**Southern Methodist University**

**Perkins School of Theology**

**Youth Ministry Certification: Teaching Theology with Youth**

**Winter 2019**

**Course Objectives**:

After completing this course, students will be able to:

* Discuss and reflect on the systemic, socio-cultural, and theological issues in the lives of young people (adolescents) from the congregational perspective.
* Observe, participate and evaluate effective communication potential for every grade and stage level.
* Develop a means for passing on the content and meaning of our faith and heritage to future generations.
* Articulate basic tenets of development related to adolescents, in order to demonstrate conceptual mastery and integration in local church ministry.
* Gain a working understanding of direct interaction and healthy stimulus of group dynamics.
* Analyze Christian doctrinal history and beliefs for the purpose of teaching adolescents in an ecclesiastical setting.
* Demonstrate ability to apply theoretical ideas about multiple intelligences using the Wesleyan theological heritage.
* Learn aspects of facilitation in one-on-one and group settings.
* Become a self-aware helping professional in terms of personal and professional identity, thus exploring ways the ‘self’ of the care-provider is intrinsic to the process of Christian discipleship and education.
* Identify current key research components for continued, life-long education.

**Course meetings:**

Course interaction will occur through a lecture/seminar format: Sunday - Thursday, January 6-10, 2019. Additionally, the course will have an SMU-based, internet-driven platform.

**Instructors:**

Rev. Evan Jones, C.M.M. ejones@fumcdallas.org

Rev. Andrew Stoker, M.Div., Ph.D. astoker@fumcdallas.org

• Email will be returned within 48 hours.

• If necessary, phone calls are to be made between the hours of 9 am to 4 pm on weekdays. All voicemail will be returned within 24 hours. Dr. Stoker, office phone, 214-220-2727 x211 [Executive Assistant: Mrs. Carrie Chavarria]

**Required Texts**

A Bible, any translation

ONLINE: Bartoleme de Las Casas, “A Brief Account of the Devastation of the Indies”  <http://www.swarthmore.edu/SocSci/bdorsey1/41docs/02-las.html>

Fuentes, C. (2006). *This I Believe: An A to Z of a Life.* New York: Random House.

Holbert, J. C., & McKenzie, A. M. (2011). *What Not to Say: Avoiding the Common Mistakes That Can Sink Your Sermon.* Louisville, KY: Westminster John Knox.

ONLINE: Martin Luther, “Freedom of a Christian”   [http://www.jmstanton.com/Docs/Martin%20Luther%20-%20On%20the%20Freedom%20of%20a%20Christian%20with%20lines.pdf](http://www.jmstanton.com/Docs/Martin%2520Luther%2520-%2520On%2520the%2520Freedom%2520of%2520a%2520Christian%2520with%2520lines.pdf)

Maddox. R. L. (1994). *Responsible grace: John Wesley’s practical theology.* Nashville: Kingswood.

Parker, E. (2010). *The Sacred Selves of Adolescent Girls: Hard Stories of Race, Class, and Gender.*Eugene, OR: Wipf & Stock.

ONLINE: John Wesley, Sermon: “Free Grace”   <http://wesley.nnu.edu/john-wesley/the-sermons-of-john-wesley-1872-edition/sermon-128-free-grace/>

Willimon, W. (2007). *United Methodist Beliefs: An Introduction.* Louisville, KY: Westminster John Knox.

**Relevant Theological Focus: Race, Racism and Justice [CHOOSE ONE]**

Alexander, M. (2012). *The New Jim Crow: Mass Incarceration in the Age of Colorblindness.* New York: The New Press.

Coates, T.-N. (2015). *Between the World and Me*. New York: Spiegel & Grau.

Kendi, I. X. (2016). *Stamped from the Beginning: A Definitive History of Racist Ideas in America.* New York: Nation.

Lowery, W. (2016). *They Can’t Kill Us All: Ferguson, Baltimore, and a New Era in America’s Racial Justice Movement.* New York: Little, Brown and Company.

Rankin, C. (2014). *Citizen: An American Lyric.* New York: Graywolf.

Stevenson, B. (2015). *Just Mercy: A Story of Justice and Redemption.* New York: Spiegel & Grau.

Sussman, R. W. (2016). *The Myth of Race: The Troubling Persistence of an Unscientific Idea.* Cambridge, MA: Harvard University.

**Relevant Theological Focus: Race, Racism and Justice [CHOOSE ONE BOOK *OR* THREE READINGS]**

Browning, D. S. (2007). *Equality and the family: A fundamental, practical theology of children, mothers, and fathers in modern societies.* Grand Rapids, MI: W. B. Eerdmans.

- Chapter 9, “Narrative, Ethics, and Biology in Christian Family Theory

(1996)"

Butler, J. (1990). *Gender trouble.* New York: Routledge.

- Chapter 1, part 3, “Gender: The Circular Ruins of Contemporary

Debate”

Fausto-Sterling, A. (2000). *Sexing the body*. New York: Basic.

- Chapter 9, “Gender Systems: Toward a Theory of Human Sexuality”

Jensen, R. (2007). *Getting off: Pornography and the end of masculinity.* Brooklyn, NY: South End.

Kamitsuka, M. D., Ed. (2010). *The embrace of eros: Bodies, desires, and sexuality in Christianity.* Minneapolis, MN: Fortress.

- Chapter 9, “‘Baptizing’ Queer Characters,” by Mark D. Jordan

- Chapter 12, “Queering White Male Fear in the Mirror of Hip-Hop

Erotics,” by James W. Perkinson

- Chapter 14, “Promiscuous Incarnation,” by Laurel C. Schneider

- Chapter 15, “Ecclesiology, Desire, and the Erotic,” by Paul Lakeland

Lynch, T. (2000). *Bodies in motion and at rest: On metaphor and mortality.* New York: W. W. Norton.

- “The Dead Priest”

Martin, D. B. (2006). *Sex and the single Savior: Gender and sexuality in Biblical interpretation.* Louisville, KY: Westminster John Knox.

- Chapter 8, “Familiar Idolatry and the Christian Case Against Marriage”

Poling, J. N. (1996). *Deliver us from evil: Resisting racial and gender oppression*. Minneapolis, MN: Fortress.

- Chapter 7, “Defining Evil”

- Chapter 8, “Re-imagining Jesus’ Resistance to Evil”

Rogers, E. F., Jr. (1999). *Sexuality and the Christian body.* Malden, MA: Blackwell.

- Chapter 11, “The Shape of the Body and the Shape of Grace”

Solomon, A. (2013). *Far from the tree: Parents, children and the search for identity.* New York: Scribner.

- Chapter 1, “Son”

- Chapter 9, “Transgender”

**Recommended Texts**

Adams, G. R., & Berzonsky, N. (2005). *Blackwell handbook on adolescence*. Thousand Oaks, CA: Wadsworth.

Armstrong, T. (2009). *Multiple intelligences in the classroom.* Alexandria, VA: Association for Supervision & Curriculum Development.

Bens, I. (2012). *Facilitation at a glance!: Your pocket guide to facilitation (Memory Jogger)*. Salem, NH: GoalQPC.

Clark-Soles, J. (2010). E*ngaging the Word: The New Testament and the Christian believer.* Louisville, KY: Westminster John Knox.

Johnson, P. (2011). *Jesus: A biography from a believer*. New York: Penguin.

Miles, J. (1996). *God: A biography.* New York: Vintage.

Miles, J. (2002). *Christ: A crisis in the life of God.* New York: Vintage.

Neufield Yoder, T. (2007). *Recovering Jesus: The witness of the New Testament.* Grand Rapids, MI: Brazos.

Parker, E. L. (2003). *Trouble don’t last always: Emancipatory hope among African American adolescents.* Cleveland, OH: Pilgrim.

Smith, C., & Denton, M. L. (2005). *Soul searching: The religious and spiritual lives of American teenagers.* New York: Oxford University.

ONLINE: Tillich, P. *The New Being.* <http://www.holybooks.com/wp-content/uploads/The-New-Being-by-Paul-Tillich.pdf>

Wink, W. (2009). *Transforming Bible study: A leaders guide.* Portland, OR: Wipe & Stock.

*Additional readings from articles and web sites will be assigned throughout the course.*

**Narrative of Course Assignments**

**Read the Twenty-Five Articles of Religion** (additionally read, “On Sanctification” and Of the Duty of Christians to the Civil Authority”) of the United Methodist Church. <http://www.umc.org/what-we-believe/the-articles-of-religion-of-the-methodist-church>. An in-class discussion/reflection will be assigned. [Reflection: “My most difficult doctrine . . .”; answer, What are the components of the doctrine that cause you pause? How has this doctrine affected your ministry? What questions need to be asked in order for you to have clarity?] (**10 points**)

**#BlackLivesMatter Paper:** Write a two-page, double-spaced, reflection paper on the student’s choice of book on the African American experience. This reflection paper should answer these questions: Where is God in this text? How is humanity portrayed in this text? What is the role of the Church in this text? Who has power/authority in this text? (**20 points**)

**#MeToo Paper:** Write a two-page, double-spaced, reflection paper on the student’s choice of book or selected three (3) readings on the gender identity, human sexuality and gender equity. This reflection paper should answer these questions: In one paragraph, what is the theological framework for “a theology of the body?” What socio-cultural movements help you to reflect on this theological framework? What is the role of the Church in framing, regressively or progressively, in a theology of the body? Define power/authority; who has the power and why? (**20 points**)

**A Retreat’s Curriculum:** Create a three session retreat curriculum utilizing a three-fold doctrinal study. Here a few ideas for the three-fold curriculum: (1) Father, Son, Spirit, (2) Creation, Redemption, Resurrection, (3) Humanity, Sin, Need for Grace, (4) Past, Present Future, and (5) Prevenient, Justifying, Sanctifying Grace. The assignment will contain (a) unit overview, (b) corresponding scripture focus, (c) session title and (d) potential outcome (i.e., honing of an ”intelligence,” enrichment in a theological or spiritual focal point, facilitation implementation). (**30 points**).

**Reading & Participation:** This portion of the grade will be determined on the first session of the class. The coursework is nothing without commitment to class and its course. (**20 points**).

**Grade Description**

100-90 A

89-80 B

79-75 C

74-70 D

69-below F

**Course Point Break-down**

Retreat Curriculum 30 points

#BlackLivesMatter Paper 20 points

#MeToo Paper 20 points

25 Articles of Religion Paper 10 points

Participation 20 points

**Total points possible: 100 points**

**Plagiarism Policy**

Plagiarism is not tolerated and will result in an “F” grade for the class. Plagiarism is defined as the following: To represent ideas or interpretations taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Misrepresentation or falsification of logs, notes, treatment plans, or other material is not tolerated and will result in an “F” grade for the class. Please reference the SMU honor code.

**Disability Accommodations**

Disability Accommodations: Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

**Statement on Confidentiality and Emotional Safety**

In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other’s personal information, reactions, etc. only while in class or privately with other current class members. In addition, should a student recognize or know practice clients as shown in class, it is the student’s responsibility to promptly inform the instructor so that appropriate arrangements can be made. It is the responsibly of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. All students in the Counseling Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA and ACA in their code of ethics. Failure to do so can result in termination from the Department.

**Diagram: Overall Course Outline and Schedule**

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| **Class Session** | **Topic/Assignment** | **Readings** |
| Unit One | Introductions; Class Overview;  Theological Overview; re-introduction to hermeneutics; Introduction to theology of the body | de Las Casas, Willimon |
| Unit Two | Doctrine of God  [CASE STUDY: UMC ”Articles of Faith” in-class discussion] | Maddox text |
| Unit Three | Doctrine of Humanity/Sin | Parker text |
| Unit Four | Doctrine of Jesus Christ | Luther, Wesley |
| Unit Five | Doctrine of Holy Spirit |  |
| Unit Six | Doctrine of the Church  [CASE STUDY: African American experience] | *Be prepared to speak on your choice of books on the African American experience.* |
| Unit Seven | Teaching Theology with Youth | Fuentes text |
| Unit Eight | How to Use the Bible When Working Out Theology | Holbert & MacKenzie text |
| Unit Nine | Developing a Theology of Your Youth Ministry |  |
| Unit Ten | Reflection on Your Journey |  |