

DM 6463 Seminar 3: Contemporary Approaches to Classical Themes of the Christian Faith

January 13-17, 2020

Schlegel Hall 121

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Seminar Description and Goals

At the heart of our work together will be a series of discussions about classical themes of the Christian faith. We will discuss these themes in light of your research questions and larger project goals. To this end, seminar participants will: (1) review two short pre-seminar writing assignments that can be located in the *Social Science Research Prospectus Guidelines*, under tabs 6a and 6b; (2) complete a rough draft of Chapter 3 of the Research Project Paper during the seminar. This writing assignment can be located in the *Research Project Paper Guidelines* under tab L; and (3) discuss a pre-seminar reading and writing assignment in constructive theology. Assignment descriptions can be found below.

The DMin Student learning Outcomes (SLO's)

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

SLO3: Students will develop and acquire skills and competencies in advanced theological reflection on the practice of ministry. . .

SLO5: Students will identify areas of personal growth in theological and ethical sensitivity. . .

Pre-Seminar Required Texts

1. *Constructive Theology: A Contemporary Approach to Classical Themes*, Serene Jones and Paul Lakeland, editors (Minneapolis: Augsburg Fortress, 2005).
2. *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences*, Jose L. Galvan and Melisa C. Galvan (New York: Routledge, 2017).

Pre-Seminar Writing Assignments

1) Constructive theological reflection on research project:

- **Read** the Preface and Introduction to *Constructive Theology*. The editors understand doctrines to function like maps—“they are theological geographies drawn to guide Christians as they struggle to understand their faith” (page 9). More precisely, doctrines “depict the lay of the land with respect to faith” and doctrinal maps “impose calculable form upon a messy, indeterminate terrain and thereby impose enough order that we can reflect on it” (page 12).

- **Read** at least two of the six doctrinal maps that follow the Introduction (these include: God; Human Being; Sin and Evil; Jesus Christ; Church; and Spirit). The two doctrines that you select should be chosen in light of your research sample and research question.
- **Write** a 1,000 – 1,500 word essay, single-spaced, on one of the doctrines that you selected. Your essay should follow the structure of the doctrinal maps described in the text (read Introduction pages 12-17). Think about who the samples are in your research project. Your map should provide theological guidance for them. Your map should include a *vignette* that paints a picture of how the doctrine can benefit your sample. Your map should include a *State of the Question* that provides a condensed version of the central doctrinal question raised by your research question. Your map should also include a *scriptural geography*, *historical theological geography* (this history can focus on fairly recent history in your context), *and a contemporary doctrinal geography*, as they relate to your research sample and research question.

2) Two literature review essays:

- **Read** *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Science*, Galvan & Galvan. More specifically, please read: section 1, skim sections 2 &3, and read section 4, 5 &7.
- **Write** a 1,000 – 1,500 word essay, single-spaced, that corresponds to tab 6a of the *Social Science Research Prospectus Guidelines*. This essay will focus on the following sources for the literature review: Scripture, tradition, experience and reason.
- **Write** a 1,000 – 1,500 word essay, single-spaced, that corresponds to tab 6b of the *Social Science Research Prospectus Guidelines*. This essay will focus on the following sources for the literature review: economics, sociology, race, class, and gender analysis, history, and psychology.
- **Bring** to Seminar 3 the major “A level” authorities for your research question and key concepts.

Seminar Writing Assignment:

1) Draft of Chapter Three of your research project paper:

- **Write** a 4,000 – 4,500 word essay, single-spaced, that corresponds to tab L of the *Research Project Paper Guidelines*. This essay is a first draft of Chapter 3 of your project report. Please submit this essay electronically to Scott and to Jamesetta on or before January 17, 2020.

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. 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. More discussion about inclusive language can be accessed from the Academic Support Center and from the section of the LPTS web site with information for current students.

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 Policy for Academic Honesty in the Student Handbook.

Special Accommodations Students requiring accommodations for a documented physical or learning disability should be in contact with the instructor and with the Director of the Academic Support Center in advance of the course, to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor. The Director of the Academic Support Center is the Rev. Beth Herrinton-Hodge (email bherrintonhodge@lpts.edu).

Citation Policy

Citations in your papers should follow these Seminary approved guides:

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

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

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

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

Attendance Policy

Students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. Because this course is only one week long, a single unexcused absence may result in a lower grade in the course, and more than one absence (whether excused or unexcused) may result in a failing grade in the course.

Tentative Schedule

| Time | Monday, January 13 | Tuesday, January 14 | Wednesday, January 15 | Thursday, January 16 | Friday, January 17 |
|-----------------|---|---|---|---|---|
| 8:30–8:45 | Morning Prayer | Morning Prayer | Morning Prayer | Morning Prayer | Morning Prayer |
| 8:45–10:15 | 1. Intro to Class 2. Renewing acquaintances 3. Housekeeping | Beth Herrinton-Hodge on writing a literature review | Plenary: Literature Review | Plenary: From Literature Review to Chapter 3 | Workgroup reports Takeaways and important learnings |
| 10:15–10:30 | Break | Break | Break | Break | Break |
| 10:30–12:00 | Meet Angela Morris at the library | Beth Herrinton-Hodge (10:30-10:45) Plenary: Literature Review Doctrinal and Practical Theology | Plenary: Literature Review | Plenary: Chapter 3 Workshop Case study | Preparation for Seminar IV Steve Cook update on the summer Closing Ceremony |
| 12:00–1:00 | Lunch | Lunch | Lunch | Lunch | Dismissal @ 12:00 |
| 1:00–2:30 | Plenary: Doctrinal Theology Layers of Mapping | Plenary: Literature Review Ethics & Philosophy | Plenary: Literature Review | Plenary: Chapter 3 Workshop Case study | |
| 2:30–2:45 | Break | Break | Break | Break | |
| 2:45–4:45 | Workgroup Revise Doctrinal Map | Workgroup Research Prospectus Revise Literature Review (6a) | Workgroup Research Prospectus Revise Literature Review (6b) | Workgroup Group Project Paper, Chapter 3 Review Working Draft | |
| Evening Writing | Draft 1,000 words of Chapter 3 | Draft 1,000 words of Chapter 3 | Draft 1,000 words of Chapter 3 | Draft 1,000 words of Chapter 3 | |

Housekeeping:

- **Organize morning devotions**
- **Time management**
- **Workgroup accountability**
- **Two volunteers for Thursday Case Studies**
- **Closing Ceremony**