

# MONEY & MISSION OF THE CHURCH

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Fall 2015 | Mondays 6-9 p.m. | GH 102 | CL4560

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**Course hashtag:** #StewLead

## COURSE DESCRIPTION

### Money and Mission of the Church

Financial stewardship is essential to the life and mission of both congregations and wider church. This course includes a study of biblical texts related to giving and stewardship of resources, the meaning of money, one's own attitudes regarding money and stewardship, theological undergirdings for financial stewardship, the importance of pastoral leadership in a congregation's stewardship, analysis of stewardship programs, engagement with church leaders, and discussion of practical application to contemporary congregational life and preaching. *Full course (1.0)*

**Learning Objectives:** At the end of the course students will be able to:

- **Demonstrate** knowledge of a theological approach to money and *missio Dei*
- **Communicate** an appreciation of their own gifts and approach to money and mission in ministry context
- **Analyze** how they and others understand money and its sway in our culture, appraising the potential and pitfalls of money as it relates to Christian ministry
- **Apply** sound biblical exegesis concerning texts that address money, stewardship, and mission in their leading, preaching, and teaching
- **Design** materials (e.g. church budgets, stewardship strategies, bible studies, etc.) for contextual money and mission leadership

To accomplish these objectives, you will:

- Grow in your **knowledge** of biblical material concerning financial stewardship
- Understand your **own history** with money and how this shapes your present attitudes
- Strengthen your **discipleship** by learning from wise Christians who value stewardship as vital to their lives of faith
- Develop your ability to use **financial tools** such as planning, budgets and financial reports

- Understand the flow of your **year-round leadership** in stewardship in **congregational life** organized around: 1) listening, 2) asking, 3) thanking, and 4) telling
- Embrace your role as a **leader** in congregational stewardship ministry
- **Propose, or experiment** with, a strategy for stewardship for a congregation you know well

**Textbooks:**

Carlos F. Cardoza-Orlandi, *Mission: An Essential Guide*, (Abingdon: Nashville, 2002)

J. Clif Christopher, *Not Your Parents' Offering Plate: A New Vision for Financial Stewardship*, (Abingdon: Nashville, 2008)

Janet T. Jamieson and Philip D. Jamieson, *Ministry and Money: A Practical Guide for Pastors* (WJK: Louisville, 2009)

Charles R. Lanes, *Ask, Thank, Tell*, (Augsburg: Minneapolis, 2006)

Amanda Palmer, *The Art of Asking*, (Grand Central: New York, 2014)

Frederick J. Gaiser, ed., "Rethinking Stewardship: Our Culture, Our Theology, Our Practices," *Word and World*, (Luther Seminary, 2010)

Additional **Electronic Resources** will be available via **MyLutherNet**, including but not limited to:

- The ELCA's "Stewards of God's Love: a year-round guide to stewardship"
- Henri J. M. Nouwen, *A Spirituality of Fundraising*. The Henri Nouwen Spirituality Series. Nashville, Tenn: Upper Room Books, 2010.
- William O. Avery, "A Brief History of Stewardship." Stewardship of Life Institute, 2004.
- "A Broader Appeal: How Crowdfunding Inspires Creative Ministry," *The Christian Century*, May 27, 2015, v132:11, p 22-25.

## ASSIGNMENTS

### **Scholarly Attitude** (similar to, but not the same as “participation”)

Anyone can “participate” in class by speaking their mind, but thoughtful, informed, contributing scholars: 1) choose wisely when to speak, 2) share comments reflective of the reading, 3) are generally engaged in all aspects of the course—including assignments, discussions, and supporting other classmates. Scholarly attitude reflects both intellectual curiosity and intellectual humility.

Relatedly, you must be present to contribute, so any **more than two unexcused class absences** will reflect poorly on your grade. If you seek an excused absence, please be in touch with me **prior** to class.

Please forward interesting *Money and Mission* stories to the instructor via email or Twitter using the hashtag #StewLead.

### **Preaching Stewardship Project: Perspectival Exegesis and Sermon Outline**

Taking a page from the acclaimed *Feasting on the Word* commentary series, this group project consists of three deliverables. After being assigned to groups (ideally, made up of four students) you will be given a biblical passage to research, considering particularly the stewardship-related aspects of the text.

Each of the four group members will pick one of the four perspectives to explore: Theological Perspective, Pastoral Perspective, Exegetical Perspective, Homiletical Perspective.

**Deliverable one:** a document to be shared with that class that includes the biblical passage and 500-words of commentary on each of the four perspectives.

**Deliverable two:** a 10-minute presentation of the document to the class

**Deliverable three:** a 1-2 page sermon outline on the text (this part completed individually), be sure to describe the context in which the sermon may be preached

### **Endowment Laboratory Critical Reflection**

A \$100,000 endowment laboratory has been established at Luther Seminary. InFaith Community Foundation contributed \$90,000 and Luther Seminary contributed \$10,000 to establish the fund. Through presentations, class discussion, and collaborative discernment, we will determine policies for the endowment and will make decisions about its management. Further, we will

also determine grants that will be made for the benefit of Luther Seminary. At present, such grants may range around \$5000...and **you get to decide!**

Upon completion of the endowment lab class modules, you will write a paper critically reflecting on the experience. Reflections should include discussion of the group lab process, personal learning moments, self-reflection, and application for future ministry. Length: 800-1000 words.

### Why Give? Paper

**Prompt:** As a congregational leader, a member of the congregation approaches you and says, “I have three monthly automatic debits from my checking account. One goes to the Y so I can workout. One supports MPR, which I listen to much more often than I attend church. And the other goes to the congregation. Since God can act in all places, it’s all basically the same, right?” Respond in 800-1000 words.

### DEBATE—Dave Ramsey’s Financial Peace University

Dave Ramsey’s Financial Peace University course is easily the most popular course on financial literacy used in congregations today (and in congregations as diverse as Southern Baptist, Roman Catholic, and Unitarian Universalist). FPU clearly changes lives—and for the better—but its content, theology, and practices must be examined before application in ministry contexts.

In this assignment, the class will be split into two opposing sides. We will conduct a modified Oxford-style debate on the motion, **“It is faithful, wise, and good stewardship to teach Dave Ramsey’s Financial Peace University course in congregations.”**

We will invite others in the campus community to witness (and, perhaps even judge) the debate. FPU is on reserve in the library and necessary to review in detail prior to the debate.

### Final Project:

#### Option 1: Congregational Financial Stewardship Plan

Prepare a 3,000+ word financial stewardship plan for a congregation you know well. The project should include an analysis of the congregation’s setting and stewardship history, as well as a proposal for financial stewardship ministry for the next **three years**. Components of the final project will be:

- Congregation’s setting and stewardship history (zip code data, trend report, interview with pastor and/or lay leader(s) about the congregation’s stewardship history).
- Describe the congregation’s vision, leadership and financial stability

- Plan for the congregation’s stewardship ministry for the next three years, including:
  - Biblical themes that speak to this context (how would these be introduced and taught)
  - Your attitudes and values as a leader in the congregation’s stewardship ministry
  - How to introduce stewardship themes/material to different audiences in the congregation?
  - Who would you partner with to implement this plan? How would you form these partnerships?
  - What resources would you draw upon?
  - A timeline for implementation of the plan

### Option 2: Crowdfunding Praxis Project

This project requires you to plan, design, and implement a crowdfunding campaign using a digital platform of your choosing such as Indiegogo, Crowdrise, GoFundMe, WeRaise, etc. The campaign may in partnership with others (e.g. a congregation or non-profit) or may be more personal in nature (e.g. raising money for you to adopt a child). You may work in group(s) or individually.

In approximately 1500-2000 words, write a final project report that includes the following:

- Report on your **research** and **analysis** prior to launching the campaign. What sources did you consider? What did you analyze to help imagine your project?
- **Detailed description** of your crowdfunding effort itself including an explanation as to why you constructed it as you did. How did your decisions reflect what you learned your research and analysis?
- An **annotated timeline** of your project launch with description of how the project progressed (or not).
- **Analysis and connections.** How do you judge your project’s success? If you were to undertake another crowdfunding project, what would you do differently? What about your project worked well, and what did not? What did you learn about yourself, stewardship, and mission in the process?

## GRADING

Scholarly Attitude	500 points
Preaching Stewardship Group Project: Exegesis and Sermon	500 points
Endowment Lab Critical Reflection	500 points
Debate—Dave Ramsey’s Financial Peace University	250 points
Final Project	1000 points
Total:	3000 points

**Grading Scale:** the scale for grades, by percent of total: A 94-100; A- 90-93; B+ 87-89; B 84-86; B- 80-83; C+ 77-79; C 74-76; C- 70-73; D+ 67-69; D 64-66; D- 60-63; F below 60

## ABOUT THAT GRADING

Wise students (and professors) know that grading is subjective and should never be confused for learning itself. Assignments for this course particularly invite creativity, exploration, and risk. When it comes to participating in a debate, for example, quantity cannot mask quality, volume cannot hide poorly chosen words, unsubstantiated opinions cannot cover lack of research.

While the assignments for this course each have certain required tasks and qualities, each is also intentionally left somewhat open-ended (this will delight some of you and frustrate others). This approach mirrors life in the parish—things have to get done, but how, with whom, and what that looks like is often negotiable. Relatedly, I encourage you to speak to me if you have questions or suggestions regarding assignments. For example, Final Project Option A, in past years, has been delivered in a 3000+ written format on an individual basis. If, however, a group of students were to propose a modification to work collectively on the project, and to present in a 30-minute spoken presentation with handouts, I'd be open to seeing a proposal.

Each assignment will be assessed on its own merits, considering the genre and goal of each product. Generally, however, I look for three main criteria, much of which I have borrowed heavily (read “lovingly pilfered”) from such scholars as Daniel Paul O’Donnell, Ryan Cordell, and Craig Carey:

How **compelling** is your work? A project is compelling when:

- it is polished, clear, and demonstrates deep engagement with the topic
- it is as interesting as the topic and approach allows
- it is as complete as its topic and approach allows (it doesn’t have huge gaps that you seemed to have skipped, or obvious points you have no considered)
- it is truthful (if the project is argumentative, does it convince? Is it accurate and honest?)

How **effective** is your work? A project is effect when:

- it is readable/clickable/watchable/listenable (i.e. the production values are appropriately high; digital writing reflects the genre, etc.)
- it is appropriate (i.e. is your memo formatted appropriately, is the source of the picture in your blog post credited)
- it is attractive (i.e. it is presented in a way that leads the audience to trust the author and his or her arguments, examples, and conclusions)

How **thoughtful** is your work? A project is thoughtful when:

- it reflects deep engagement with the topic, moving from reporting to analysis and staking claims
- it anticipates the audience’s reaction and shows appreciation of context
- it shows both intellectual humility and a willingness to make a particular/distinct argument

## CALENDAR

### SETTING THE SCENE

#### WEEK ONE

- Sept 14 No reading required prior to class, though getting started on *Not Your Parents' Offering Plate* would be wise.
- In class: money autobiographies, storytelling activity analyzing church Budgets, money and music activity.

#### WEEK TWO

- Sept 21 Christopher: *Not Your Parents' Offering Plate*  
 Nouwen: *A Spirituality of Fundraising* (on MyLutherNet)  
 In class: engage the ELCA Stewardship competencies document

### BUILDING THEOLOGICAL COMPETENCIES

#### WEEK THREE

- Sept 28 *Word and World*: Intro & essays from "Our Culture" section (Emerson et al, Moore, Schumann)  
 Cardoza-Orlandi, *Mission*, Intro – Ch 2  
 In class: Endowment Lab #1 – Chris Andersen, InFaith Community Foundation

#### WEEK FOUR

- Oct 5 *Word and World*: essays from "Our Theology" section (Gaiser, Stortz, Barreto)  
 Cardoza-Orlandi, *Mission*, Ch 3-4  
 Avery, "A Brief History of Stewardship."  
 In class: Endowment Lab #2 – Claiming a mission and setting parameters for gifts (with Chris Andersen)

#### WEEK FIVE

- Oct 12 *Word and World*: essays from "Our Practices" section (Powell, Kruse, Dreier)  
 Cardoza-Orlandi, *Mission*, Ch 5-conclusion  
**DUE**: Preaching Stewardship Group Project

## GIVING IN PRACTICE

### WEEK SIX

- Oct 19 *Word and World*: essays from “Rethinking Stewardship” section (Lose, Conway, Jamieson)  
 Jamiesons: *Ministry and Money*, Chs 1-4  
 Guest speakers: **Donor Development and “The Ask”** [6 p.m.]
- Rev. Gerry Rafferty, Senior Philanthropic Advisor, Luther Seminary
  - Paul Rasmussen, Greater Twin Cities United Way
  - Rev. Mary Brown, Lutheran Social Service of MN

### WEEK SEVEN

- Oct 26 Jamiesons: *Ministry and Money*, Chs 5-8  
 Guest speaker: Grace Duddy Pomroy, Portico Financial Services,  
**Narrative Budgets** (6 p.m.)

### WEEK EIGHT

- Nov 2 Jamiesons: *Ministry and Money*, Chs 9-12  
 Guest speakers: Pastor Jay Carlson and Meghan Olsen Biebighauser,  
 Parish Organizer and Interim Director, **Exodus Lending** [6 p.m.]

### WEEK NINE

- Nov 9 **DEBATE**: Dave Ramsey: Financial Peace University

### WEEK TEN

- Nov 16 Lane: *Ask, Thank, Tell*, all (don’t freak out, it’s short)  
**DUE**: “Why Give?” Paper  
 Guest Speakers: **Capital Campaigns**
- Pastor Charlie Ruud, Normandale Lutheran Church
  - TBD

### [THANKSGIVING BREAK]

### WEEK ELEVEN

- Nov 30 Palmer, *The Art of Asking*, p. 1-167  
 In class: Endowment Lab #3 – The Decision(s)! (with Chris Andersen)

### WEEK TWELVE

- Dec 7 Palmer, *The Art of Asking*, p. 168-end  
**Due**: Endowment Lab Critical Reflection Paper



**INTEGRATION & BENEDICTION**

WEEK THIRTEEN

Dec 14

**Final project DUE: Friday, Dec 18**

## **POLICIES OF LUTHER SEMINARY**

### **ADA Compliance Statement**

Reasonable accommodation will be provided to any student with a disability who is registered with the Student Resource Center and requests needed accommodation. If you are a student with a disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or accommodation in this class or any other class, please contact the Director of the Student Resource Center or contact your instructor directly.

### **Academic Honesty**

Members of the Luther Seminary community are expected to conduct themselves responsibly and honestly in academic matters. Cheating and plagiarism are serious offenses against this expectation and are subject to disciplinary action.

If instances of cheating or plagiarism are detected, one of the disciplinary actions shall follow: either the instructor records a failure for the assignment or examination, or the instructor records a failure for the course. In either case, the instructor shall bring the matter to the Office of the Academic Dean and the Office of the Dean of Students, and the question whether further disciplinary action should be considered will be determined in consultation with the instructor, the Office of the Academic Dean, and the Office of the Dean of Students. See the current Student Handbook for more details on this matter.

### **Course Workload**

Throughout this course students will be expected to engage in a total of 130 Student Learning Hours, which breaks down to roughly 39 hours of Guided Learning (class) and 90 hours of self-directed learning (reading, writing and other course work).