

Anderson University School of Theology
Doctor of Ministry Program
Crucial Issues in Christian Discipleship
DMIN 7431
Fall 2013

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Introduction

This course is part of the DMIN Program's Christian Spiritual Formation track, which focuses upon deepening the spiritual life of the participant and upon increasing his or her ability to enable others to be serious followers of Christ. This course is the second of three courses (Personal Life in the Spirit, Crucial Issues in Christian Discipleship, and Conflict Transformation). As a middle course, its focus is three-fold: (1) a serious study of New Testament understandings about following Jesus, (2) how those understandings are lived out in the contemporary world, and (3) how local communities of faith can go about enabling persons to be serious followers of Christ.

There also are three segments for this course: (1) a Pre-Intensive Stage, which is the time leading up to meeting on campus and the time for the majority of all assignments to be completed; (2) an Intensive Stage: a one-week period of time (September 9-13, 2013) involving forty (40) hours together on campus; and (3) a Post-Intensive Stage: a one-month period of time during which any and all additional assignments must be submitted. A request for an extension of time to complete the course must be made to the Doctor of Ministries Studies Committee and not to the instructor. The Handbook has a form for this purpose on page thirty-one (31). Extensions, when granted, require a \$180 assessment to the participant.

Policies

- (1) The participant must be present for all forty (40) hours of the Intensive Stage (on campus).
- (2) The participant must read a minimum of 1800 pages of material for the course.
- (3) The participant must follow Kate L. Turabian's *A Manual for Writers of Research Papers, Theses and Dissertations*, 8th Edition, Chicago: University of Chicago Press, 2013 for all written work for the course. This requires footnotes rather than endnotes.
- (4) All written work is to be submitted as a Word document attached to an email to the instructor. Use Times / Times New Roman font, size 12.
- (5) All Final Assignments (made during the Intensive Stage) are to be submitted no later than one month following the last day of class on campus. That makes all Final Assignments due no later than October 12, 2013.
- (6) The Grading System for all DMIN courses (except for the dissertation) is: A, A-, B+, B, B-, IP, and F.
 - a. The grade of B- is the minimum grade a participant can receive in order for the course to be considered fulfilled for the Doctor of Ministry program.
 - b. The grade of IP means either the participant is required by the instructor to do remedial work within one month of notification by the instructor, or that the participant has made a written request for an extension of time—due to unusual circumstances—and that request already has been granted with a time stipulation.
 - c. The grade of F means the course work is unacceptable, and in order to receive credit for the course, it must be taken again.

Course Description

This course is a study of what it means to be a disciple of Jesus, especially the ways in which one lives out that discipleship in today's world, and the manner in which one leads a community of faith to be serious followers of Jesus in today's world.

Course Objectives

1. All participants will develop further their ability to explain clearly the essence of the Gospel.
2. All participants will be able to teach effectively using key principles from Jesus' way of calling and nurturing disciples.
3. All participants will understand more clearly how the apostle Paul taught the Gospel and how he nurtured communities of faith to grow in their discipleship.
4. All participants will develop further their ability to understand the New Testament and to interpret it in relevant ways for people in today's world.
5. All participants will increase their understanding and practice of the traditional disciplines of the Christian life.
6. All participants will see more clearly the ways in which followers of Jesus have attempted to live out a life of faithful discipleship throughout the history of the Church.
7. All participants will develop further their skills in analyzing and interpreting today's society as well as its needs and its perspectives on life.
8. All participants will sharpen their leadership skills, especially those skills needed to nurture believers toward being serious followers of Christ in today's world.
9. All participants will create and explain a carefully developed plan of action designed to motivate, mobilize, resource, and direct persons to live out their commitments of faith—both as individuals and in a faith community—in today's world.
10. All participants will develop further their skills of reading, writing and interpreting with clarity, insightfulness, and effectiveness the work of other scholars.

Course Requirements

This course is divided into three stages. In the Pre-Intensive Stage, assignments A, B, C, D, and E are all due on August 15, 2013. Assignment F is due on August 1, 2013. Assignment G is due on August 7, 2012. Finally, assignment H also is due on August 15, 2012 (along with assignments A through E). The participants will receive feedback from the instructor within one (1) week after submitting their assignments. Please note that Allan Sager's book, *Gospel-Centered Spirituality: An Introduction to Our Spiritual Journey* (Minneapolis, MN: Augsburg Fortress, 1990) is out of print, but may be purchased online.

(1) The Pre-Intensive Stage

- A. During this stage the participant will complete required readings for the course, keeping a list of all significant teaching-learning ideas and being able to identify their source. The reading includes a total of 1800 pages, 1600 of which come from the Required Readings list below. The remaining 200 pages will come from the Suggested Readings list below, but chosen by the participant. The readings also form an important part of the foundation for the teaching-learning exercises that will take place during the Intensive Stage (on campus), and for any work in the Post-intensive Stage.
- B. The first book the participant will read is Bradley P. Holt's *Thirsty for God* (Minneapolis: Augsburg Press, 2005). The participant also will practice at least one of the spiritual exercises at the end of each chapter and keep a journal describing his or her practice of those spiritual exercises. The journal is not subject to the style of *Turabian*. Worth 30 points.
- C. The second book the participant will read is Brian D. McLaren's *Everything Must Change* (Nashville: Thomas Nelson, 2007). While reading this book, the participant will prepare written questions and comments for group discussion based upon one of the Group Dialogue Questions found at the end of each chapter. Worth 50 points.
- D. Other required readings during the Pre-Intensive Stage will be completed in the following order: (a) *Gospel-Centered Spirituality*; (b) *What St. Paul Really Said: Was Paul of Tarsus the Real Founder of Christianity?*; (c) A

Model for Making Disciples; and (d) *Spiritual Formation As If the Church Mattered*. The summary of each book is worth 50 points.

- E. The participant also is to read chapters 5-7 of the Gospel of Matthew, the Gospel of Mark, the Gospel of Luke and the Epistle to the Ephesians (before writing the essays below), keeping a list of all significant insights and being able to identify their source. Worth 50 points.
- F. The participant will write three (3), fifteen hundred (1500) word essays. The first essay will describe clearly, from the participant's perspective, what the basic human problem is. He or she might choose to title this essay: "A Clear Description of the Basic Human Problem." The second essay will describe clearly, from the participant's perspective, the solution to the basic human problem. He or she might choose to title this essay: "The Solution to the Basic Human Problem." The third essay will describe clearly, from the participant's perspective, what a mature follower of Jesus looks like in the 21st century. He or she might choose to title this essay: "A Clear Description of What a Mature Follower of Jesus Looks Like in the 21st Century." These essays may help form the biblical and theological foundation of the participant's Model for the Transformation of a Community of Faith mentioned below. Each essay is worth 30 points.
- G. The participant will write a relevant, first-hand narrative (twelve hundred [1200] words minimum) from his or her own ministry experience (often called a case study). The narrative will center on a dilemma (problem) and the decision made to resolve it. Include background, facts about the problem, and the involved individual characters themselves. As much as possible, try to place the reader into the life situation. Each case study will be presented in class. There will be time set aside for clarification, analysis, evaluation, and presenter feedback. Worth 30 points.
- H. The participant will develop a carefully written plan of action designed to motivate, mobilize, resource, and direct persons to live out mature commitments of faith—both as individuals and as members of a community of faith—in today's world (A Model for the Transformation of a Community of Faith). The specific elements to include in this eighteen hundred (1800) words plan, and the specific criteria used by the instructor for assigning a grade to this plan, will be (1) both a biblical and a theological foundation, (2) clearly stated goals, (3) clearly defined methods and resources for accomplishing the plan, (4) correct grammar, spelling, and style (*Turabian*). The overall design of the plan must enable a community of faith to grow in its own spiritual life (as individuals and as a group) and in its practice of making disciples. Each model will be presented in class. There will be time set aside for clarification, analysis, evaluation, and presenter feedback. In essence, the Model itself will serve as a case study of sorts. Worth 100 points.

(2) The Intensive Stage

- A. The participant will attend all class sessions during this one week intensive period (September 9-13, 2013.) The participant is to have no other agenda that would cause conflicts with our scheduled time together.
- B. In addition to the Required Readings, our Intensive Stage will utilize lectures, student presentations, debates, case studies, critical reviews, spiritual exercises, and other activities to supplement our study.

C. Schedule

Monday (9 th)	8:00 AM to 8:30 AM 8:30 AM to 9:45 AM	Opening Session (all classes) Begin Focus 1: What are the New Testament understandings about following Jesus? (10 hours)
	10:00 AM to 12:00 NOON	Lunch
	1:00 PM to 2:45 PM 3:00 PM to 5:00 PM	
Tuesday (10 th)	8:00 AM to 9:15 AM 9:30 AM to 10:45 AM 11:00 AM to 12:00 NOON	Seminary Chapel (attendance required) Seminary Lunch (attendance required)
Tuesday (10 th) continued	1:00 PM to 2:45 PM	Begin Focus 2: How are those New Testament

		understandings lived out in the contemporary world? (10 hours)
	3:00 PM to 5:00 PM	
Wednesday (11 th)	8:00 AM to 9:15 AM 9:30 AM to 10:45 AM 11:00 AM to 12:00 NOON	
	1:00 PM to 2:45 PM 3:00 PM to 5:00 PM	Lunch
Thursday (12 th)	8:00 AM to 9:15 AM 9:30 AM to 10:45 AM	Begin Focus 3: How do local communities of faith go about enabling persons to be serious followers of Christ? (20 hours)
	11:00 AM to 12:00 NOON	Lunch
	1:00 PM to 2:45 PM 3:00 PM to 5:00 PM	
	6:30 PM to 9:00 PM	DMIN 7020 Reflective Practicum
Friday (13 th)	8:00 AM to 9:15 AM 9:30 AM to 10:45 AM 11:00 AM to 12:00 NOON	
	1:00 PM to 5:00 PM	Lunch Review and Final Assignments

All assignments turned in during the Intensive Stage will be returned to the participant no later than September 21, 2013.

During times when the class is not in session, the participant is encouraged to spend time in personal conversation with class members, reading and taking advantage of resources at Anderson University, such as the library, the archives, the computer lab, the Wellness Center and Natatorium, or walking on campus.

C. Ground Rules for Class Meetings (The essence of these ground rules, identified as qualities necessary for the academic study of religion, may be found in Gary E. Kessler's book, *Studying Religion: An Introduction Through Case Studies*, 2nd Edition (Boston: McGraw-Hill, 2006, pp 6-10).

1. Openness—a willingness to be surprised; a willingness to regard one's own views as tentative; a recognition that one can be wrong.
2. Honesty—a willingness to be responsible to others and to the subject matter at hand; to recognize one's own prejudices and biases; to take responsibility for them; to understand where and how they arise; to understand why we find them useful and how they influence us; to seek to rid oneself of all prejudices and to seek to prevent one's bias from getting in the way of striving for objectivity.
3. Critical Intelligence—a willingness to see things clearly; to evaluate them through careful and, as much as is possible, objective means. At the heart of critical intelligence is the pursuit of truth (understood as consistent, coherent, logical and valid arguments)
4. Careful Observing, Reading and Listening Skills—a willingness to use a sympathetic imagination; the ability to imagine, to place one's self in another person's shoes; to work to understand a different person or culture.
5. Critical Tolerance—a willingness to recognize and address different and difficult underlying issues; a willingness to endorse the freedom of academic inquiry without automatically approving of any or all conclusions.

(3) The Post-Intensive Stage (September 14—October 14, 2013)

During this one month, participants will make any necessary changes to their Model for the Transformation of a Community of Faith (Assignment H above) in light of their experience during the Intensive Stage. He or she might ask questions like: Is this model true to the life and teachings of Jesus? Is it true to the essence of the Gospel? Does it represent “good news” to those who experience it? Does it speak to today’s world? Does it reflect a biblical and a theological understanding of the basic human problem and of the basic human solution? Does it reflect a clear understanding of what a mature follower of Jesus looks like in the 21st century? Is it truly transformational? What have others said about my model? Are there any prejudices or biases present in this model? How objective have I been? Am I ready to place this plan into action? Revised models will be submitted no later than October 15, 2013 (and returned by November 1, 2013).

Required Readings

Henderson, D. Michael, *A Model for Making Disciples*. Nappanee, IN: Francis Asbury Press, 1997.

Holt, Bradley P., *Thirsty for God*. Minneapolis: Augsburg Press, 2005.

McLaren, Brian D., *Everything Must Change*. Nashville: Thomas Nelson, 2007.

Sager, Allan H., *Gospel-Centered Spirituality: An Introduction to Our Spiritual Journey*. Minneapolis, MN: Augsburg Fortress, 1990. (Out of print, but available online)

Wilhoit, James C., *Spiritual formation As If the Church Mattered*. Grand Rapids: Baker Academic, 2008.

Wright, N. T., *What St. Paul Really Said: Was Paul of Tarsus the Founder of Christianity?* Grand Rapids: Eerdmans, 1997.

Suggested Readings

Arias, Mortimer and Alan Johnson, *The Great Commission*. Nashville: Abingdon Press, 1992.

Gingerich, Ray and Ted Grimsrud, eds., *Transforming the Powers*. Minneapolis: Augsburg Press, 2006.

Gorman, Michael J., *Reading Paul*. Eugene, OR: Cascade Books, 2008.

Gulley, Philip, *If the Church Were Christian: Recovering the Values of Jesus*. New York: Harper-Collins, 2010.

Johnson, Susanne, *Christian Spiritual Formation in the Church and Classroom*. Nashville, TN, 1989.

Kreider, Alan, Eleanor Kreider, and Paulus Widjaja, *A Culture of Peace*. Intercourse, PA: Good Books, 2005.

McLaren, Brian D., *A New Kind of Christian: Ten Questions that Are Transforming the Faith*. New York: Harper-Collins, 2010.

Seiple, D. and Frederick W. Weidmann, eds., *Enigmas and Powers*. Eugene, OR: Pickwick Publications, 2008.

Viola, Frank and George Barna, *Pagan Christianity?* Carol Stream, IL: Tyndale House, 2008.

Wallis, Jim, *The Great Awakening*. New York: HarperCollins, 2008.