

The School of Theology
The University of the South, Sewanee TN
MNST 562 - Transforming Congregations & Communities
Tuesdays, 3:05 – 5:05 PM Location: Hamilton Hall, Room 117

Instructor: The Rev. Kammy Young
Office Hours (HH108): by appointment

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Rationale

This interdisciplinary course was collaboratively created by School of Theology faculty, students, and colleagues in the Leading Change Network, Leadership Development Initiative, and Direct Action & Research Training Center. All have a shared concern for graduating a cohort of students that have the cultural awareness and ability to analyze systems of power and injustice and are prepared to walk out the door and into a church or other setting and know how to faithfully engage injustice in ways that are effective and transforming. It is part of a larger vision for a curriculum that is integrated such that the cry for justice is not just anecdotal but heard in every academic discipline here.

This course is for students interested in learning how to create social change through collective action and how this action is rooted and grounded in the faith of Christianity in general and the Episcopal Church in particular. Because it is a course in practice, it requires trying new things, risking failure, and stepping outside your comfort zone. As reflective practitioners, students will learn through critical reflection on their experience, feedback and coaching.

Leadership development tools will be employed to enable students to organize congregations and communities to use power relationally in order to bring about political, economic, social and spiritual transformation. The baptismal covenant will be the underlying structure as we explore various biblical and theological perspectives on how power works in congregations and communities. This course will give students the opportunity to explore building power for change and renewal within a local context using a project-based learning approach applying the tools and concepts.

The course directly connects with the stated purpose of the University of the South: the pursuit of knowledge, understanding, and wisdom in close community and in full freedom of inquiry, and enlightened by Christian faith in the Anglican tradition...to the end that students be prepared to search for truth, seek justice, preserve liberty under law, and serve God and humanity. In pursuit of the seminary's mission, this course develops leaders in lay and ordained vocations who are learned, skilled, informed by the Word of God, and committed to the mission of Christ's church, in the Anglican tradition of forming disciples. This course is particularly supportive of students preparing for partnership with field education sites and mentors to pursue learning goals that include leadership development and missional engagement.

In this course, students have the opportunity to practice leadership through enabling members of a congregation or community to work together to achieve specific outcomes in the pursuit of a shared purpose by the end of the semester. Students learn six core leadership practices for Christian discipleship: mentoring in spiritual practices, building committed relationships; using narrative to translate values into the capacity for agency; turning resources into power by strategizing; turning intentions into effective action; and structuring organization so as to develop leadership, engage people, and achieve goals within biblical and theological framework.

Objectives

Upon completion of this course, the student will be:

1. Alert to injustice and the economic, religious and political systems of society that perpetuate it, critiquing them from a faith perspective;
2. Able to lead transformational change through collective action grounded in the baptismal covenant of the Episcopal Church;
3. Equipped with theological and leadership skills to build the capacity of one's self and others to achieve shared purpose in the face of uncertainty and injustice; and
4. Proficient in teaching aspects of the transformational ministry tools learned and their theological foundations.

Strategies

The educational approach in this course creates opportunities for students to organize others to work together to achieve shared purpose rooted in five specific practices: relationship building, story telling, strategizing, acting, and structuring leadership. Students commit to values-based organizing projects that require mobilizing others to determine, strategize, and achieve an outcome by the end of the semester. Each class session includes discussion of foundational theological perspectives and narratives in order to facilitate the integration of faith and action. Students' learning is supported with discussion, readings, reflection papers, and skill building workshops.

1. Attending and participating fully in each class session.
2. Written reflections on learning growth, challenges and insights
3. Completing all reading assignments and participate in class and Blackboard discussion about those readings.
4. Students base class work on their experience working with a team in organizing a "missional engagement campaign" of their choosing, designed on theological foundations and engaging spiritual practices. This project will require collaborating with members of congregations and communities to achieve a clear outcome that advances your shared purpose by the end of the semester. Engaging in this practical application of the course content should average some 6 hours/week.
5. Students taking this course for academic credit toward an S.T.M. degree will additionally develop a paper of no more than 3,000 words due December 16, 2015 on one of the following topics:
 - Formulate and defend your own theology of power and describe how power principles learned in this course would affect the way you would go about providing leadership to a church or Christian community; include exploring a person of the Bible not examined in this course to trace how he or she used relational power to further the coming of the shalom community or kingdom of God in his community, city or nation;
 - Use the biblical social analysis described by Linthicum and used in this course to analyze a formal organization of your choice (for example, a church, community group, mission agency, regional judicatory or denomination, city government agency, state or federal agency, academic institution, etc.) and also consider 2-3 people who wield influence in the organization in light of the five bases of power identified by social psychologists John French and Bertram: legitimate, reward, expert, referent, and coercive (*see 2015 Contextual Education Manual Resource 6. Power Analysis of a Congregation*)

Evaluation

The final grades for this integrated theory and practice of ministry course are either P (pass) or F (fail). An exception to this evaluation process may be requested through the registrar and instructor in order to receive a letter grade. To receive the grade of P, you must be doing work comparable to a D or better (66% or more). Pass/fail grades are not included in your grade point average. Self-reflection, initiative and taking risks to expand your learning and skills for ordained ministry is encouraged, and mistakes and failures are expected; in addition striving for excellence as a manner of life worthy of the gospel is also encouraged.

Relational (One-to-One) & Coaching Meetings (30%)

This course maintains that relational power's most radical act is intentionally building relationships that engage people in public life. During the first three weeks of class each student will schedule and meet with the instructor for a meeting and then will conduct at least two relational meetings with other people in the community, with coaching. A written record and evaluation of each meeting of these relational meetings plus three others during the course will be submitted to Blackboard and discussed in class. Students will also have three coaching meetings with the instructor or peer coaches during the course to assist them with their project learning.

Justice Ministry Project (30%)

Develop a project addressing a shared need, concern, issue, or injustice in a church, community group, mission agency, regional judicatory or denomination, city government agency, state or federal agency, academic institution, etc. At the end of the term, students make a team presentation analyzing their mission project. Students are evaluated not on whether their project is a "success," but on a demonstrated ability to analyze what happened, how and why. How did your team use the discussion, reading, tools, models, and ideas in this course to further the coming of the shalom community in this place? What would you change to address an issue or concern in the future?

Reflection Papers (40%)

Beginning in the third week of class, students submit reflection papers of no more than 1,000 words in which they analyze their experience of their organizing project. Each week we pose questions to stimulate reflection. Reflection papers are due before Monday's at 8:00 a.m. prior to the next class session (except for the final one). Of eight total reflection papers, you may skip two. Two of the remaining six are required, one of which is a midterm analysis of their project: why it is or is not working; the other at the end of the term is a final reflection paper analyzing the missional project from your personal experience and perspective on how would you describe your understanding of power and how that affected the way you went about practicing prayerful and prophetic leadership in the congregation or community. Students in the S.T.M. degree program will submit their additional paper along with the final reflection paper, which is due by Friday of the last day of finals week, December 11, 2015 before midnight.

Course Bibliography

Required Texts

1. Chambers, Edward T. *The Power of Relational Action*. Skokie, IL: ACTA Publications, 2009.
2. Gecan, Michael. *Effective Organizing for Congregational Renewal*. Skokie, IL: ACTA Publications, 2008.
3. Jacobsen, Dennis A. *Doing Justice: Congregations and Community Organizing*. Minneapolis: Fortress Press, 2001.
4. Krehbiel, Jefferey K. *Reflecting with Scripture on Community Organizing*. Chicago: ACTA Publications, 2010.
5. Salvatierra, Alexia and Peter Heitzel. *Faith-Rooted Organizing: Mobilizing the Church in Service to the World*. Downers Grove, Illinois: InterVarsity Press, 2013.

Course Work Schedule

Class session	Date	Worship, Discussion & Narrative	Reading, Reflection & Responsibility to Prepare	Practical Application & Peer coaching
	Tues. 2015	FAITH	&	ACTION
1.	8/25	The Baptismal Covenant: Love & Power Syllabus Review		House Meeting
	Friday 8/28	Workshop / Retreat: In lieu of class sessions # 12 & #13 “Do you believe God, the Father Almighty, creator of heaven and earth, and in Jesus Christ, the Son of God?” The Prophetic Call, Values, Justice & Power Overview of 6 Essential Practices “Will you proclaim by word and example....” “Will you seek and serve...”	<ul style="list-style-type: none"> • Review Blackboard (Bb) • Complete Reading & Viewing assigned on Bb prior to workshop retreat <ul style="list-style-type: none"> ➢ Linthicum, <i>Building a People of Power</i> (Introduction, Where to Begin) ➢ Chambers, <i>The Power of Relational Action</i> ➢ Jacobsen, <i>Doing Justice</i>, (Preface, The World as It Is, The World as It Should Be, Self-Interest, One-on-Ones) • Meeting with instructor prior to Workshop/Retreat • Preparation for Workshop/Retreat according to your role • Prepare list of potential meetings with congregational and community leaders; Participant Guide will be provided 	Workshop / Retreat: In lieu of class sessions # 12 & #13 Public Narrative & Relational Meetings
2.	9/01	“Will you proclaim by word and example....” “Will you seek and serve...” “Will you persevere in resisting evil....”	<ul style="list-style-type: none"> • Complete Reading & Viewing assigned on Bb prior to class <ul style="list-style-type: none"> ➢ Brueggemann, Walter. "Disrupting Pharaoh's Narrative" DART video ➢ Jacobsen, <i>Doing Justice</i> (Engaging the Public Arena, Congregation-Based Community Organizing) ➢ Salvatierra, <i>Faith-Rooted Organizing</i>, (Introduction, The Roots of Faith-Rooted Organizing, Dreaming God's Dream Together The Goals of Faith-Rooted Organizing, Prophetic Advocacy & Public Witness, Recruitment God's Pitchfork) ➢ Presiding Bishop Elect Curry's "Biblical Foundation" from Reimagining the Episcopal Church video 	Shared Story (Public Narrative) coaching in class Shared Commitment (1:1) coaching in progress with meetings Shared Guidance (Coaching skills) discussed and practiced in class
3.	9/08	“Will you proclaim by word and example....” “Will you seek and serve...”	<ul style="list-style-type: none"> • Reflection paper #1 due • Complete Reading & Viewing assigned on Bb prior to class <ul style="list-style-type: none"> ➢ Jacobsen, <i>Doing Justice</i> (Power) 	Shared Story & Shared Commitment coaching in class
4.	9/15	“Will you continue in the apostles teaching...”	<ul style="list-style-type: none"> • Reflection paper #2 due • Project worksheet due (beginning discernment about purpose of & people for your project) • Complete Reading & Viewing assigned on Bb prior to class <ul style="list-style-type: none"> ➢ Gecan, <i>Effective Organizing for Congregational Renewal</i> • Reflection paper #3 due 9/21/15 	Shared Structure: <ul style="list-style-type: none"> • Building effective, strong, diverse teams • Creating shared purpose and roles and norms
5.	9/29	“Will you persevere in resisting evil....”	<ul style="list-style-type: none"> • Reflection paper #3 due • Complete Reading & Viewing assigned on Bb prior to class <ul style="list-style-type: none"> ➢ Gecan, <i>Effective Organizing for Congregational Renewal</i> 	Shared Strategy Coaching project development
6.	10/6	“Will you continue in the apostles teaching...”	Midterm Strategizing exercise due (in lieu of Reflection #4) <ul style="list-style-type: none"> • Complete Reading & Viewing assigned on Bb prior to class <ul style="list-style-type: none"> ➢ Jacobsen, <i>Doing Justice</i> (Agitation) ➢ Krehbiel, <i>Reflecting with Scripture on Community Organizing</i> (Introduction and 1st bible study on Crowd to Community) 	Shared Action <ul style="list-style-type: none"> • Motivation Task Design
7.	10/13	“Do you believe in the God the Holy Spirit?” Theological Reflection on Case Studies	<ul style="list-style-type: none"> • Complete Reading & Viewing assigned on Bb prior to class <ul style="list-style-type: none"> ➢ Jacobsen, <i>Doing Justice</i> (Community) ➢ Krehbiel, <i>Reflecting with Scripture on Community Organizing</i> (2nd bible study on Anger to Action) 	Peer Coaching <ul style="list-style-type: none"> ▪ Lisa leading ▪ Kammy debrief

8.	10/20	“Will you strive for justice...” Theological Reflection on Case Studies	<ul style="list-style-type: none"> • Reflection paper #5 due • Continue Reading & Viewing assigned on Bb for 10/13 	Peer Coaching
9.	10/27	Baptismal Renunciations & Affirmations Guest: Becky Wright	<ul style="list-style-type: none"> • Reflection paper #6 due • Complete Reading & Viewing assigned on Bb prior to class <ul style="list-style-type: none"> ➤ Jacobsen, <i>Doing Justice</i> (A Spirituality for the Long Haul) ➤ Krehbiel, <i>Reflecting with Scripture on Community Organizing</i> (3rd bible study on Pride to Perseverance) 	Peer Coaching Theological Reflection on Case Studies
10.	11/3	Baptismal Prayers for the Candidates Guest: Andy Thompson	<ul style="list-style-type: none"> • Complete Reading & Viewing assigned on Bb prior to class <ul style="list-style-type: none"> ➤ Jacobsen, <i>Doing Justice</i> (A Spirituality for the Long Haul) ➤ Krehbiel, <i>Reflecting with Scripture on Community Organizing</i> (3rd bible study on Pride to Perseverance) • Planning for Celebration 	Peer Coaching Theological Reflection on Case Studies
11.	11/10	Celebration of Disciplines & The Baptismal Covenant revisited	<ul style="list-style-type: none"> • Complete Reading & Viewing assigned on Bb prior to class <ul style="list-style-type: none"> ➤ Krehbiel, <i>Reflecting with Scripture on Community Organizing</i> (4th bible study) Reflection paper #7 due 	Peer Coaching Theological Reflection on Case Studies
12.	11/17	N/A	No class meeting	
13.	11/24	N/A	No class meeting	
14.	12/08	Team Project Presentation & Celebration	Final Reflection paper #8 due on Friday, Dec. 11, 2015	Team Project Presentation & Celebration scheduled in collaboration on 9/1/2015

The School of Theology
Transforming Congregations & Communities Opening Workshop/Retreat

Friday, August 28, 2015 from 8:10-5:15 p.m.

St. Mary's Sewanee

The follow learning time is in lieu of Class Sessions #12 & #13

Goals

- Give students in the MNST 562 *Transforming Congregations & Communities* course a broad orientation and overview of:
 - Biblical foundations and theological understandings of organizing as an essential Christian discipline: Rethinking justice ministry, love and power from an Episcopal perspective.
 - An introduction to the ministry of the Leadership Development Initiative and the 6 key leadership practices
 - Practice three of the leadership practices, Coaching, Public Narrative & Relationship Building 1:1s
- Plan next steps for developing a project-based learning experience for the semester to practice skills of missional engagement and leadership development

Agenda

8:00 AM	Welcome, Coffee and snacks, name tags
8:10 AM	Opening Worship (20) Covenant of Presence and Developing Norms (20)
8:50 AM	Check-in conversation on project possibilities
9:10 AM	<i>Presentations:</i> The Prophetic Call & Values, Justice & Power (45) Theological Reflection on a Case Study (15)
10:10 AM	Break
11:00 AM	<i>Presentation:</i> Overview of Leadership Practices and Organizing (45) Theological Reflection on a Case Study (15)
Noon	Eucharist (30 minutes)
12:30 PM	Potluck Lunch (45 minutes)
1:15 PM	<i>Interlude:</i> Humor as a spiritual discipline in organizing; Excerpt from "You Got to Move"
1:30 PM	Presentation: Shared Story: Introduction to Public Narrative
1:50 PM	Breakout: Practicing Public Narrative – two rounds (50)
2:40 PM	Debrief with whole group (5)
2:45 PM	Break (15)
3:00 PM	Presentation: Shared Commitment / Building Public Relationships
3:20 PM	Breakout: Practicing 1:1s – two rounds (30)
3:50 PM	Debrief with whole group & Schedule next steps (10)
4:00 PM	Break (10)
4:10 PM	Commitment to Next Steps (25)
4:35 PM	Evaluation (10)
4:45 PM	Closing Worship
5:05 PM	Celebration and End of Workshop/Retreat at 5:10 p.m.

Texts for Further Reading on Reserve

1. Brueggemann, Walter. *Truth Speaks to Power: The Countercultural Nature of Scripture*. Louisville: Westminster John Knox Press, 2013. This is a current resource by a scholar highly respected in the Episcopal Church that addresses how “biblical faith is concerned with questions of social justice and the consequent mandate to social action.” In particular he speaks to the contention in this course around the essential public nature of using biblical narratives that place the power of YHWH in the public drama alongside the transformative potential of social pain when it is enacted in the public domain, which the instructor describes as “practicing resurrection.”
2. Ganz, Marshall. “Organizing People, Power, and Change.” Class Lecture Notes & Videos, John F. Kennedy School of Government, Harvard University, Spring 2014. The Leadership Development training that the Episcopal Church is using with congregations has been modeled after much of what is taught by Ganz and many other universities in the Leading Change Network. It is integrated with spiritual practices, and adapted for congregational and other contexts.
3. Kahane, Adam. *Power and Love: A Theory and Practice of Social Change*. A BK Currents Book. 1st ed. San Francisco: Berrett-Koehler Publishers, 2010. This book is a great synthesis and broad application worldwide of the concepts which Paul Tillich and Martin Luther King, Jr. have shared about love and power. The author helps to reframe notions that are often misunderstood by church leaders and therefore hinder our ability to practically address our toughest group, community and social challenges. Kahane is a behavioral scientist with wide experience in addressing the world’s most difficult issues for almost 25 years. He maintains that to co-create new social realities we have to work with two distinct fundamental forces that are in tension: power and love. He describes the generative and degenerative sides of both power and love and uses the analogy of walking on two legs, always being in dynamic balance, for learning to employ both power (the drive to achieve purpose) and love (the drive toward unity) in addressing our social challenges. I understand the church’s handicaps around doing justice as based on our being crippled by a failure to theoretically and practically reconcile notions of love and power. We have explicitly focused on one (love) and distained the other (power, though often *covertly* engaging it). Community-organizing practices have tended to be *overtly* associated with the degenerative aspect of power (*power-over*), and so there is a developed aversion for people of faith to participate. However, when properly articulated, understood, and practiced, the generative *power-to* create social change, to do justice, can be an ongoing journey of moving forward together in ways that require a high degree of accountability and commitment in order to maintain that delicate balance of power and love. Kahane’s stories describing real successes and failures help to reframe notions of power and love that are often misunderstood by church leaders and therefore hinder our ability to practically address our toughest group, community and social challenges.
4. Linthicum, Robert C. *Building a People of Power: Equipping Churches to Transform their Communities*. Waynesboro, GA; Federal Way, WA: Authentic Media; Published in partnership with World Vision Press, 2006.
There are workbooks and DVD’s available for this as well.