

Seabury Western Theological Seminary

CD 5010

CD 4010

CD 310

Making Mission Possible in Tough Times:

Nonprofit Management and Community Development

January 21-25, 2013

Professors:

Paul Nahirney

paulnahirney@shaw.ca

Susan Harlow

susan.harlow@seabury.edu

John (Jody) Kretzmann

j-kretzmann@northwestern.edu

(Contact Professor Harlow with any questions at her email address or 773-380-7042)

Money matters, and people want their money to make a difference. This *Nonprofit Management and Community Development* course will explore how mission focused fundraising and greater neighborhood involvement can breathe new life into congregations at a time when many are struggling with shoe-string budgets and the exploding social needs of their communities.

How can congregations respond when they encounter more young adults unaccustomed to pledging, funders requesting more accountability, and the realization that healthy congregations—rural and urban—need vital neighborhood communities? Along with fund development strategies, participants will learn to identify and engage local partners in mission and will hear about how congregations can be catalysts for change in their communities.

This course is a stand-alone academic offering.

This course will give students:

- New materials as well as review issues related to fundraising and the involvement of congregations in the wider community.
 - The first two days of the class will focus upon revenue development, an essential element of a congregation's ministry as there are costs associated with the mere existence of congregations and church-based organizations.
 - The other three days of the course will focus on the community development process of "Asset-Based Community Development" (ABCD) as well as how community partners may assist congregations in living out their mission and generate potential new income streams.

Students will have an opportunity to develop their skills in:

- Revenue fund development and fundraising
- Respectful, open conversation with others
- Utilization of ABCD tools
- Contextual application of learnings in their ministry setting

Students will have the opportunity to enhance their identity as effective leaders in the missional church.

Curricular Objectives and Goals Met by Course

1. Engage in ongoing advanced theological learning that integrates theory and practice related to ministry context, faith, and vocational calling, and the contemporary needs of the missional church
2. Be exposed as church leaders to skills and ministry approaches that may enable them to be more effective as leaders of vital and healthy religious congregations and communities
3. Identify the diversity of their community context

Course Objectives and Goals:

1. Embody worship as a significant component of learning in the Episcopal/Anglican tradition. Community worship will help us recognize that our ministries are *always to the glory of God and the welfare of God's people*. Attending the several worship opportunities during the week of class is highly recommended.
(Student Learning Outcome Measured by Student Attendance at Worship)
2. Explore fund development dynamics and the contemporary cultural challenges in order to aid church professionals in developing new approaches to stewardship and revenue generation.
(Student Learning Outcome Measured by Quality of Pre-class On-line Reflection on Assigned Reading: Douglas A. Hicks, Money Enough: Everyday Practices for Living Faithfully in the Global Economy. San Francisco: Jossey-Bass, 2010),
3. Engage the argument of Robert D. Putnam and Lewis M. Feldstein in their book, *Better Together: Restoring the American Community*. (New York, Simon and Schuster, 2003) and the importance of social capital for community economic and social well-being.
(Student Learning Outcome Measured by Quality of Pre-class On-line Reflection on this Assigned Reading as well as Student Engagement in Class Discussion.)
4. Experience the power of "Asset-based Community Development" as a way to identify the diversity of one's community context through the utilization of this tool in a final project for the course. Examine the book *Building Communities from the Inside Out: A Path toward Finding and Mobilizing a Community's Assets*, John P. Kretzmann and John L. McKnight. (Chicago: ACTA Publications, 1993) in order to familiarize yourself with the tool.
(Student Learning Outcome Measured by Quality of Final Project Paper.)
5. Understand how religious congregations are assets to their wider communities.

(Student Learning Outcome Measured by Quality of In-Class Exercise Estimating the student's own organizations' community asset. Exercise instructions given out in class.)

6. Explore how congregations through theological reflection and cultural and social analysis can meet new mission partners and discover potential new sources for developing ministry funding.

(Student Learning Outcome Measured by Quality of Capacity Inventory Student Conducts as Component of Final Project.)

This course is designed to honor the differing learning styles of its participants through use of reading, theological and practical reflection as individuals and in a group, peer discussion, on-line interaction, class presentations by instructors and invited guests, and writing assignments.

The ABCD Community Development approach will surface discussion and reflection around such concerns as community inequality, difference and ethnic/racial diversity, and ways local congregations can partner with community groups for social and economic change.

Basic Expectations of All Participants:

- Full attendance at all class sessions and preparation of required readings with on-line reflections. Auditors must read all the assigned readings, yet are not required to post on-line reflections.
- Participation in class discussions and interactive learning experiences. Comments and questions are to show familiarity with the required reading and exhibit deep concern for the health and vitality of religious community life. An imaginative and creative stance toward spiritual leadership is greatly encouraged.
- All course participants are to follow R-E-S-P-E-C-T guidelines:
 - Responsibility for what you say and feel without blaming;
 - Empathic listening;
 - Be sensitive to difference, including communications styles;
 - Ponder what you hear and feel before you speak;
 - Examine your own assumptions and perceptions;
 - Keep confidentiality;
 - Tolerate, even trust, ambiguity

(from Eric Law, adapted by Marilyn Legge at Emanuel College, University of Toronto.)

Required Readings:

Money Enough: Everyday Practices for Living Faithfully in the Global Economy, Douglas A. Hicks (San Francisco: Jossey-Bass, 2010). ISBN:978-0-7879-9775-5

Better Together: Restoring the American Community, Robert D. Putnam and Lewis M. Feldstein. (New York: Simon & Schuster, 2003). ISBN 0-7432-3547-9

The Externally Focused Quest: Becoming the Best Church FOR the Community, Eric Swanson and Rick Rusaw (San Francisco: Jossey-Bass, 2010). ISBN: 978-0-470-50078-1

Building Communities from the Inside Out: A Path toward Finding and Mobilizing a Community's Assets, John P. Kretzmann and John L. McKnight. (Chicago: ACTA Publications and Evanston, IL: Asset-Based Community Development Institute, 1993).

“Building the Mercado Central: Asset Based Community Development and Community Entrepreneurship in the USA,” by GERALYN SHEEHAN in *From Clients to Citizens: Communities Changing the Course of Their Own Development*, Alison Mathie and Gordon Cunningham, eds. (Warwickshire, UK: Practical Action Publishing, Ltd, 2008), 63-84. **Posted on Moodle**

Classroom Site

Draft Course Schedule

Monday, January 21, 2013	Class begins at 8:15 a.m. and ends at 4:30 p.m. Eucharist at 11:15 a.m. Lunch at Noon to 1:30 p.m. Evensong at 4:15 p.m.
Tuesday, January 22, 2013	Class begins at 8:15 a.m. and ends at 4:30 p.m. Morning Prayer at 8:15 a.m. Eucharist at 11:15 a.m. Lunch at Noon to 1:30 p.m.
Wednesday, January 23, 2013	Class begins at 8:15 a.m. and ends at 4:30 p.m. Morning Prayer at 8:15 a.m. Eucharist at 11:15 a.m. Lunch at Noon to 1:30 p.m.
Thursday, January 24, 2013	Class begins at 8:15 a.m. and ends at 4:30 p.m. Morning Prayer at 8:15 a.m. Eucharist at 11:15 a.m. Lunch at Noon to 1:30 p.m.
Friday, January 25, 2013	Class begins at 8:15 a.m. and ends at 4:30 p.m. Morning Prayer at 8:15 a.m. Eucharist at 11:15 a.m. Lunch at Noon to 1:30 p.m. Afternoon Session end at 4:30 p.m.

For All Students Taking Course for Academic Credit

A 1-Page or 300 word Reflection Paper on Each of Three Books

The reflection papers (1-page or 300 words for each of the three books—Hicks, Putnam and Feldstein, and Swanson and Rusaw) are to cover the following and are **due on Moodle by the first class, January 21, 2013:**

- The book's strengths
- One aspect of the book that struck you personally as you think about your calling
- The book's shortcomings
- Ways the book helps you think about ministry
- (If not covered in the above: Ways the book helps you think about congregations or religious organizations)

Each Student is required to Read Classmates' Postings and Submit Her or His One Paragraph Reflection to Each Students' One Page Posting. You do not have to respond to students' one paragraph reflection postings. **Due by 5:00 p.m. January 25, 2013**

For Masters-level Participants:

A final academic paper (12-15 pages or 3000—3750 words, typewritten) where you explore **one** of the following:

1. A critical and constructive examination of **assets and social capital** embodied in religious congregations that can assist in community and individual health and vitality. Why have a religious congregation or invest one's energies in creating flourishing religious community? What is the **theological basis** for challenging a congregation to change from a primarily inward focused ministry to an external focus that simultaneously may enliven the internal?
2. A topic of your own choosing related to class readings, discussion, presentations and experiences. (Speak to Professor Harlow for permission to pursue and to clarify your topic.)

Post your paper in the designated forum in Moodle by Friday, February 15, 2013 at 5:00 p.m.

(This forum will be accessible to all class participants. Please visit each colleague's forum submission in order to continue to learn and dialogue.)

For Doctor of Ministry Program Participants:

A final paper (10-12 pages or 2500- 3000 words) where you identify an area of your ministry that could benefit from the Asset Based Community Development approach. Choose **a** particular focus such as the arts, youth, job-training, the elderly, people with disabilities, interfaith/ecumenical cooperation, public schools, or similar.

Conduct a Capacity Inventory of local individuals (friends, church members, neighbors, classmates, others) and community associations and businesses. This Capacity Inventory does

not have to be extensive, but it should be substantive enough for you to make some generalizations based on your results. What did you learn about **social capital and community** from this exercise? What are **strengths and shortcomings of this approach**? How might this process **contribute to relationship building**? How might it **hinder/foster community**?

(“A Guide to Capacity Inventories” has been posted on Moodle to guide the development of your Inventory Tool.)

Post your paper along with the Capacity Inventory in the designated forum in Moodle by Friday, February 15, 2013 at 5:00 p.m. (This forum will be accessible to all class participants. Please visit each colleague’s forum submission in order to continue learning and dialogue.)

Student Course Performance will be assessed using following criteria:

- a) Quality of student contribution to the class discussion of inquiry;
- b) Evidence of student having read course texts and quality of on-line reflections;
- c) Student use of originality, clarity and strength of writing; (Essay Assessment Rubric attached to syllabus.)
- d) Student use of creativity, critical judgment, constructive engagement and imagination; (Exemplary column in Essay Assessment Rubric)
- e) Accuracy and precision of student scholarship in final paper, as well as proper use of Kate Turabian, *A Manual for Writing Term Papers, Theses and Dissertations*, 7th edition. (Essay Assessment Rubric as guide)
- f) Evidence of student assimilation of course insights in discussions and written work; and
- g) Student’s ability to draw connections between course topics, readings, and class discussions to one’s own ministry as evidenced in final paper.

Evaluation for Letter Grade

60% for attendance, readings, on-line reflections, active engagement in class exercises, and class discussion participation.

40% for Final Paper

Doctor of Ministry students receive Credit/No Credit for their coursework. If a letter grade is desired, please contact Professor Harlow.

PLAGIARISM

Plagiarism is the taking of the words, ideas, and methods of others as one's own. In academia, plagiarism involves the use of others' words and ideas without adequate reference to the author or indication of quotation. It is a serious form of academic dishonesty or academic fraud, and offenders are subject to discipline, up to and including expulsion from the school. In order to avoid plagiarism, especially by

inappropriate use or citation of quotations and ideas, students are expected to familiarize themselves with the requirements and practices of citation found in Turabian's *Manual for Writers*. Unfamiliarity with these requirements and practices is not an acceptable reason for unintentional plagiarism. Plagiarism cannot be evaded through the alteration of occasional words from one's source.

When plagiarism is detected, the instructor will assign the work an appropriate grade and then refer the matter, together with evidence, to the Academic Dean who, in consultation with the faculty and the President, will make an appropriate disposition of the matter, which may include failure of the course, academic probation for a designated period, suspension for a designated period, or expulsion from the program. The student's bishop will normally be notified of the situation.