Christian Public Leader in Context

Spring Term | SG502 | Hybrid
Dates: February 8 – May 10, 2018

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COURSE DESCRIPTION

Christian Public Leadership in Context

This course will explore Christian Public Leadership by attending to leadership *in the midst of particular communities and their distinct contextual realities.* In this course students will expand their leadership capacity by leading and being in dialogue with a particular ministry context. With this ministry context as their primary conversation partner students will critically reflect on themselves as leaders, discover the communal nature of leadership, and develop their own leadership practices. Particular attention will be given to praxis, contextualization, integrative approaches to ministry, and competencies connected to student's concentration. Each of the four sections will focus on a particular topic. Section two's topic is: ***Being Public Leaders in a Public Church***. *Half course (.5)*

Learning Objectives:

- Students will **participate in and lead action-reflection praxis** as they critically reflect upon how close listening to self and context inform the ways in which they witness to God's activity in the world.
- Students will develop the **capacity to contextualize theology, theory, and practices of ministry** within a particular community.
- Students will **integrate theology, theory, and practices of leadership** in a particular community.
- Students will **describe their intellectual and vocational formation** as a theologian in context.
- Students will begin to develop **competence in leading ministries** in their area of concentration.

- Students will **deepen their understanding of themselves** as Christian public Leaders, be able to critically reflect on themselves as leaders, and inhabit reflective and spiritual practices of a lifelong learner.

Reading (required):

- A. Farber-Robertson, *Learning While Leading: Increasing Your Effectiveness in Ministry*, (Rowman&Littlefield, 2000).
- B. Baldwin and A. Galloway, eds. *Living Water: Living Stories, African American Women and their Biblical Stories* (CreateSpace, 2014).
- K. McAlpin, *Ministry That Transforms: A Contemplative Process of Theological Reflection* (Liturgical Press, 2009). [Only a brief excerpt is required, which will be available for free in moodle.]

Supplemental reading (if desired):

- Callahan, Sharon Henderson. 2013. *Religious Leadership: A Reference Handbook.* Los Angeles: SAGE reference.
- Flooding, Matthew, ed. 2017. *Engage: A Theological Education Toolkit*. New York: Rowman & Littlefield.
- Howell, Brian M., and Jenell Williams. Paris. 2011. *Introducing Cultural Anthropology: A Christian Perspective.* Grand Rapids, MI: Baker Academic.
- Keifert, Patrick R. 1992. *Welcoming the Stranger: A Public Theology of Worship and Evangelism.* Minneapolis: Fortress Press.
- Moe-Lobeda, Cynthia D. 2004. *Public Church: For the Life of the World.* Lutheran voices; Lutheran voices. Minneapolis, MN: Augsburg Fortress.
- Smith, David. 2009. *Learning from the Stranger: Christian Faith and Cultural Diversity.* Grand Rapids, Mich.: William B. Eerdmans Pub. Co.
- Volf, Miroslav. 2011. *A Public Faith: How Followers of Christ Should Serve the Common Good*. Grand Rapids, Mich.: Brazos Press.

COURSE SCHEDULE

Monthly flow for our learning together

Each month there will be a shared presentation/lecture which will be available both in person and through live streaming. (For students who are in a difficult time zone, or have competing work commitments, these presentations will be recorded). My goal is for this presentation to open up themes for our work together, and to offer resources which can be drawn on throughout the rest of the month. There will also be a small group precept that you will participate in six times during the semester, giving you an opportunity to explore questions and ideas in a smaller, more intimate setting. Finally, you are required to choose a specific professional context in which you will provide leadership every week based on a contextual learning agreement (for most students, this will take place in a congregational setting). This is an essential requirement of this

course, because it will give you a place in which to explore and practice leadership with the support of a local mentor.
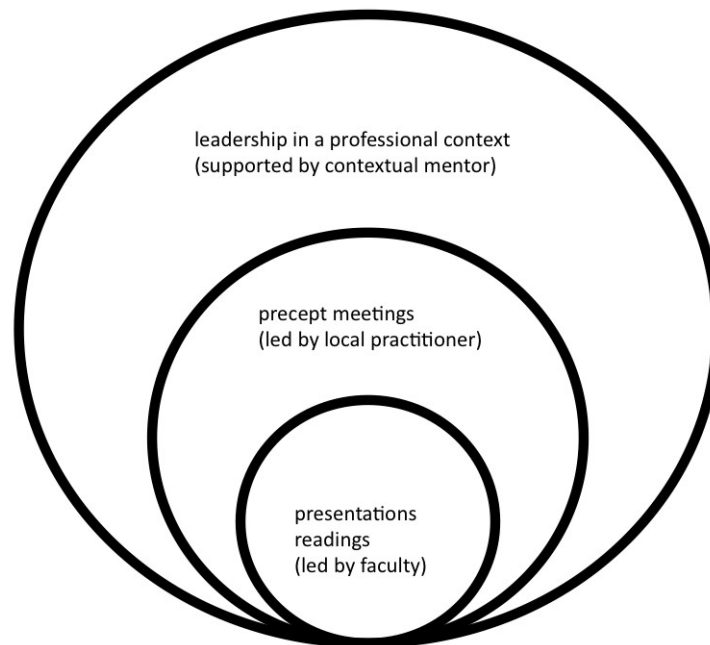
As with the other semesters of CPL, this class seeks to develop your capacity for leading amidst complexity. In particular this course seeks to develop your phronesis or "practical knowledge and judgment derived from experience in practice." Drawing on research from the Learning Pastoral Imagination Project (Scharen and Campbell-Reed, 2015), we attend to leadership formation that is integrative, embodied, and relational; spiritual formation that opens oneself in community to the presence and power of God; and vocational formation that is grounded in action-reflection shared collaboratively with local congregations and other gatherings.

We seek to support your development of "meta-cognition," a specific way of learning to reflect upon practice in self-directed and community-focused ways. In doing so we have chosen to use a grading scale which is Pass/Fail for all students. Passing the course requires satisfactorily completing all requirements of the course.

Date	Topic	Presentation	Precept goals	Assignments	Question to ponder
February Lecture is **February 8th** Precept groups meet **February 15th or 16th**, and then again **February 22nd or 23rd**	The public nature of leadership in faith	What are some challenges of engaging faith in public ways?	February 15th or 16th: Use the "covenant of presence" available at moodle to arrive at a group agreement for how you will deepen your learning with each other over the semester. Use this conversation as a time of introduction (or re-introduction) of each other. February 22nd or 23rd: Begin to explore an incident that would make a good case story for you to reflect upon the rest of the semester.	+ Please read the Farber-Robertson book this month. + Refresh your work with Osmer, and read the brief McAlpin excerpt up at e-reserves. + Learning agreements are **due Feb 12**	What compelling and/or conflictual public issue do I want to write a case about and reflect upon in faith over this semester? (choose a case focus which can be explored in your specific learning context)
March Lecture is **March 1** Precept groups meet **March 8th or 9th**, NOT on March 15-16, and then meet again **March 22nd or 23rd** NOT on 29-30	Who is my neighbor?	What can it mean to take this question (who is my neighbor?) seriously, grounded in biblical, theological, and contextual observations?	March 8th or 9th: Share an initial draft of your case story/study; start to lift up biblical/theological resonances March 22nd or 23rd: Begin to help each other do "double-loop learning" with your case story/study	+ Please read the Baldwin/Galloway book. + Write an initial case story/study, due **March 28th** to the professor	What has been my experience of conflict, and how does that shape my ideas, feelings, and actions in relation to my neighbor? Are there implications of this reflection for my case? What biblical stories shape my imagination in my case, or can contribute to challenging my current understanding of this case?

April Lecture is **April 5th** Precept groups meet **April 12th or 13th**, not on April 19-20, and have a final meeting as a precept on **April 26th or 27th**	Exploring culture and the challenges of "otherness" and "othering	What are the consequences of having a dynamic understanding of culture (and faith)? In what ways do personal experiences and group experiences contribute to making meaning around both personal and group identities? .	April 12th or 13th: Consider what close attention to intercultural engagement contributes to your reflection on your case April 26th or 27th: Share what you have learned about yourself from the IDI, and help each other to think about the impact of that learning for your work in context.	+ Please make sure you have taken the IDI survey and engaged in a one-on-one conversation with one of our many IDI qualified interpreters **before this month is ove**r + Add to your case study from your reflection with the IDI	What kinds of social encounters exist in my immediate learning and living spaces? How do these encounters contribute to or detract from the dynamics in my case study?
May Lecture is **May 3** There are no precept meetings in May	Who am I as a Christian public leader?	What are the two or three key biblical and theological understandings that shape my vocation as a Christian public leader? How are these understandings embodied in my practices of prayer and reflection? How are they embodied – or contested or resisted – in my primary organizational gatherings or contexts?	No precept this month	+ Final paper is due **May 11th** + Final contextual assessments are due **May 18th** + **However** graduating seniors must hand in both by May 7th	Who am I now, as a Christian public leader? In what ways has my semester of experience in this context reshaped my response to this question?

ASSIGNMENTS

LEADERSHIP IN A PARTICULAR MINISTRY CONTEXT

You need to volunteer (or work for pay, if appropriate) a minimum of **5 hours a week or 20 hours a month** in a specific ministry context. Knowing that your current leadership capacity and experience with various role responsibilities will vary, you need to create a learning agreement with your CPL mentor which clarifies expectations and sets learning goals for the semester. Part one of your final project will be a significant case study which you will develop both in your precept and in your learning context over the course of the semester. Part two of that project will be a reflection on your learning based on the learning goals you set out in this initial learning agreement and your growing ability to engage in double-loop learning (cf. Farber-Robertson). If you do not already have a professional context in which you are currently leading you need to contact David Scherer in the Contextual Learning office for assistance as soon as possible, and definitely prior to February 8th. **Your initial learning agreement will account for 20% of the course and is due to the CL Office on February 12th.**

PARTICIPATION IN MONTHLY CLASS SESSIONS AND PRECEPTS

You will participate in monthly class sessions live in person or via video streaming (or if necessary, watch the recorded version) to learn about the topic for that month. These sessions introduce significant content, and it is important that you attend this session (or watch the recorded version) before each scheduled precept. You will also participate in six precept sessions over the course of the semester (in person or online) where you will engage in spiritual practices, discuss the topic for the month and present your case studies. (See more on the case studies below.) **Engagement with monthly class sessions and precepts accounts for 30% of the course.**

DEVELOPMENT OF A SPECIFIC CASE STORY

Early in the semester you will draft a case story which is based in your ministry context, and which follows the outlines of the case study process in the Farber-Robertson book. This story will form the basis of much of the ensuing discussion in your precept group, as you and your peers learn how to embody reflective practice in a professional setting. A first draft of this case story will be due to the professor on March 28th, and a final version will be due at the conclusion of the course. We will offer you a template for this case, and the two books that are required reading will resource your work with it.

In CPL 1 you were introduced to Osmer's 4-part hermeneutic for practical theology: What happened? (descriptive - empirical), Why did it happen? (interpretive), What should happen? (normative), and What's next? (pragmatic). In this semester of CPL2 you will build on that hermeneutic by deepening your awareness of the cultural elements of the descriptive-empirical, and by adding a layer of spiritual awareness for transformed action (cf. Leddy). **Your initial case study, submitted at mid-term (March 28th) accounts for 15[%] of the course.**

PERSONAL LEADERSHIP DEVELOPMENT TOOL

Each section of the Christian Public Leader in Context course offers students a chance to engage with a specific leadership development tool as part of your personal and professional formation. Engaging with this tool is an opportunity for reflecting on your own formation and leadership in relation to the topics of this particular section of CPL. Insights from this process should be integrated into both your case study and your final paper. The tool for this course is the Intercultural Developmental Inventory (IDI). More details will be given in class. **Taking the inventory and having it interpreted accounts for 5% of the course, and both the inventory and the interpretation with a qualified interpreter (cf. David Scherer for details) must be completed by the end of April.**

CONTEXTUAL ASSESSMENT

At the close of the semester you need to revisit your learning agreement with your CPL mentor, and then fill out the online contextual assessment template. This is due May 18th (unless you are a graduating senior, and then it's due May 7th). **This assessment accounts for 15% of your grade.**

FINAL COURSE SUBMISSION

At the conclusion of the course you will hand in a case study resourced with "double-loop learning' (cf. Farber-Robertson), with reflection upon your current state of intercultural competence, with a clear statement concerning what you believe it means to be a Christian public leader, and with a few specific plans for how you plan to grow into such leadership. This case study needs to follow the format we give to you, and should be no more than 10 pages in length. It should also reflect your responses to the feedback offered to you in relation to this case study at mid-term. Note, however, that since various drafts of your case will be engaged in precept over the course of the semester, and your conversation with both the IDI interpreter and your CPL mentor will be a significant part of this final paper, this assignment should feel more like an integration than a new assignment. **Your final case study, due May 11th accounts for 15[%] of the course.**

GRADING

This is a pass/fail course.

A word on grading. As noted above, this course is pass/fail. To pass the course, you must meet the basic expectations of all the assignments. While there are no formal research papers in this course, your writing should be free of grammatical errors and any sources should be cited properly. Assignments will be returned and judged "not completed" if sources are not cited and/or grammatical errors are problematic. Late assignments will be accepted only if you receive permission in advance and make alternative arrangements with me before the due date. Please note the rubric below for specific elements necessary.

RUBRICS FOR ASSIGNMENTS

Initial learning agreement due February 12th

	Not Observable - 1	*Observable – 3*	*Exceptional - 5*
Followed guidelines for learning goals	Did not follow the learning agreement guidelines	Followed guidelines for specifying learning goals	Exceeded expectations for articulating learning goals
Submitted on time	Submitted the agreement late	Submitted agreement (signed by contextual supervisor) on time to the CL office	Submitted the signed agreement early
Wrote in a clear and coherent manner	Writing was not grammatically correct and/or incoherent	Agreement was clear, and written in a grammatically appropriate way	Exceeded expectations by writing in an engaging and thoughtful manner
Percentage of course			**20**

Participation in class/precepts

	Not Observable - 1	*Observable – 3*	*Exceptional - 5*
Spiritual Formation	Did not engage in spiritual practices with precept group	Participated Regularly in spiritual practices with precept group	Participated, led, and engaged others in spiritual practice(s).
Discussion Prompt from Lecture/Reading	Did not engage in discussion	Satisfactorily participated in precept discussion.	Exceeded expectations in precept discussions by drawing others' into discussion as well.

Precept Paper	Did not present precept papers or follow guidelines	Presented precept papers to group and satisfactorily addressed key areas/guidelines	Exceeded expectations by presenting precept papers and engaging others in action/reflection praxis.
Percentage of course			**30**

Initial Case Story/study due March 28th

	Not Observable - 1	Observable – 3	Exceptional – 5
Engagement with "What Happened?"	Did not describe the context of what happened.	Offered some description of what happened.	Provided a robust description of what happened.
Engagement with "Why did it happen?"	Did not offer any theoretical input on why the situation happened.	Offered some theoretical insight into why the situation happened.	Provided a robust theoretical understanding of why the situation happened.
Engagement with "What should be happening in light of Scripture and its Witness?"	Did not connect situation with Scripture or theological concepts.	Offered some insights into the situation from Scripture and/or theological lens.	Provided robust insight into situation from Scripture and/or theological lens.
Engagement with "What's next?"	Did not articulate any next steps.	Offered some possibilities for taking action in this situation.	Provided multiple and varied possibilities for taking action in this situation.
Engagement with lecture/reading material.	Did not integrate lecture/reading material into reflection.	Offered some insights from lecture/reading material into reflection.	Deeply engaged lecture/reading material in reflection.
Percentage of course			**15**

Work with the IDI must be completed by April 30th

	Not Observable - 1	Observable – 3	Exceptional - 5
Took the assessment on time	Did not take the assessment	Took the IDI assessment on time	Took the IDI early in the semester
Reflected on the assessment with the CL office	Did not meet with the CL office about the IDI	Met with the CL office to review the IDI assessment	Met with the CL office to review the IDI assessment, and in addition, met with the ongoing IDI reflection group on campus
Used learnings from the assessment in final case story/study	Did not include learning from the IDI in final case story/study	Used learning from the IDI in final case story/study	Exceeded expectations by writing in an engaging and thoughtful manner about learning from the IDI applied to the case story/study
Percentage of course			**5**

Graduating seniors: please note that all of your final assignments are due May 7th.

Case story/study final version due May 11th

	Not Observable - 1	Observable – 3	Exceptional - 5
Engaged Readings from Course	Did not engage any of the course readings in their understanding of the public nature of Christian public leadership.	Engaged some of the course readings in their understanding of the public nature of Christian public leadership.	Demonstrated a robust understanding of how the course readings impacted their understanding of the public nature of Christian public leadership.
Demonstrated competency in understanding the public nature of church theologically and theoretically	Did not articulate theological and/or theoretic concepts related to the public nature of church.	Articulated an understanding of the public nature of church using theological or theoretical concepts.	Articulated an understanding of the public nature of church integrating theological and theoretical concepts.
Engaged Personal Leadership Development (IDI) in their understanding of themselves as a leader.	Did not engage personal leadership development tool (IDI) in their understanding of themselves as a leader.	Had some engagement with the leadership development tool (IDI) in their understanding of themselves as a leader.	Engagement with the personal leadership development tool (IDI) and how it offers new insights into their understanding of themselves as a leader,
Demonstrated ability to reflect and assess their personal competencies related to the public nature of church.	Did not demonstrated ability to reflect and/or assess their competencies related to leading in a public church.	Demonstrated some ability to reflect and/or assess their competencies related to leading in a public church.	Demonstrated a robust ability to reflect and assess their person competencies related to leading in a public church.
Percentage of course			**15**

Contextual assessment due May 18th

	Non-observable-1	Observable-3	Exceptional-5
Participation in CPL Site	Did not meet minimum attendance requirement (5 hours/week) at CPL site.	Met minimum attendance requirement but fell short of robust engagement at CPL site.	Met attendance requirement and had robust engagement at CPL site.
Meeting with CPL Mentor	Did not meet minimum meeting requirement with CPL Mentor (one meeting/month)	Met minimum meeting requirement with CPL Mentor but did not engage beyond.	Met minimum meeting requirement with CPL Mentor and initiated additional meetings as well

Learning Agreement	Did not complete learning agreement on time and/or meet minimum requirement of 3 goals.	Completed learning agreement on time, met minimum requirement of 3 goals but does not engage critically and reflectively on ministry.	Met all basic requirements for learning agreement and exhibited an ability to reflect critically and reflectively on ministry in robust ways.
Contextual Assessment	Did not submit on time and/or mentor did not fill out agreement and/or did not engage critically and reflectively on ministry in light of vocational calling.	Completed on time, but with minimal or no critical and reflective engagement on ministry in light of vocational calling.	Met all basic requirements for reflection and exhibited an ability to reflect critically and reflectively on ministry in robust ways in light of vocational calling.
Percentage of course			**15**

POLICIES OF LUTHER SEMINARY

ADA Compliance Statement

Reasonable accommodation will be provided to any student with a disability who is registered with the Student Resource Center and requests needed accommodation. If you are a student with a disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or accommodation in this class or any other class, please contact the Director of the Student Resource Center or contact your instructor directly.

Academic Honesty

Members of the Luther Seminary community are expected to conduct themselves responsibly and honestly in academic matters. Cheating and plagiarism are serious offenses against this expectation and are subject to disciplinary action.

If instances of cheating or plagiarism are detected, one of the disciplinary actions shall follow: either the instructor records a failure for the assignment or examination, or the instructor records a failure for the course. In either case, the instructor shall bring the matter to the Office of the Academic Dean and the Office of the Dean of Students, and the question whether further disciplinary action should be considered will be determined in consultation with the instructor, the Office of the Academic Dean, and the Office of the Dean of Students. See the current Student Handbook for more details on this matter.

Plagiarism

"Plagiarism is the dishonest act of presenting the words or thoughts of another writer as if they were your own.... If you quote from anything at all...you must put quotation

marks around it, or set it off from your text. If you summarize or paraphrase an author's words, you must clearly indicate where the summary or paraphrase begins and ends.... In every instance you must formally acknowledge the written source from which you took the material." [Quoted from James A. W. Heffernan and John E. Lincoln, Writing: A College Handbook (New York: W. W. Norton, 1982), p.457.]

Some examples of plagiarism could include:
- Copying from a source text (whether online or offline) without proper acknowledgment.
- Turning in another student's work with or without that student's knowledge.
- Copying materials word-for-word from a source text, supplying proper documentation, but leaving out quotation marks.
- Paraphrasing materials from a source text without appropriate documentation.
- Turning in a paper copied from a website.
- Recycling your own work from a previous assignment, without permission of the instructor or proper citation

If instances of cheating or plagiarism are detected, one of the disciplinary actions shall follow: either the instructor records a failure for the assignment or examination, or the instructor records a failure for the course. In either case, the instructor shall bring the matter to the Office of the Academic Dean and the Office of the Dean of Students, and the question whether further disciplinary action should be considered will be determined in consultation with the instructor, the Office of the Academic Dean, and the Office of the Dean of Students. See the current Student Handbook for more details on this matter.