

**MNST 5108 – Ministry Identity and Practice Syllabus**  
**Spring 2023, Stateville Correctional Center**  
**Wednesday 6:30-9:30am; 10:30-1:15pm (or as adjusted by facility)**  
3 credit hours

**INSTRUCTOR INFORMATION**

Rev. Phil Jackson, Pastor and CEO, The House Church, and The Firehouse Community Art Center of Chicago, NPTS Adjunct Faculty

**CATALOGUE DESCRIPTION**

This is a three-credit course which is required for the MACF and MACM degrees. The intention of this course is to lay a theological foundation for all the various ministry foci provided within these degrees.

**ADDITIONAL DESCRIPTION**

This course is a capstone course for the MACM/RA program which equips those desiring to do restorative ministry in communities and contexts that have been impacted violence. Building from the MACM/RA program outcomes, the course provides opportunity for deepening one's understanding of Christian ministry and sense of vocation through themes such as trauma/healing, race, justice, mental health, and interpersonal and community relations. The course will rely on the cultural backgrounds of students and the arts as tools for the prevention and interruption of violence.

**COURSE OBJECTIVES**

Students will:

1. *Understand* oneself as a person shaped by culture therefore approaching cultural difference with humility.
2. *Recognize* metaphor and the arts as tools for self and others in both pastoral and communal identity.
3. *Analyze* self-understanding in terms of W/word and sacraments both individually and collectively.
4. *Apply* ministerial identity both in spoken and written mode in a way that is anchored biblically and theologically.
5. *Discern* next steps in call with life and ministry.

**REQUIRED SOURCES**

1. Weems, Renita J. (1999). *Listening for God. A Ministers Journey Through Silence and Doubt*. Touchstone. ISBN: 9780684833231
2. Boyle, Greg. (2011). *Tattoos on the Heart: The Power of Boundless Compassion*. Free Press. ISBN: 1439153159
3. Brown, Amena. (2013). *Breaking Old Rhythms: Answering the Call of a Creative God*. IVP Books. 0830843019

4. Duncombe, Stephen & Steve Lambert. (2021). *The Art of Activism: Your All-purpose Guide to Making the Impossible Possible*. OR Books. ISBN: 1682192695
5. Hodge, Daniel White. (2010). *The Soul of Hip Hop: Rims, Timbs and a Cultural Theology*. IVP Books. ISBN: 0830837329
6. Smith, Efrem, Jackson, Phil. (2006). *The Hip-Hop Church. Connecting with the movement shaping our culture*. IVP Books. ISBN-13: 978-0830833290

## ASSESSMENTS AND GRADING SCALE

1. **Class Participation.** This includes attendance and coming to class prepared to discuss the readings and ask questions based on the course themes. All reading for the week is to be completed by class time. Note: If you have more than one unexcused absence, your overall course grade may be lowered. *If you have more than 3 unexcused absences, you may not pass this course.* Participants should plan on spending on average 70 hours for the semester for this course.
2. **Case Study Analyses.** This assessment has two parts: 1) Students will be given several case studies to analyze throughout the course. Questions for reflection include: What are the cultural tensions or other conflicts in this case? What more information do you need? As you reflect on the case, what is coming up for you and what are you feeling viscerally? What concerns do you have? How might you respond, and what tools do you have or need to respond? If COVID-19 protocols do not allow for in-person class, students will engage one another's written responses in small groups. 2) **Choose ONE** of the case studies in the Duncombe/Lambert text, and write a paper that analyzes the role of art and culture in the conflict and suggests a restorative pathway. Include two paragraphs that address your own cultural strengths and deficits were you to implement your proposed pathway. Students will be graded on participation in case study discussions and paper. Length: 850-1000 words
3. **Artistic Presentation.** Students will create, perform or interact with an artistic medium to communicate ways they see art as a restorative practice that interrupts cycles of violence. Draw from your identity and skills as a minister or leader. Students will be given leeway to be creative and to engage the assignment. After the presentation, classmates and instructors will reflect together on ways it intersects with the presenter's ministerial identity. Presenters should also be prepared to discuss biblically and theologically on the artistic presentation. Length: 5-8mn presentation or performance
4. **Reflection Paper.** Choose a metaphor from Scripture, culture, or artistic medium that is representative of your ministerial self-understanding. Students should integrate only readings and themes from the course and synthesize material learned throughout the degree program. In your paper, please **address all of the following:**
  - ~describe and explain your metaphor
  - ~offer a biblical and theological basis for your metaphor
  - ~integrate themes from baptism and communion that inform your ministry and metaphor
  - ~reflect on your theological education and note strengths and challenges in your preparedness to be a minister/leader in your community

~suggest new ways you would like to engage in ministries of restoration upon graduation  
Length: 2000-2500 words

## GRADING

- 10% Class Participation
- 20% Case Studies
- 30% Artistic Presentation
- 40% Final Paper

## COURSE SCHEDULE (SUBJECT TO CHANGE BASED ON LOCKDOWNS)

Readings should be completed on a schedule that allows adequate time for thoughtful completion of corresponding reading responses/assignments submitted on Tuesdays as specified below.

Date	Topic	Reading	Assessments & Due Dates
<b>Week 1</b>	Introduction to Capstone Course via correspondence; how to read for the course & grow in ministerial identity; small group instructions		Start reading!
<b>Week 2</b>	Doing ministry from where you are at; importance of the journey & ministering from giftings	<i>Tattoos on the Heart</i> (chaps 1-5); <i>The Art of Activism</i> (chaps 1-4)	Case Study 1/Small groups (chap 10 in <i>The Art of Activism</i> )
<b>Week 3</b>	Ministry in contexts impacted by violence; identity, self-worth, authenticity	<i>Tattoos on the Heart</i> (chapters 6-9); <i>The Art of Activism</i> (chaps 5-8)	Case Study 2/Small groups (chap. 10 in <i>The Art of Activism</i> )
<b>Week 4</b>	Listening to God; resilience & hope; images & metaphors in ministerial identity	<i>Listening for God</i> (all)	
<b>Week 5</b>	Spiritual practices & creativity; art & embodied practices;	<i>Breaking Old Rhythms</i> (all)	
<b>Week 6</b>	Ethics & politics	<i>The Art of Activism</i> (chaps 9-10)	
<b>Week 7</b>	Art & culture	<i>The Art of Activism</i>	Case Study Analysis

<b>Week 8</b>	Evangelism, social justice, nonviolent practices	<i>Taking It to the Streets</i> (parts 1-2)	
<b>Week 9</b>	Art, transformation, & redemption	<i>Taking It to the Streets</i> (parts 3-4) <i>The Hip Hop Church</i> (all)	
<b>Week 10</b>	Music, theology, & ministry	<i>The Soul of Hip Hop</i> (all) <i>The Hip Hop Church</i> (All)	
<b>Week 11</b>	Connecting with culture	<i>The Hip-Hop Church</i> (all)	Artistic Presentations
<b>Week 12</b>			Artistic Presentations
<b>Week 13</b>			Artistic Presentations; Reflection Paper

## **ACADEMIC HONESTY**

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating will receive a failing grade on the assignment and are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.

For additional information, see the Seminary Academic Handbook, pp. 25–27.

## **INCOMPLETE POLICY**

If, due to extenuating circumstances (specifically, illness, personal and family issues, or military assignment), a student anticipates she will be unable to complete course work within the allotted time, that student must submit the request form for a grade of incomplete to the course instructor before the last week of class clearly stating the reason(s) for this request. If the request is timely and meets the criteria, the grade for that class will be listed as “I” until the last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of “I” will automatically be changed to “F.”

## **ACCOMMODATIONS**

North Park is committed to creating an inclusive learning environment. If you anticipate or experience any barriers to learning in this class related to a disability, contact the SRA program director.