

M241 Ministry Across Generations

June 3-7, Bethany Building (Room 10)

Professor: Russell Haitch; haitcru@earlham.edu; phone: 765.983.1827

Course Description

This course looks at Christian ministry across the lifespan. It aims to (a) increase understanding of the human lifespan by drawing upon insights from theology, psychology, and neuroscience; and (b) help student do ministerial activities and address spiritual issues pertaining to each stage of life. Most written assignments are geared toward practical activities of pastoral ministry. Students who are focused on non-traditional ministry, or on non-ministerial activities, are welcome to reconceive these assignments in consultation with the professor.

Objectives

Through successful completion of this course, students will grow in their ability to

- ◆ Lead educational activities and cultivate congregational or community care in ways that are attuned to people across generations.
- ◆ Think theologically about spiritual issues that crop up at different stages of life; and think practically how to respond in Christian ministry.
- ◆ Do particular ministry activities—from children's messages to premarital education to retirement home visits—in ways that utilize insights from theology, human science (especially psychology), and neuroscience.

Assessment of success is based on a student's written work and contributions to in-class exercises and discussion. Hopefully you will also have your own goals for taking this course, and if you express them to me, I can try to help you meet them.

In addition, the course corresponds with these overall program objectives of Bethany's degree programs:

MDiv Program Objectives 2 and 4

Communicate faith and values with contextual awareness.

Integrate learning that is interdisciplinary, intercultural, and imaginative for the practice of ministry.

MA Program Objectives 1 and 3

Interpret Scripture, tradition, and theology.

Integrate learning that is interdisciplinary, intercultural, and imaginative across one's program of study

Readings

The course will include articles and excerpts from books, which I will put on reserve with the library or post to Moodle—so you do not need to purchase all of the following materials. However, three books have asterisks; these are ones you should own. This reading list may look a bit daunting, but bear in mind many of the article and excerpts are fairly short.

Albert, D., Chein, J., & Steinberg, L. (2013). The teenage brain: Peer influences on adolescent decision making. *Current Directions in Psychological Science*, 22(2), 114-120.

Alzheimer's Association. (2019). 2019 Alzheimer's disease facts and figures. *Alzheimer's & Dementia*, 15(3), 321-387. (You can skim this reading.)

*Balswick, J., Ebstyn King, P., & Reimer, K. (2016). *The reciprocating self: Human development in theological perspective*. Downer's Grove, IL: Intervarsity Press.

Berryman, J. (1995). *Godly play*. Minneapolis: Augsburg Press. Selected pages.

Bonnie, R.J. & Scott, E.S. (2013). The teenage brain: Adolescent brain research and the law. *Current Directions in Psychological Science*, 22(2), 158-61.

Catterson Allen, H. & Lawton Ross, C. (2012). *Intergenerational Christian formation: Bringing the whole church together in ministry, community and worship*. Downer's Grove, IL: Intervarsity Press. Selected pages.

Dean, K. C. (2005). *Practicing passion: Youth and the quest for a passionate church*. Grand Rapids: Eerdmanns. Selected pages.

Furnish, D.J. (1990). *Experiencing the Bible with children*. Nashville: Abingdon Press. Selected pages.

Galvan, A. (2013). The teenage brain: Sensitivity to rewards. *Current Directions in Psychological Science*, 22(2), 88-93.

Haitch, R. (2007) *From Exorcism to ecstasy: Eight views of baptism*. Louisville, Ky.: Westminster John Knox Press. Selected pages.

*Keller, T. and Keller, K. (2013). *The meaning of marriage: Facing the complexities of commitment with the wisdom of God*. New York: Penguin Press.

Livingston et al., (2017). Dementia prevention, intervention, and care. *Lancet*, 390, 2673-2674.

Oden, T. (1974). *Game free: A guide to the meaning of intimacy*. New York: Harper & Row. Selected pages.

Ricard, M., Lutz A., & Davidson, R.J. (2014). Mind of the meditator. *Scientific American*, 311 (5), 38-45.

Sanderson, C. (2019). Think happy thoughts. *Amherst Magazine*, Spring 2019, 33-39.

Shonkoff, J.P., Boyce, W.T., & McEwen, B. (2009). Neuroscience, molecular biology, and the childhood roots of health disparities. *Journal of the American Medical Association* 301(21), 2252-2259.

*Solie, D. (2004). *How to say it to seniors: Closing the communication gap with our elders*. New York: Prentice Hall.

Steinberg, L. (2015). How to improve the health of American adolescents. *Perspectives on Psychological Science*, 10(6), 711-715.

Stewart, S. and Berryman, J. (1989). *Young children and worship*. Louisville, Ky.: Westminster John Knox. Selected pages.

Volf, M. (1991). *Work in the Spirit: Toward a theology of work*. New York: Oxford University Press.

Evaluation of Your Work

To receive credit for this course, you must do the reading, attend class sessions, and submit the written work; and the quality of the work must be satisfactory. Here are further guidelines for evaluation of your written work.

A good and acceptable paper

(a) demonstrates comprehension of the material contained in the curriculum; (b) develops an argument with main ideas and supporting evidence; and (c) shows adequate attention to grammar and spelling.

In addition to these features, an excellent paper

(a) demonstrates deeper thinking that makes connections between readings and tests ideas for internal contradictions; (b) develops an interesting argument with examples and other evidence that are pertinent and persuasive; and (c) has very few grammatical or spelling errors.

In addition to these features, an outstanding paper:

(a) demonstrates analytic and synthetic thinking that finds hidden complexities and underlying simplicities; (b) offers an argument with one or more remarkable insights; and (c) is written with words that are well-chosen, in sentences that are well-constructed, and with a structure where all the parts create a lucid whole.

Additional Considerations

(1) The professor is committed to making reasonable accommodations for students with documented disabilities. Feel free to raise any issues so that we can develop a good learning plan that is consistent with your seminary's policies and requirements.

(2) A standard seminary style for citing sources in your written work is explained in the most recent edition of Kate Turabian's *A manual for writers of term papers, theses, and dissertations: Chicago guide to writing, editing, and publishing* (Chicago: University of Chicago Press). Another respected style is APA (American Psychological Association), which is used in education, psychology, and other human sciences. For this course, you may use either the Turabian or the APA style—but not both in the same paper.

(3) Please follow your seminary's policy regarding inclusive language. Please also follow your seminary's policy regarding plagiarism. If you have questions or doubts

about what constitutes plagiarism, consult the professor. The consequences for committing plagiarism are serious but easily avoidable.

(4) This syllabus is not a legal contract. It may be changed by the professor in light of new information or circumstances. The professor would endeavor to consult the rest of the class before making any substantial changes.

WORK SCHEDULE

You will need to do all of the reading before we discuss it during our intensive week. Some of the writing also needs to be done before class, so that you can present your work in class.

I have broken this pre-class work into chunks. I have not given dates for completion of each block of work, because we have different schedules in April and May. Some of you may be preparing for exams, or possibly other intensives, so you'll need to see where you can fit in the pre-class work for this course.

My advice is to start as soon as possible, and chip away at it everyday. Once the weeklong intensive week starts, I imagine you'll want to take evenings off from work in order to be fresh the next day.

Intergenerational Ministry

1. Read H. Catterson Allen, and C. Lawton Ross (2012). *Intergenerational Christian formation: Bringing the whole church together in ministry, community and worship*. Downer's Grove, Il.: Intervarsity Press, 17-63, 77-84, 98-108, 156-174, and 273-307. Posted to Moodle.

2. Read J. Balswick, P. Ebstyne King, and K. Reimer, K. (2016). *The Reciprocating Self: Human Development in Theological Perspective*. Downer's Grove, Il.: Intervarsity Press Intervarsity Press, 9-75.

3. Writing Assignment: Discuss this statement: "Age-segregated ministry has been popular for a reason—namely, it lets ministers meet the developmental needs of people at each stage of life." Write about 2 pages. On this and subsequent assignments, try to make as many connections as you can to the course readings (give citations and short quotations).

Children's Ministry

1. Read S. Stewart and J. Berryman (1989). *Young children and worship* Louisville, Ky.: Westminster John Knox, 13-29 and 57-70.
Posted to Moodle
2. Read J. Berryman (1995). *Godly play*. Minneapolis: Augsburg Press, 29-35
Posted to Moodle (The posted reading includes pages 8-13, which you are not required to read.)
3. Read D.J. Furnish (1990). *Experiencing the Bible with children*. Nashville: Abingdon Press, 72-82 and 92-104. Posted to Moodle.
4. Read Shonkoff J.P., W.T. Boyce, and B. McEwen B (2009). Neuroscience, molecular biology, and the childhood roots of health disparities. *Journal of the American Medical Association* 301(21), 2252-2259. Posted to Moodle.
5. Read Balswick et al, pages 155-181.
6. Listen to "Back to School" (2012, September 14). *This American Life Podcast*, Episode #474, <http://www.thisamericanlife.org>
7. **Writing assignment:** Compose a children's message based on Mark 1:1-12. The message should be short, about 250-300 words, so try to make every word count.
Advice:
 - (a) Don't try to cover all the verses. Think in terms of one simple idea.
 - (b) Keep in mind what Furnish, Berryman, and Stewart say about how children learn.
 - (c) If your message includes pauses or places for interaction with children, indicate them.

At the end of your manuscript, write that paragraph that says clearly what you hope children will feel, think or do as a result of your message.

Youth Ministry

1. Arrange to have a pastoral-type visit with an older person (at a home, retirement home, or hospital) some time between now and June 1.
 2. Read K.C. Dean (2004). *Practicing Passion: Youth and the Quest for a Passionate Church*. Grand Rapids, MI: Eerdmanns, 1-26, 73-142. Posted to Moodle.
 3. Read R. Haitch (2007) *From Exorcism to ecstasy: Eight views of baptism*. Louisville, Ky.: Westminster John Knox Press, 1-45. Posted to Moodle.
 4. Read Balswick et al, 182-208.
 5. Read D. Albert, J. Chein, & L. Steinberg. (2013). The teenage brain: Peer influences on adolescent decision making. *Current Directions in Psychological Science*, 22(2), 114-120. Posted to Moodle.
 6. Read R.J. Bonnie & E.S. Scott (2013). The teenage brain: Adolescent brain research and the law. *Current Directions in Psychological Science*, 22(2), 158-61. Posted to Moodle.
 7. Read A. Galvan (2013). The teenage brain: Sensitivity to rewards. *Current Directions in Psychological Science*, 22(2), 88-93. Posted to Moodle.
 8. Read L. Steinberg (2015). How to improve the health of American adolescents. *Perspectives on Psychological Science*, 10(6), 711-715. Posted to Moodle.
- 9. Writing Assignment:** Write an essay, about four pages, on one of these topics:
- (a) "What happens in baptism? What does baptism say and do with regard to death and resurrection? What does baptism say and do with regard to young people?"
- or
- (b) "One issue of adolescence on which theology, psychology and neuroscience all shed light."

If you do not have time to finish the essay, bring your notes to discuss in class.

Ministry with Young Adults

1. Read T. Oden, (1974). *Game free: A guide to the meaning of intimacy*. New York: Harper & Row, 2-33. Posted to Moodle.
2. Read Balswick et al, pages 209-232.
3. Read T. Keller and K. Keller (2013). *The meaning of marriage: Facing the complexities of commitment with the wisdom of God*. New York: Penguin Press.
Read as much as you can. If you find it helpful, read the whole book. If you do not find it helpful, find something else on marriage, and read it instead.
4. Read T.K. Inagaki (2018). Opioids and social connection. *Current Directions in Psychological Science*, 27(2), 85-90. Posted to Moodle.
5. Read A. Kolodny et al (2015). The prescription opioid and heroin crisis: A public health approach to an epidemic of addiction. *Annual Review of Public Health*, 36(5), 59 -74. Posted to Moodle.
6. **Writing Assignment:** Write an essay, about four pages, on one of these two topics:
 - (a) "What every couple should keep in mind about marriage."
 - or
 - (b) "What people in ministry should keep in mind about addictions."

Bring notes to discuss your essay in class.

Adult Ministry, the Middle Years

1. Read J. Gonzales-Balado (1996). *Mother Teresa: In my own words*. New York: Random House, 105-109. Posted to Moodle.
2. Read Balswick et al, 233-260.
3. Read M. Volf (1991). *Work in the Spirit: Toward a theology of work*. New York: Oxford University Press, 79-87, 157-168. Posted to Moodle.

4. Read C. Sanderson (2019). Think happy thoughts. *Amherst Magazine*, Spring 2019, 33-39.
5. Read M. Ricard, A. Lutz, & R.J. Davidson (2014). Mind of the meditator. *Scientific American*, 311 (5), 38-45. Posted to Moodle.

6. Writing Assignment: Write a sermon or talk on one of these two topics:

(a) "Fruitful Labor" or "Worthwhile Work." This sermon should be about 1500-1800 words or 14 to 18 minutes long, should focus on a particular passage of Scripture of your choosing, and it should also show knowledge (direct or indirect) of concepts covered in the course. To be presented in class.

or

(b) "How To Be Happy in Middle Age" This message needs to have a clear theological dimension and not be simply a recitation of the assigned article on this topic. It should be about 1500-1800 words or 14 to 18 minutes long.

Ministry with Older Adults

1. Read D. Solie (2004). *How to say it to seniors: Closing the communication gap with our elders*. New York: Prentice Hall, 1-106.
2. Read Balswick et al, 261-281.
3. Read Alzheimer's Association. (2019). 2019 Alzheimer's disease facts and figures. *Alzheimer's & Dementia*, 15(3), 321-387. Posted to Moodle.
4. Read L. Beuscher & C. Beck (2008). A literature review of spirituality in coping with early-stage Alzheimer's disease. *Journal of Clinical Nursing*, 17(5a), 88-97. Posted to Moodle.
5. Read G. Livingston et al., (2017). Dementia prevention, intervention, and care. *Lancet*, 390, 2673-2674. Posted to Moodle.
6. **Writing Assignment:** Write a report, about 2-3 pages, that describes your pastoral visit—what transpired and your interpretation. Bring notes to class. (It does not need to follow verbatim format Clinical Pastoral Education, but it can, if you like.)

Intensive Week

- June 3** Intergenerational Ministry
Theological Themes: Covenant, Family (Nuclear and Ecclesial)
Ministry Activity: Church Leadership
Project to discuss: Age-segregated vs. intergenerational ministry
- Children's Ministry
Theological Themes: Covenant, Incarnation
Ministry Activity: Children's Message
Project to present and discuss: Children's message.
- June 4** Youth Ministry
Theological Themes: Death and Resurrection, Identity in Christ
Ministry Activity: Baptism Class
Project to discuss: Essays on baptism and on interdisciplinary issues of adolescence.
- June 5** Ministry with Emerging and Young Adults
Theological Themes: The Trinity, Relationality, Intimacy
Ministry Activities: Premarital Teaching/Counseling; Addictions
Projects to discuss: Essays on marriage and on addictions
- June 6** Adult Ministry, the Middle Years
Ministry Activity: Bible study for discipleship
Theological Themes: Generativity, Work, Sanctification and *Theosis*

Projects to present and discuss: Sermons/talks on “Fruitful Labor” and on “How To Be Happy in Middle Age”

June 7 Ministry with Older Adults

Theological Themes: Eternal life, Suffering, Hope

Ministry Activity: Home or hospital visitation

Projects to discuss: Reports on visit.

Due Dates for Submission of Written Work:

June 10—Children’s message

June 13—Youth essay

June 15—Young adult essay

June 19—Middle Age sermon

June 21—Senior visit report