

The School of Theology
The University of the South, Sewanee TN
MNST 562 - Transforming Congregations & Communities, Advent Semester 2016

Instructor: The Rev. Kathryn Mary (Kammy) Young
Office Hours (HH108): by appointment
Seminar Meetings: Mondays, 3:00 – 5:00 PM

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Rationale

This interdisciplinary course was collaboratively created by School of Theology faculty and students with support from colleagues in the Direct Action & Research Training Center, Leadership Development Initiative, Leading Change Network, and Faith Rooted Organizing Un-Network. 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 engagement for a more just community is not just anecdotal but woven into every academic discipline.

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.

The baptismal covenant will be the underlying structure as we explore various biblical and theological perspectives on how power works in congregations and communities. As the Rev. Dr. James Turrell notes, “The inclusion of the baptismal covenant emphasizes that baptism in the 1979 Book of Common Prayer is primarily about discipleship.”¹ Renewal in our era around the baptismal theology of the Episcopal Church involves squarely addressing the social implications of baptism, shifting from established church models to becoming a more missional church, and shifting from “recruiting volunteers” to cultivating disciples and developing leaders. 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. 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.

¹ James Fielding Turrell. *Celebrating the Rites of Initiation: A Practical Ceremonial Guide for Clergy and Other Liturgical Ministers*. New York: Church Publishing, 2013, p. 17.

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 six specific practices: relationship building, story telling, strategizing, acting, coaching, and structuring leadership. Students commit to values-based engagement that requires 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 will require collaborating with members of congregations and communities to achieve a clear outcome that advances a shared purpose. 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 either:
 - a. Develop a curriculum for applying and sharing the learning and practices in this course with people in other settings; this curriculum development will involve preparation and participation as a coach and trainer with the School of Theology's Missional Engagement Initiative.
 - b. Develop a paper of no more than 3,000 words due December 9, 2016 on one of the following topics:
 - Formulate and defend your own theology of power and describe how 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. Also draw on 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.).

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 (20%)

This course maintains that relational power's most radical act is intentionally building relationships that engage people in public life. During this class each student will conduct numerous strategic individual meetings with people in congregations and their communities. A written record and evaluation of four (4) of these relational meetings during the course will be submitted to Blackboard and discussed in class. Students will also have coaching meetings with peer coaches during the course to assist them with their project learning.

Missional Engagement Initiative Team Project Participation (20%)

Students will work alongside a team developing a project to address 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. Toward the end of the term, students make a team presentation analyzing the mission project. Students are evaluated not on whether the project is likely to be a "success," but on a demonstrated ability to analyze what is happening, how and why. How is the team using the tools, models, and ideas in this course to move further toward shalom community? What would you change in the way the team is acting on their faith to address an issue or concern in the future?

Reflection Papers (60%)

Beginning in the third week of class, students submit reflection papers of no more than 750 words (1 ½ pages single spaced) in which they analyze their experience of the project. These reflection papers may also be used as coaching notes for teams working with the Missional Engagement Initiative. Each week we pose questions to stimulate reflection. Reflection papers are due Fridays at 5:00 p.m. prior to the next class session (except for the final one). Of eight (8) total reflection papers, you may skip two for a total of six (6) reflections submitted. One of those six are required, at the end of the term, and is a final reflection paper analyzing the missional project from your personal experience, a description of your understanding of power through the lens of the baptismal covenant, and how that affects practicing prayerful and prophetic leadership in the congregation or community. That final reflection paper is due by Friday of the last day of finals week, December 9, 2016, before midnight. Students in the S.T.M. degree program will also submit their additional paper or curriculum project on that same due date of Friday of the last day of finals week, December 9, 2016, before midnight.

Course Annotated Bibliography

Required Texts

1. Chambers, Edward T. *The Power of Relational Action*. Skokie, IL: ACTA Publications, 2009.
This small but powerful booklet is one of the best tools for learning about and finding inspiration for why people of faith would want to engage in *the* foundational practice of community organizing – the one-to-ones or relational meetings. The work aptly describes what this course maintains, which is that critical to all transformations are the personal relationships we have, the close connections with others that sustain our lives and give meaning to our larger contexts. The distinction between public and private relationships is an important one, and Chambers makes the case here for the essential, soulful work of building public relationships and how the power of those relationships can translate into personal and social transformation.
2. Chambers, Edward T. *Action Creates Public Life*. Chicago: ACTA Publications, 2010.
Reflection that helps create a sense of urgency around the engagement of people of faith in public life. He argues that it is by taking action that we define who we are as adults and help create the world-as-it could-be.
3. Engh, Susan. (w), Mary Kettl (a), and Bob Sitze (a). “Hope at Work.” (2009), *Evangelical Lutheran Church in America*.
A comic book that's serious about drawing people of faith into deeper engagement with their neighborhoods and broader communities. This whimsical resource follows the lives of two Hope Church lay leaders and their pastor as they listen to the joys and concerns of church members and neighbors and then explore ways to respond with public action. Along the way, they join forces with the fictional interfaith community organizing group MISHPAT (Metropolitan Initiative for Strong, Hopeful People Acting Together). Through these characters' courage, as well as their clumsiness, readers are compelled to consider their own congregation's opportunities for more effective public witness and community ministry.
4. Gecan, Michael. *Effective Organizing for Congregational Renewal*. Skokie, IL: ACTA Publications, 2008.
Using illustrations from the Roman Catholic, Muslim, Lutheran, Jewish, and Episcopal traditions, this booklet gives a great summary of the ways each of the community organizing tools can renew congregational life. He makes the case that at all times we have two choices in congregational leadership: to continue doing what we always have done or to reorganize and re-energize the way we do things. Whether or not these four universal tools of all effective organizing are employed for justice ministry, the methods of individual (one-to-one relational meetings), power (relational) analysis, teaching and training, and action and evaluation are described in ways that those who may have an “aversion” to community organizing in theory can be encouraged to practice them in other ways as faithful leaders of congregations. This “back door” approach can be helpful for easing into the ideas of organizing where there may be initial resistance.
5. Jacobsen, Dennis A. *Doing Justice: Congregations and Community Organizing*. Minneapolis: Fortress Press, 2001.
Written by a Lutheran priest active in the Gamaliel faith-based community organization, this is probably the best and most concise “how-to” manual for this work. The chapters on Power, Self-Interest, and Agitation are especially helpful for dispelling common misunderstandings of these principles and for integrating it with faith perspectives. The study guide is also particularly helpful.
6. Krehbiel, Jefferey K. *Reflecting with Scripture on Community Organizing*. Chicago: ACTA Publications, 2010.
This is an excellent short resource for giving congregations an introduction to community organizing principles through the lens of bible study. The Group Study Guide in the back uses Walter Wink's *Transforming Bible Study* process to good effect. Using the feeding of the 5,000, Moses call to the

mission of God, the parable of the woman and unjust judge, and Isaiah and the prophets the author leads us through the process of conversion from crowd to community, anger to action, pride to perseverance, and the responsibility to keep hope alive, respectively. Key concepts include: 1) a fundamental assumption of organizing is that every community has within it leaders capable of acting on their own behalf in relationship with others; 2) if you cannot remember what you really value, if you do not grieve over the way things are that do not respect those values, you cannot sustain the struggle to organize for change; 3) persistence and public exposure are two of the most potent accountability tools; and 4) what is currently needed is a way of reflection on the relationship between the actions of community organizations in working for justice and the values of faith communities using scripture.

7. Salvatierra, Alexia and Peter Heitzel. *Faith-Rooted Organizing: Mobilizing the Church in Service to the World*. Downers Grove, Illinois: InterVarsity Press, 2013.

This book makes a clear distinction between adapting a secular model (“faith-based organizing”) and an approach that is rooted in faith principles and practices. Faith-rooted organizing takes the beliefs, values, and disciplines of the people of God as the first order which then shapes and guides not only how we organize for justice but why.

Texts for Further Reading on Reserve

1. Brueggemann, Walter. *Truth Speaks to Power: The Countercultural Nature of Scripture*. Louisville: Westminster John Knox Press, 2013.

The 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, John F. Kennedy School of Government, Harvard University, Spring 2014.

The Leadership Development Initiative (LDI) training that the Episcopal Diocese of Massachusetts 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. The School of Theology’s Missional Engagement Initiative partners with LDI as one of the pioneers in their network for engaging seminarians and congregations in the practical application of the Baptismal Covenant for transformational leadership. Videos of the 14-week graduate course plenary sessions are available here: [People, Power & Change Harvard videos](https://www.youtube.com/playlist?list=PL5naSQMdqjZ8jG-m_e-vAdXDOipdINrLD) (https://www.youtube.com/playlist?list=PL5naSQMdqjZ8jG-m_e-vAdXDOipdINrLD)

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). When properly articulated, understood, and practiced, generative *power-to* (vs. *power-over*) to create social change is 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.

Linthicum has taught this course in numerous seminaries and wrote this book as a text for those graduate level seminary courses. It is comprehensive in its social analysis and description of practical application of the values and processes for enabling people to come together to address injustices. However, seminary students here were particularly aware of the differences in biblical theology between our Anglican approach and his more Calvinist one. This disconnect has been a primary impetus for me to re-frame his appropriation of scripture in ways that will be more accessible for Episcopal clergy and laity. The other book that was the basis for this work was designed for interfaith audiences of people who are in a congregational rather than academic setting and is also excellent, *Transforming Power: Biblical Strategies for Making a Difference in Your Community*.

5. Linthicum, Robert C., host. “Building a People of Power: Biblical Principles for Faith-based Community Organizing.”

A DVD video teaching/training series on principles of community transformation. This is a very practical study in biblical principles for community transformation of political, economic and values-determining systems. It offers practical strategies and methodologies for broad-based organizing so communities can realize what Jesus called, “The Kingdom of God,” or as it is called in Hebrew, “The Shalom Community.” It includes classroom teaching, interviews, clips from The Visual Bible, and video-taped case histories of community organizing. Broken into six sets, the series can be used in its entirety or as separate mini-courses. The series is taught primarily by Dr. Robert Linthicum, a former pastor and Director of Urban Advance for World Vision International. He has been involved in scores of community organizing projects and has helped train pastors and community leaders in Asia, Africa and Latin America. It is available through Christians Supporting Community Organizing, through their website at <http://www.cscoweb.org/>.

Course Work Schedule

Seminar session	Date 2016	Worship / Conversation FAITH / LOVE	Reading, Reflection & Responsibility to Prepare	Practical Application ACTION / POWER
1.	Monday 8/29 3-5 PM	Overview & Introduction The Baptismal Covenant: Faith & Action/ Love & Power	Review Blackboard (Bb) Complete Reading & Viewing on Bb: <ul style="list-style-type: none"> ➢ <i>Hope At Work</i> comic book ➢ Review MEI <i>Taste & See</i> Participant Guide from 6/18/16 	House Meeting
No class	Monday 9/05 3-5 PM	<i>See below</i>	In lieu of this seminar session the class will participate in the Missional Engagement Initiative (MEI) training held the following Saturday, 9/10/16	In lieu of seminar session #2 class session and coursework you will join in the Missional Engagement Initiative (MEI) Training: <i>Foundations of Shared Leadership</i>
2.	Saturday 9/10 9 AM – 5 PM Location: Cravens Hall <i>Please plan to arrive at 8:15 AM and stay for eval, etc. until 6:00 PM</i>	In lieu of class session on Monday, 9/05/16 Overview of the 6 discipleship practices	Complete Reading & Viewing on Bb: <ul style="list-style-type: none"> ➢ Individual Meeting with a MEI coach prior to training <ul style="list-style-type: none"> ○ Review 1:1 relationship-building skills ➢ Review the MEI Coaches training guide to be provided on Bb by 9/2/16 ➢ Review MEI Participant Guide for 9/10/16 <i>Foundations of Shared Leadership</i> event to be provided on Bb by 9/5/16 ➢ Presiding Bishop Curry's <i>Biblical Foundation</i> from video of “Reimagining the Episcopal Church” event ➢ Video clip from Presiding Bishop Curry's sermon at Installation at the National Cathedral ➢ Prayerful preparation for training and any tasks related to your role as Coaches in Training (CIT) with guidance from your coach partner 	Practice to expand the capacity of congregations to lead transformational, life-affirming change: within local communities; within organization, churches, and families, and within themselves. This will happen by training teams to: <ul style="list-style-type: none"> • Practice and coach the craft of public narrative and understand its many uses • Establish clear shared purpose, norms, and roles on teams • Develop project timelines with measurable goals that align with teams’ motivating visions • Invite follow-up Review of 1:1 relationship-building skills and to think strategically about whom to cultivate relationships for team building, research, strategizing, and action
3	Monday 9/12 3-5 PM	The Prophetic Call: Values, Justice & Power	Prepare list of potential meetings with congregational and community leaders for review in class Complete Reading & Viewing assigned on Bb prior to class <ul style="list-style-type: none"> ➢ Brueggemann, Walter. <i>Disrupting Pharaoh's Narrative</i>, DART video ➢ Linthicum, <i>Building a People of Power</i> (Introduction, Where to Begin) 	Shared Structure: <ul style="list-style-type: none"> • Building effective, strong, diverse teams • Creating shared purpose and roles and norms Shared Guidance (Coaching skills) discussed and practiced in class
4.	Monday 9/19 3-5 PM	The Apostles Creed	Reflection paper #1 due Complete Reading & Viewing assigned on Bb prior to class <ul style="list-style-type: none"> ➢ Jacobsen, <i>Doing Justice</i> (Preface, The World as It Is, The World as It Should Be, Self-Interest, One-on-Ones) ➢ Chambers, <i>The Power of Relational Action</i> 	Shared Story (Public Narrative) coaching in class Shared Commitment (1:1) coaching in progress with meetings
5.	Monday 10/03 3-5 PM	Faith-Rooted Organizing	Reflection paper #2 due Complete Reading & Viewing assigned on Bb prior to class: <ul style="list-style-type: none"> ➢ 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 	God's Broken Heart – Seeing through the eyes of Jesus exercise Recruitment – Motivating Participation exercise Developing Leadership Teams exercise

6.	Monday 10/10 3-5 PM <i>Discuss re-schedule</i>	Baptismal Renunciations & Affirmations	Reflection paper #3 due Complete Reading & Viewing assigned on Bb prior to class <ul style="list-style-type: none"> ➤ Chambers, <i>Action Creates Public Life</i> ➤ Jacobsen, <i>Doing Justice</i> (Engaging the Public Arena, Congregation-Based Community Organizing) 	Shared Commitment (1:1) coaching in progress with meetings
7.	Monday 10/17 3-5 PM	“Will you proclaim by word and example...” “Will you seek and serve...”	Reflection paper #4 due Complete Reading & Viewing assigned on Bb prior to class: <ul style="list-style-type: none"> ➤ Jacobsen, <i>Doing Justice</i> (Power) 	Shared Strategy Coaching project development
8.	Monday 10/24 3-5 PM	“Will you continue in the apostles teaching...”	Reflection paper #5 due 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"> • Motivational Task Design
9.	Monday 10/31 3-5 PM	“Will you strive for justice”	Reflection paper #6 due 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) 	Shared Guidance <ul style="list-style-type: none"> • Peer Coaching • Theological Reflection on Case Studies
10.	Monday 11/07 3-5 PM	“Will you persevere in resisting evil...”	Reflection paper #7 due Complete Reading & Viewing assigned on Bb prior to class <ul style="list-style-type: none"> ➤ Krehbiel, <i>Reflecting with Scripture on Community Organizing</i> (3rd bible study on Pride to Perseverance) 	Shared Guidance <ul style="list-style-type: none"> • Peer Coaching • Theological Reflection on Case Studies
11.	Monday 11/14 3-5 PM	Baptismal Prayers for the Candidates	Complete Reading & Viewing assigned on Bb prior to class <ul style="list-style-type: none"> ➤ Gecan, <i>Effective Organizing for Congregational Renewal</i> 	Shared Guidance <ul style="list-style-type: none"> • Peer Coaching • Theological Reflection on Case Studies
12.	Monday 11/21 3-5 PM	Celebration	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) ➤ Salvatierra, <i>Faith-Rooted Organizing</i> (Prophetic Spirituality) 	Peer Coaching Theological Reflection on Case Studies Planning for Team Project Presentation & Celebration on Saturday, April 22, 2017: Location and time TBD by teams
13.	<i>No Class</i> Tuesday 11/29 3-5 PM	Congregation & Community Teams in the field	No seminar meeting in lieu of participation in one of the regional MEI Team meetings for a mid-program gathering for supplemental training. Location and date TBD by teams <i>(planned for a Saturday in October or November, 9 AM – 4 PM)</i>	A presentation with the congregation & community team with the whom you are partnered analyzing the missional project. Students are evaluated not on whether the project is likely to be a “success,” but on a demonstrated ability to analyze what is happening, how and why. How is the team using the tools, models, and ideas in this course to move further toward shalom community? What would you change in the way the team is acting on their faith to address an issue or concern in the future?
14.	Finals Week		Final Reflection paper #8 due on Friday, Dec. 9, 2016 STM Final paper or curriculum project due on Friday, Dec. 9, 2016	A final reflection paper analyzing the missional project of the congregation with whom you are partnered from your personal experience: a description of your understanding of power through the lens of the baptismal covenant, and how that affects practicing prayerful and prophetic leadership in the congregation or community.

Transforming Congregations & Communities Course Work Schedule

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1.	Monday 8/29 3-5 PM	Overview & Introduction The Baptismal Covenant: Faith & Action/Love & Power	Review Blackboard (Bb) Complete Reading & Viewing on Bb: <ul style="list-style-type: none"> ➤ <i>Hope At Work</i> comic book ➤ Review MEI <i>Taste & See</i> Participant Guide 	House Meeting
No class	Monday 9/05 3-5 PM	<i>See below</i>	In lieu of this seminar session the class will participate in the Missional Engagement Initiative (MEI) training held the following Saturday, 9/10/16	In lieu of seminar session #2 class session and coursework you will join in the Missional Engagement Initiative (MEI) Training: <i>Foundations of Shared Leadership</i>
2.	Saturday 9/10 9 AM – 5 PM Location: Cravens Hall <i>Please plan to arrive at 8:15 AM and stay for eval, etc. until 6:00 PM</i>	In lieu of class session on Monday, 9/05/16 Overview of the 6 discipleship practices	Complete Reading & Viewing on Bb: <ul style="list-style-type: none"> ➤ Individual Meeting with a MEI coach prior to training <ul style="list-style-type: none"> ○ Review 1:1 relationship-building skills ➤ Review the MEI Coaches training guide to be provided on Bb by 9/2/16 ➤ Review MEI Participant Guide for 9/10/16 <i>Foundations of Shared Leadership</i> event to be provided on Bb by 9/5/16 ➤ Presiding Bishop Curry's <i>Biblical Foundation</i> from video of "Reimagining the Episcopal Church" event ➤ Video clip from Presiding Bishop Curry's sermon at Installation at the National Cathedral ➤ Prayerful preparation for training and any tasks related to your role as Coaches in Training (CIT) with guidance from your coach partner 	Practice to expand the capacity of congregations to lead transformational, life-affirming change: within local communities; within organization, churches, and families, and within themselves. This will happen by training teams to: <ul style="list-style-type: none"> • Practice and coach the craft of public narrative and understand its many uses • Establish clear shared purpose, norms, and roles on teams • Develop project timelines with measurable goals that align with teams' motivating visions • Invite follow-up Review of 1:1 relationship-building skills and to think strategically about whom to cultivate relationships for team building, research, strategizing, and action
3	Monday 9/12 3-5 PM	The Apostles Creed "Will you continue in the apostles teaching and fellowship, in the breaking of the bread and in the prayers?"	Prepare list of potential meetings with congregational and community leaders for review in class Complete Reading & Viewing assigned on Bb prior to class <ul style="list-style-type: none"> ➤ Brueggemann, Walter. <i>Disrupting Pharaoh's Narrative</i>, DART video ➤ Linthicum, <i>Building a People of Power</i> (Introduction, Where to Begin) ➤ Linthicum's "The Prophetic Call" and "Values, Justice & Power" 	Shared Structure: <ul style="list-style-type: none"> • Building effective, strong, diverse teams • Creating shared purpose and roles and norms
4.	Monday 9/19 3-5 PM	"Will you seek and serve Christ in all people, loving your neighbor as yourself?"	Reflection paper #1 due Complete Reading & Viewing assigned on Bb prior to class <ul style="list-style-type: none"> ➤ Jacobsen, <i>Doing Justice</i> (Preface, The World as It Is, The World as It Should Be, Self-Interest, One-on-Ones) ➤ Chambers, <i>The Power of Relational Action</i> 	Shared Commitment: 1:1 practice & coaching
5.	Monday 10/03 3-5 PM	Faith-Rooted Organizing The Apostles Creed	Reflection paper #2 due Complete Reading & Viewing assigned on Bb prior to class: <ul style="list-style-type: none"> ➤ 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 	Building the Body: Strengthening our Capacity To Follow the Jesus who Transforms the World
6.	Monday 10/10 3-5 PM <i>Discuss re-schedule</i>	"Will you proclaim by word and example the Good News of God in Christ?"	Reflection paper #3 due Complete Reading & Viewing assigned on Bb prior to class <ul style="list-style-type: none"> ➤ Ganz Lecture Notes, <i>What is Public Narrative?</i> 	Shared Story: Public Narrative practice and coaching
7.	Monday 10/17 3-5 PM	Baptismal Renunciations & Affirmations "Will you persevere in resisting evil and whenever you sin repent and return to the Lord?"	Reflection paper #4 due Complete Reading & Viewing assigned on Bb prior to class: <ul style="list-style-type: none"> ➤ Chambers, <i>Action Creates Public Life</i> ➤ Jacobsen, <i>Doing Justice</i> (Engaging the Public Arena, Congregation-Based Community Organizing) ➤ Jacobsen, <i>Doing Justice</i> (Power) 	Shared Strategy – Mapping Actors Shared Guidance (Coaching skills) discussed and practiced in class
8.	Monday 10/24 3-5 PM	"Will you continue in the apostles teaching..."	Reflection paper #5 due 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"> • Motivational Task Design
9.	Monday 10/31 3-5 PM	"Will you strive for justice"	Reflection paper #6 due 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) 	Shared Guidance <ul style="list-style-type: none"> • Peer Coaching • Theological Reflection on Case Studies
10.	Monday 11/07 3-5 PM	"Will you persevere in resisting evil..."	Reflection paper #7 due Complete Reading & Viewing assigned on Bb prior to class <ul style="list-style-type: none"> ➤ Krehbiel, <i>Reflecting with Scripture on Community Organizing</i> (3rd bible study on Pride to Perseverance) 	Shared Guidance <ul style="list-style-type: none"> • Peer Coaching • Theological Reflection on Case Studies
11.	Monday 11/14 3-5 PM	Baptismal Prayers for the Candidates	Complete Reading & Viewing assigned on Bb prior to class <ul style="list-style-type: none"> ➤ Gecan, <i>Effective Organizing for Congregational Renewal</i> 	Shared Guidance <ul style="list-style-type: none"> • Peer Coaching • Theological Reflection on Case Studies
12.	Monday 11/21 3-5 PM	Celebration	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) ➤ Salvatierra, <i>Faith-Rooted Organizing</i> (Prophetic Spirituality) 	Peer Coaching Theological Reflection on Case Studies Planning for Team Project Presentation & Celebration (for MEI on Saturday, April 22, 2017) Location and time TBD by teams
13.	No Class Tuesday 11/29 3-5 PM	Congregation & Community Teams in the field	No seminar meeting in lieu of participation in one of the regional MEI Team meetings for a mid-program gathering for supplemental training. Location and date TBD by teams <ul style="list-style-type: none"> • Saturday, Nov. 12th 9 AM - 4 PM • Saturday, Dec. 3rd 9 AM - 3 PM (<i>with working lunch</i>) • Saturday, Jan. 	A presentation applying course learning to analyzing or building capacity for the missional project. How is the team using the tools, models, and ideas in this course to move further toward shalom community? What would you change in the way the team is acting on their faith to address an issue or concern in the future?
	Tue., 11/29	Evening Class Celebration	Negotiate with class members	
14.	Finals Week		Final Reflection paper #8 due on Friday, Dec. 9, 2016 STM Final paper or curriculum project due on Friday, Dec. 9, 2016	A final reflection paper analyzing the missional project you have been part of from your personal experience: a description of your understanding of power through the lens of the baptismal covenant, and how that affects practicing prayerful and prophetic leadership in the congregation or community.

Clarification on Fulfilling the Item Listed on the Syllabus Evaluation as “Missional Engagement Initiative Team Project Participation (20%)”

From the syllabus: *Students will work alongside a team developing a project to address 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. Toward the end of the term, students make a team presentation analyzing the mission project. Students are evaluated not on whether the project is likely to be a “success,” but on a demonstrated ability to analyze what is happening, how and why. How is the team using the tools, models, and ideas in this course to move further toward shalom community? What would you change in the way the team is acting on their faith to address an issue or concern in the future?*

As we discussed in class on Sept. 12, 2016, your practical application learning for the course may be in working alongside or creating a team developing a project to address a shared need, concern, issue, or injustice **of your choosing**. The team you work alongside or create does not need to be a church participating in the Missional Engagement Initiative (MEI). The information below is an attempt to clarify the variety of ways that may take shape.

Core Expectations for this Evaluation piece of the syllabus:

1. Attend the *Foundations of Shared Leadership* training on Sept. 10, 2016 from 9:00 AM – 5:00 PM
2. Present course material and facilitate training event(s) for a church, school, or community team during the semester.*
 - a. The total contact time would be approximately 6 hours for the training.
 - b. This might be done in a day long event or over several shorter workshop events, depending on the needs of the group being trained
 - c. You may choose to serve on the training team with others in preparing and leading the Saturday MEI Mid-Program training event in one of the regions this fall
 - i. If you are assisting with a “launched” MEI partner, it would be in the region of that team
 - ii. If you are not assisting with an MEI partner team, you can still be part of the the training team for one of the churches/regions
3. Participate in the fall coaching clinic via the internet with other coaches and team coordinators.
4. Pray for the person/people you are coaching or training before each session, and for yourself as well.

*For instance:

- One person might choose to host a Public Narrative training event, or conduct a 1-1 listening campaign with the students at St. Andrews Sewanee School. Another student(s) could be part of planning and carrying out that training.
- You could work together with others to host a “make-up” training event at one of the three or four churches who weren’t able to send their teams to the Sept. 10th event.
- You may decide to use “The Prophetic Call” or “Values, Justice, and Power” presentations with a field education site or at one of the Mid-Program Training Days
- You could host a workshop at one of our surrounding congregations or community groups using Alexia Salvatierra’s material following her time with us.
- You can start your own missional project around an urgent challenge you’d like to address and form a team and prepare and lead them in using the course material.

Optional Opportunities to Negotiate beyond the Core Expectations:

- Attend the Oct. 1, 2016 optional coaching clinic with the Rev. Alexia Salvatierra at Otey Memorial Parish from 10:00 AM – 1:00 PM
- Assist in coaching the team coordinator by phone or in person for 30-60 minutes every other week.
- You may choose to be a member of the church-based team that is being coached in the MEI program this semester.

Basic Goal for Coaching/Leadership Development Process

1. I do. You watch. We talk.
2. I do. You help. We talk.
3. You do. I help. We talk.
4. You do. I watch. We talk.
5. You do. New apprentice watches. You all talk.

Transforming Congregations & Communities Class Shared Structure

Shared Purpose *(first draft from 9/12/2016)*

Our class’s shared purpose is to offer one another support and compassion whilst we explore, practice, and share learning associated with transforming and integrating congregations and communities; empowering God’s people to follow Jesus in new ways to share a common life and foster discipleship in His kingdom.

Norms/Expectations *(first draft from 9/12/2016)*

<p>Discussion and Decision-making: <i>How we will discuss options and reach decisions as a team to ensure vigorous input and debate?</i></p>	
<p><u>Always Do</u> Engage in open, honest debate; Ask open-ended questions; Balance advocacy with inquiry; Step up - Step back; Try it on; suspend judgment; Periodic check-ins <i>The group will try to make decisions based on consensus, acknowledging we function within a larger system of traditional academic roles and norms.</i></p>	<p><u>Never Do</u> Engage in personal attacks Fail to listen to what others say Jump to conclusions</p>
<p>Meeting Management: <i>How will we manage meetings to respect each other’s time?</i></p>	
<p><u>Always Do</u> Start on time; stay on time, return from breaks on time; Be fully present throughout the meeting; Everyone will come prepared to class. We understand prepared to mean that one is productive and able to contribute. <i>**Meeting time is 3:00 - 5:00 p.m. with a ten minute break somewhere in the middle</i></p>	<p><u>Never Do</u> Come to meetings unprepared Answer cell phones or do email</p>
<p>Accountability: <i>How we will delegate responsibilities for actions and activities? How will we follow through on commitments?</i></p>	
<p><u>Always</u> Clarify understanding; Provide follow-up on action items; Ask for/offer support when there is a need; Weekly check-in <i>For corrections, the class invites everyone to practice self-correction. If a correction does not happen, class members will hold each other accountable by asking: “how can we help you ...?” We will also have a 5-minute clearing time at the end of each class session. We will acknowledge when norms are not followed with one another by picking one of the following:</i></p> <ul style="list-style-type: none"> • <i>Bring a treat for the class to share</i> • <i>Say sorry and ask how you might better help the group</i> • <i>Sing for the group</i> • <i>Contribute to a ‘common pot’ to be used at the end of our semester</i> 	<p><u>Never Do</u> Assume you have agreement Assume tasks are getting done Commit to a task that you know you won’t do</p>

Transforming Congregations & Communities Class Shared Structure

Roles *(first draft from 9/12/2016)*

Role	Skills/Talents & Responsibilities	Member
Coordinator	Has the big picture, access to info and resources, flexibility, non-anxious presence.	Kammy
Chaplain	Solicit prayers, delegate, and share rotating worship responsibilities for opening and closing prayer; non-anxious presence. Can speak up, in the moment, ask for regular check-ins on our norms to be accountable, be organized.	Tom
Time keeper	Have a watch or smartphone, commitment to speak the truth	Nik, Walker (alternate weeks)
Class Assistant	Knows the practices; can serve as a coach for work of the class and team projects; special expertise as public narrative coach	Hilary
Communications	Can create media like Facebook page, synthesize info from each class, has clarity	Nick
Scribe	Can take notes when needed for the class	Erik?
		Sue
		Sinclair
		Jim

Note: *These team roles should not be seen as permanent. For the team to be strong, all leaders should have to earn leadership by carrying out responsibilities relevant to the role.*

Roster

Name	Best phone	Best email
Walker Adams	(913) 832-6434	hwadams@sewanee.edu
Tom Adamson	(219) 242-2395	adamsti0@sewanee.edu
Erik Broeren	(423) 277-2237	broeres0@sewanee.edu
Nik Combs	(203) 694-4418	combsnm0@sewanee.edu
Sinclair Ender	(319) 540-7787	endersoc0@sewanee.edu
Hilary Greer	(917) 566-8463	greerha0@sewanee.edu
Jim Marrs	(605) 219-0705	marrsjd0@sewanee.edu
Sue Rose	(931) 598-3502	risese0@sewanee.edu
Kammy Young	(931) 598-1984	kmyoung@sewanee.edu