HST 514 Syllabus      Summer 2015
SPIRITUAL TRADITIONS and MINISTRY
Dr. James Brandt, Professor     Office Phone: 913 253 5018
Email: jbrandt@spst.edu
Saint Paul School of Theology DMin Program
Two Credit Hours

COURSE DESCRIPTION:

This D.Min. seminar considers various practices and theologies of spirituality within the Christian traditions. We will learn from historical witnesses and ask how they might inform Christian life and ministry today. We will also consider questions of spirituality and our social-cultural situation: what spiritual orientations and practices can help move our individual and corporate life toward wholeness? Students will engage in and reflect on diverse forms of spiritual practice with the goal of recognizing and developing their own spiritual disciplines and their ministry in the church as a historically formed community of spiritual practice.

COURSE OUTLINE:

This course is conducted as a hybrid course, it includes both on-line and face to face components. We begin with on-line work during the periods of April 20-May 22, May 23-June 20, and June 21-26. This work will include sharing our work through Forums on Moodle. We meet face to face July 27-31 and then conclude with a final on-line session, July 31-August 31.

ON-LINE Session 1: April 20-May 22

Community Building Forum: post to this forum at least five times over the five week period, sharing something of yourself as a person and a person in ministry with others in the group and responding with questions and comments to other members of the group.

Spiritual Practices Forum: post to this forum at least four times during the period April 20-May 22, reflecting on the spiritual practices you have chosen, sharing something of what your experience has been, and/or dialoguing with others about their experience.

Spiritual Practices Assignment

Read the Introduction (pp. 11-21) to Spiritual Traditions for the Contemporary Church. Choose one of the following chapters, read the chapter and do the associated practice for an individual:

chapter 1 Lectio Divina, p. 50, the exercise for an individual,
chapter 2 Silence, p. 79-80, the exercise for an individual
chapter 3 Reflection on Possessions, p. 106, the exercise for an individual

Do the exercise from the chapter you have chosen for two weeks—engaging the exercise at least four times/week. Keep careful notes on exactly how you did the exercise
and what you noticed about your own internal response (feelings and thoughts) to doing the practice.

Then choose one of the following chapters:

chapter 5 Luther’s four-stranded garland, p. 168, exercise for an individual
chapter 6 the Ignatian examen, pp. 199-200, exercise for an individual
chapter 7 faithfulness in vocation, p. 231, exercise for an individual
chapter 8 prayer of recollection, p. 266-7, exercise for an individual
chapter 9 praying the office, p. 293-4, exercise for an individual

Do the exercise from the chapter you have chosen for two weeks—engaging the exercise at least four times/week. Keep careful notes on how you did the exercise and what you noticed about your own internal response (feelings and thoughts) to doing the practice.

Write a reflection paper on your experience of engaging these two different exercises. The paper is to be 6-8 pages double spaced. Discuss the following matters for each of your two exercises.

1. The historical origin of the exercise, including discussion of why it was significant in its original context.
2. Reflection on your experience of doing the exercise. Explain in some detail how you did the practice. Then reflect on your experience of doing the practice. Explain your experience, what thoughts and insights it provoked for you, how it impacted your spirit, and why you think it had the effect on you it did.
3. Reflect on the value this practice had for your own faith, life, and ministry. How might your personal spiritual practice and your ministry related to spiritual leadership be shaped by these practices?

Paper is due on May 29, 2015—posted to the Moodle site for this class.

ON-LINE Session 2: May 23-June 20

Jamison/Sample Forum: as you are reading these two books post to this forum at least four times during the period May 23-June 20. Reflect on these two books, what strikes you about each, and how each speaks to your own spirituality and ministry. Speak about your own response and enter into dialogue with others in the class.

Read Finding Happiness, by Abbot Christopher Jamison and Earthy Mysticism by Tex Sample. Write a 6-8 page paper in which you compare and contrast the understanding and practice of spirituality articulated by Jamison and Sample. Provide an analysis of some of the central convictions of these two authors. Then discuss ways in which each text resonates or fails to resonate with your own personal and ministerial convictions. Paper is due on June 20, 2015—posted to the Moodle site for this class.
ON-LINE Session 3: June 21-July 26

Contemporary Church & World Forum: as you are reading about one of four contemporary figures (see below) post at least four times to this forum. Describe what you are learning in your research and engage in dialogue with others in the class.

Choose one of the contemporary witnesses listed below and read roughly 300 pages about your figure’s life, spirituality, ministry, and theology. Seek to understand your figure as deeply as you can, learning about his or her context and his or her spirituality, ministry, and theology. Write a 3-5 page reflection paper in which discuss some of what you’ve learned about the figure and explain how the figure might inform your own spirituality and ministry. Paper is due on July 24, 2015, posted to the Moodle site for this class.

Georgia Harkness
Dorothy Day
Howard Thurman
Desmond Tutu

Read Gil Rendle, Journey in the Wilderness, and reflect on his analysis of the current situation of the church. Come to our face to face sessions (July 27-31) prepared to work with Rendle’s ideas and explore how his insights might inform your own spirituality and ministry.

FACE TO FACE Session: July 27-31, 2015

Monday, July 27  1-4 p.m.
Tuesday, July 28  9-noon  1-4 p.m.
Wednesday, July 29  9-noon  1-4 p.m.
Thursday, July 30  9-noon  1-4 p.m.
Friday, July 31  9-noon

During our Face to Face session we will re-engage the materials we worked with in preparation for our time together in person. We will think deeply about spirituality, ministry, and theology for the contemporary church with an eye to creating a Youtube video to share our learnings with the wider world. Creation of the video will be a major project during our week together.
ON-LINE Session: August 1-31, 2015

Summative Forum: as you reflect on what you have learned in our work together and write your final paper (see below) post at least four times to the forum, indicating what has been most striking to you and engaging in dialogue with other students.

**Final Integrative Paper** Due date: posted to Moodle by August 31, 2015

Write a ten page paper (double-spaced) on the topic of “Spirituality in and for Ministry” The paper is to include the following components

*Reflection on how you understand spirituality—what it means, what it involves, in developing your understanding make use of at least one practice from Spiritual Traditions with attention to why it was significant in its original historical setting and its significance for spirituality today.

*Reflection on how Christian spirituality can help to address our current social-cultural situation. Here you may draw particularly on Jamison, Sample and Rendle to articulate an understanding of our current social-cultural situation and how spirituality can engage it in terms of critique, constructive alternative, and transformation.

*A plan for doing ministry in your setting to address spiritual formation of individuals and community with attention to how faithfulness that engenders wholeness and works appropriately in our situation. The plan is to be specific as to what you will do, why you will do it this way, and what you hope to accomplish. In developing your plan you are to draw on at least one practice in Spiritual Traditions, Jamison, Sample, Rendle and other experiences and materials from class.

Criteria for evaluation of the Integrative Paper include

1. Spelling, grammar, format (follow Turabian)
2. Quality of writing, including clarity, coherence, creativity
3. Fulfillment of all aspects of the assignment (above)
4. Depth of engagement with the written texts for the course
5. Demonstration of historical understanding, especially in terms of the practice from Spiritual Traditions
6. Coherence and (potential) effectiveness of your theological-ministerial vision
7. Appropriateness of plan for ministry to your context.
The Final Integrative Paper will be used for program assessment of the D.Min. program. For this reason, do not put your name on the paper. The final paper will be evaluated using the rubric below.

**Student Learning Outcome 3: Will critically and constructively engage and appropriate spiritual traditions for the practice of and leadership in ministry.**

<table>
<thead>
<tr>
<th>RUBRIC:</th>
<th>DMIN Appropriate</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimally Satisfactory</td>
<td>Student appropriately engages and appropriates spiritual traditions for the practice of and leadership in ministry.</td>
<td>Student constructs creative proposals for the practice of and leadership in ministry drawing from various spiritual traditions.</td>
</tr>
<tr>
<td></td>
<td>Evidence: an appropriation of practices from spiritual traditions for the sake of the practice and leadership in ministry.</td>
<td>Evidence: a constructive proposal for the practice of and leadership in ministry, drawing upon a critical understanding of spiritual practices from multiple Christian traditions.</td>
</tr>
<tr>
<td></td>
<td>Student critically analyzes, interprets, and appropriates spiritual traditions for the practice of and leadership in ministry.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evidence: a critical engagement of historical and contemporary scholarship of various spiritual traditions with application to the practice of and leadership in ministry.</td>
<td></td>
</tr>
</tbody>
</table>

**Technical Considerations**

**This hybrid course relies on the use of our course Moodle site which requires:**

- An Internet connection. A high speed Internet connection is highly recommended
- An Internet browser. (supported browsers include: Internet Explorer, Firefox, and Safari)
- A Saint Paul student account, login and password.

Any computer capable of running a recently updated web browser should be sufficient to access our Moodle site. However, bear in mind that processor speed, amount of RAM and Internet connection speed can greatly affect performance. Those using dial-up connections will experience longer page load times and much slower performance.

You are responsible for trouble-shooting any technical difficulties you experience. For Saint Paul Helpdesk: helpdesk@spst.edu or (913) 253-5030. In addition, a “Student Handout” and “FAQ” sheet are available under the “Main Menu” on left side of your Moodle Home Page. Download these to your computer for future reference.

**COURSE DESCRIPTION:**

This D.Min. seminar considers various practices and theologies of spirituality within the Christian traditions. We will learn from historical witnesses and ask how they might inform Christian life and ministry today. We will also consider questions of spirituality and our social-cultural situation: what spiritual orientations and practices can
help move our individual and corporate life toward wholeness? Students will engage in and reflect on diverse forms of spiritual practice with the goal of recognizing and developing their own spiritual disciplines and their ministry in the church as a historically formed community of spiritual practice.

**COURSE OBJECTIVES INCLUDE:** In general, the aim of this course is critical and constructive engagement with and appropriation of spiritual traditions for the practice of and leadership in ministry. (DMin SLO #3). Such an aim comprises the following elements:

1. Understanding of spiritual traditions,
2. Self-awareness of one’s own spirituality,
3. Skills at leading spiritual practices,
4. Skills for connecting spirituality and the life of the church,
5. Understanding of how context of ministry is shaped by and in turn shapes spirituality in ministry, and an
6. Articulation of a vision for ministry related to spiritual formation.

**GRADING CONTRACT:**

Advanced Assignments:
- Paper on Jamison and Sample 15 points
- Paper on Spiritual Traditions 15 points
- Paper on Contemporary Figure 10 points

Moodle Forums 15 points

Seminar Participation: 4 points daily, 20 points

Post-Seminar Integrative Paper: 25 points

Course: 100 points Total

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.00</td>
<td>A</td>
</tr>
<tr>
<td>3.75</td>
<td>A-</td>
</tr>
<tr>
<td>3.50</td>
<td>B+</td>
</tr>
<tr>
<td>3.25</td>
<td>B</td>
</tr>
<tr>
<td>3.00</td>
<td>B-</td>
</tr>
<tr>
<td>2.75</td>
<td>C+</td>
</tr>
<tr>
<td>2.50</td>
<td>C</td>
</tr>
<tr>
<td>2.25</td>
<td>C-</td>
</tr>
<tr>
<td>1.75</td>
<td>D</td>
</tr>
<tr>
<td>1.00</td>
<td>F</td>
</tr>
</tbody>
</table>

**GENERAL GRADING RUBRICS: CONTENT**

In general, grading will be done according to the following criteria. “C” papers follow assignment directions, show an adequate understanding of the texts and are free from egregious errors in grammar, citation and interpretation. “B” papers, in addition to that, show some analytical depth: they raise deeper issues of critical interpretation and probe beneath surface summaries to suggest theological connections and /or implications. “A” papers do all of that and in addition show a creative or constructive response to important problems of interpretation and analysis suggested by the texts under discussion.
GENERAL GRADING RUBRICS: COMMUNICATION SKILLS

1. **Avoid mechanical mistakes** such as errors in spelling, punctuation, capitalization and grammar. Since this is a graduate level course, it is my operating assumption that carelessness rather than misunderstanding is the source of the error. Excessive typos or other mechanical mistakes will negatively affect your grade. Otherwise, your grade will be based exclusively on the content and organization of your argument.

2. Be **accurate and fair**. Give these texts a close reading and your careful consideration.

3. Be both **constructive and critical** in your analysis.

4. **Use inclusive language.** Standards and rationale for using inclusive language are in the *SPST Community Handbook*, pg.147, and examples on pg. 191.

5. **Meet the assigned deadlines!** In order to encourage you to spend time thinking about each of these reading and writing assignments, they have been spread over the weeks preceding our intensive seminar. Most everyone could write a better paper or report, if they had "just a little more time." However, both to foster thoughtful work and out of fairness to your classmates, papers turned in late will be docked points. (Of course sometimes exceptions to this policy should be made. If you believe such is warranted, contact Dr. Brandt immediately at jbrandt@spst.edu.)

Remember: **better late than never!** All course requirements must be completed in order to pass the course. Even if it is so late you will not receive any points for it, turn in your late assignment!

6. **Avoid plagiarism.** The unacknowledged use of other persons’ writing or speech is a form of dishonesty. Students are expected to compose their own documents (whether as individuals or groups), and to clearly cite the use or intellectual influence of others with appropriate annotations and bibliographies. The pre-seminar papers are informal and are focused on one or two texts. Thus, you may simply note the relevant text and page number(s) in parentheses. The post-seminar integrative paper may involves ideas from several of our required texts, so please take note of both the relevant author and page number(s).

7. **Format.** Papers are *typically* to be typed and double-spaced, using a standard-sized, 12-point font, and submitted electronically. US based students are expected to upload their papers onto Moodle.

8. **MOODLE:** As a student registered for this course, you are registered with Moodle and enrolled in our course site. The general link for Moodle is
Our course is called HST 514 AK-2015.SUMMER.Spiritual Traditions. The syllabus, additional resources, assignment details regarding your reflection papers, your grades, and class announcements will be posted there. Go to our class Moodle site regularly (and check your SPST email often – at least weekly-- as well.) If difficulties arise, please call the Help Desk at 913 253 5030 or email them at helpdesk@spst.edu.

9. Some mechanical (writing) suggestions. When writing for academic or publication purposes, book titles (and all non-English words) should always be italicized. Article titles should go in quotation marks. When referring to authors in academic writing always use their full name (James M. Brandt) the first time you refer to them. After that, only cite their family (last in English) names (Brandt). Never refer to authors by their personal/individual (first in English) names (James/Jim) in academic writing. Most scholars usually never use titles such as Ms., Mr., Dr., Rev. in academic writing. Some feel bound to honor certain people with titles: e.g., Bishop Tutu, Rev. Dr. King, Pope Francis etc. Write out numbers between zero and ninety-nine, unless they are part of a date, citation (e.g., a page or volume number), dollar amount, percentage. Avoid ending sentences with prepositions. Avoid split infinitives.

POLICY FOR PERSONS WITH DISABILITIES: It is a SPST commitment to facilitate the learning of students capable of graduate-level seminary work. Any student who has a condition that may prevent full demonstration of his/her abilities (e.g., difficulty in seeing or hearing, dyslexia or other learning disabilities) should contact the Assistant Director of Contextual Education (KC) or the Associate Dean and Associate Director of Contextual Education (OKC). Following receipt of medical documentation from the student, reasonable accommodations for specified needs will be determined by the Assistant Director of Contextual Education (KC) and/or the Associate Dean and Associate Director of Contextual Education (OKC). (For more details, see the SPST Community Handbook.)