Trinity
4:30	Class Ends

January 6

9:30	Holy Spirit
10:30	Break
11:00	Eschatology
12:00	Lunch
2:00	Workshop Ideas for Theology Section of Projects

LPTS CLASSROOM POLICIES:

As with all LPTS classes, this course will honor these Seminary policies:

Use of Inclusive Language

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. For more information see:

<http://lpts.libguides.com/content.php?pid=469569&sid=4083885>

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.

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 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 more information, see The Code of Student Conduct, 6.11; the Student Handbook, p. 19.

Citation Policy

Citations in your papers should follow the Seminary standard, which is based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2010.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 8th ed. Chicago: University of Chicago Press, 2013.

The Chicago Manual of Style. 16th ed. Chicago: University of Chicago Press, 2010.

Copies of these guides are available at the library and in the Academic Support Center.

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) during the first two days of class (or, even better, before the class 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

According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructors of their planned absence from class, either prior to the session or within 24 hours of the class session. Six or more absences (1/4 of the course) may result in a low or failing grade in the course.

Other Items Relating to Fall Instruction, Learning, and Technology at LPTS

- To access the library and its resources, visit: <https://lpts.edu/library/>
- To request a library laptop loan, contact library@lpts.edu
- For general help with campus network access, Outlook (email), contact support@lpts.edu
- For help with Canvas credentials, contact Carolyn Cardwell at ccardwell@lpts.edu
- For information on Student Assistance Funds to help with costs associated with learning technology and access (\$300 maximum), contact Gina Kuzuoka at gkuzuoka@lpts.edu

Worksheet Format

For each book, please write a two-three page response to the following questions:

1. What is the context out of which the author is writing?
2. Who is the intended audience?
3. What is the social system, structure, or problem being addressed?
4. What resources from Christian traditions are being employed or addressed?
5. What doctrine or doctrines are central?
6. Define any key or new-to-you terms that are important for the argument.
7. Summarize the main argument of the reading.