

# MONEY & MISSION OF THE CHURCH

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Spring Term | CL4560 | BH 116  
12:30 – 3:20 p.m. Feb 7 – May 9, 2017

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## COURSE DESCRIPTION

### Money and Mission of the Church

Financial stewardship is essential to the life and mission of both congregations and the 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 you will be able to:

- **Demonstrate** how your knowledge of finances, mission, and theology of money may be applied to Christian public leadership in various contexts
- **Communicate** an appreciation for your own gifts and approach to money and mission
- **Analyze** and **critique** various postures towards 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 your 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
- 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 (required):

Charles R. Lane and Grace Duddy Pomroy, *Embracing Stewardship: How to Put Stewardship at the Heart of Your Congregation's Life*, (EmbracingStewardship.com, 2016) [[Purchase at EmbracingStewardship.com](http://EmbracingStewardship.com)]

J. Clif Christopher, *Not Your Parents' Offering Plate: A New Vision for Financial Stewardship*, (Abingdon: Nashville, **revised 2015**)

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

Henri J. M. Nouwen, *A Spirituality of Fundraising*. The Henri Nouwen Spirituality Series. Nashville, Tenn: Upper Room Books, 2010.

Kerry Alys Robinson, *Imagining Abundance: Fundraising, Philanthropy, and a Spiritual Call to Service*, (Liturgical Press, 2014)

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

- Variety of videos from stewardship leaders
- Stewardship sermons
- Websites: church stewardship sites, crowdfunding sites, non-profit pitches, etc.

### Articles or book sections available on MyLutherNet

- William O. Avery, "A Brief History of Stewardship." Stewardship of Life Institute, 2004.
- Brueggemann, Walter. "The Liturgy of Abundance, the Myth of Scarcity." *The Christian Century* 116, no. 10 (March 24, 1999): 342-47.
- Brueggemann, Walter. "Preface, Introduction: A Material Faith" *Money & Possessions*, WJK: 2016. p. xix – 13.
- Herbert Snyder and James Clifton, "Stealing from the Offering Plate," *Fraud Magazine*, Vol. 19, No. 6, Nov/Dec 2005.
- Herbert Snyder and Nancy Emerson, "Fleecing the Shepherds," *Fraud Magazine*, Vol. 29, No. 2, March/April 2014.
- Michael Emerson et al, "U.S. Christians and the Riddle of Stingy Giving," *Word & World*, Supplement Series 6, 2010, p. 9-20.
- Frederick J. Gaiser, "Spend your money for whatever you wish (Duet 14:26): The Bible on Stewardship," *Word & World*, Supplement Series 6, 2010, p. 47-56.
- Mark Allan Powell, "Stewardship for the Missional Church," *Word & World*, Supplement Series 6, 2010, p. 77-86.
- Melvin Amerson, Ch 1, "Stewardship in African-American Churches," Nashville: Discipleship resources, 2006.

- William O. Avery, "A Brief History of Stewardship." Stewardship of Life Institute, 2004.
- James Hednut-Beulmer, Chapter Five, "Stewardship in Crisis and Technique in Ascendancy, 1920-1945), in *In Pursuit of The Almighty's Dollar: A History of Money and American Protestantism*," Chapel Hill: UNC Press, 2007, p. 97-110.
- Vaidyanathan, Brandon and Patricia Snell, "Motivations for and Obstacles to Religious Financial Giving," *Sociology of Religion*, 72.2 (2011), 189-214.
- Lance Pape. "Talking about Money in the Presence of Jesus: Biblical Hermeneutics and the Call for Topical Preaching." *Practical Matters Journal* (October 1, 2014). <http://wp.me/p6QAmj-5c>
- Copeland, Adam. "A Broader Appeal: How Crowdfunding Inspires Creative Ministry," *The Christian Century*, May 27, 2015, v132:11, p 22-25.

**One Book of Your Choice:** Suggestions below; others may be approved by the instructor.

Amerson, Melvin. "Stewardship in African-American Churches," Nashville: Discipleship resources, 2006.

Hewitt, Brad, and James Moline. *Your New Money Mindset: Create a Healthy Relationship with Money*. Tyndale, 2015.

Milburn, Joshua and Ryan Nicodemus. *Everything that Remains: A Memoir by The Minimalists*. Asymmetrical Press, 2014.

Moses, Lee Hull. *More than Enough: Living Abundantly in a Culture of Excess*. Louisville, KY: Westminster John Knox Press, 2016.

Palmer, Amanda. *The Art of Asking: Or, How I Learned to Stop Worrying and Let People Help*. Grand Central Publishing, 2014.

Smith, Christian, and Hilary A. Davidson. *The Paradox of Generosity: Giving We Receive, Grasping We Lose*. Oxford, 2014.

Twist, Lynne, and Teresa Barker. *The Soul of Money: Transforming Your Relationship with Money and Life*. New York: Norton, 2003.

Walton, Jonathan L. *Watch This!: The Ethics and Aesthetics of Black Televangelism*. New York: NYU Press, 2009. Print.

Volf, Miroslav. *Free of Charge: Giving and Forgiving in a Culture Stripped of Grace*. Grand Rapids, MI: Zondervan, 2005.

**Note re #StewLead:** your instructor is all about public contributions to stewardship thinking, so feel free to tweet resources and related thoughts using the hashtag #StewLead. If you'd prefer to keep things private, that's cool too. Email the instructor and he can tweet it out.

## ASSIGNMENTS

### CHALLENGES: Mini Challenges and Grand Challenge

Students must complete **three out of six** MINI-CHALLENGES and **one** GRAND CHALLENGE from a list of two options.

You may **propose** an alternative project to replace a mini or grand challenge. To do so, email your instructor the following: 50 – 100 words that 1) describes your idea, 2) clarifies how it relates to one or more of the class learning objectives above, 3) identifies what deliverables you will turn-in to your instructor. Alternative projects may overlap with the needs of your ministry context, but the work must be unique to *Money and Mission*. In other words, you cannot “double-dip” an assignment for *Money and Mission* and another class.

**MINI CHALLENGE OPTIONS** – Complete **3 out of the 6 options** below. You pick.

1. **Newsletter article:** Write an article for a church newsletter on a particularly compelling aspect of money and mission of the church. Approximately 500-750 words. Then, submit it to a church, synod, or website for publication.
2. **Sermon analysis:** Analyze two sermons that address stewardship, money, and mission in some way (see the sermon links in MLN). In your analysis, describe the quality of exegesis, the ability of the sermon to persuade the hearers (theologically and otherwise), and any motivations for giving addressed. Approx. 800-1000 words.
3. **Design from Scratch:** Imagine a world in which there is no history of stewardship practices, no memories of what *had been*, no experience of giving to congregations in any way. If you had to build, from scratch, the financial stewardship practices of a congregation, what would the practices look like? In other words: describe how *your ideal congregation* would give, if there wasn't the baggage of history and cultural memories.
4. **Website analysis:** Analyze the “Giving,” “Stewardship,” or similar section of a congregation’s website. What theology of giving does the site suggest? How does it invite members into the joy of giving? What functionalities are included and/or *should be* included? Write 600 words of analysis. Then, write an email of less than 400 words to the congregation’s pastor or website manager including constructive feedback in a generous, kind, and grateful tone.
5. **Why Give?** As a congregational leader, a member of the congregation send you an email that reads, in part, “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.

6. **Buy something.** Michael Lindvall writes, "It ought to be clear God doesn't hate stuff." In fact, God might be called the great materialist. What if our kneejerk critique of consumerism goes too far in the other direction? "The problem," argues Lindvall, "is not so much that we like stuff too much; rather it's that we don't like it enough." Buy something. Ponder your relationship with the thing, and with God. Write a reflection in 800-1000 words.

## GRAND CHALLENGE OPTIONS

### Option 1: Congregational Financial Stewardship Plan

Prepare an approximately 2,500 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 include:

- 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 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, attend a Luther international program, etc.). 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?

## CLASS CHALLENGE

### Endowment Laboratory Critical Reflection

A \$100,000 endowment laboratory exists at Luther Seminary for the sake of your learning. 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.

### 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.

## GRADING

**Reading Pledge:** Learning in this course requires your careful engagement *reading* written texts. Sometimes reading is put into a category called, “student-directed learning,” meaning it’s up to you to accomplish it. No matter how great your instructor may be, he cannot read for you (well, he could read *to* you, but that’d be ridiculous). Since reading is essential to learning in this course, you will actually be given credit—significant credit—for reading itself.

At the end of the semester your instructor will ask you to certify what percentage, by pages, of the assigned materials you read. The percentage will correspond to your points out of 100. For example, if you read 95% of the materials, you receive 95 points in the Reading Pledge area of the grade formula below. If you read 75% of the materials, you receive 75 points and so on.

You will submit your percentage using the following phrase: “On my honor, I pledge that I have read \_\_\_\_\_ percentage of assigned written texts for this *Money and Mission of the Church*.”

### Grading Formula

Reading Pledge	100 points
Mini Challenges (50 each)	150 points
Grand Challenge	100 points
Endowment Lab Reflection	50 points
Scholarly Attitude	50 points

Total points possible: 450 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.

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, Grand Challenge Option 1, in past years, has been delivered in a 2500+ 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, or a YouTube video to education other students, 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 effective when:

- it is appropriate (i.e. does it correspond to the assignment, does it reflect the standards of written English, does it credit sources in a manner consistent with the genre)?
- 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)
- it is readable/clickable/watchable/listenable (If appropriate....are the production values are appropriately high; digital writing reflects the genre, etc.)

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
- it presents unique claims and original thinking, rather than simply regurgitating the ideas of others



## CALENDAR

### SETTING THE SCENE

#### WEEK ONE

Feb 7 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, Adam Hamilton video.

### TWO VOICES

#### WEEK TWO

Feb 14 Christopher: *Not Your Parents' Offering Plate*  
Nouwen: *A Spirituality of Fundraising*

### MANY VOICES

#### WEEK THREE

Feb 21 Begin your selected book.

Brueggemann, Walter. "The Liturgy of Abundance, the Myth of Scarcity." *The Christian Century* 116, no. 10 (March 24, 1999): 342–47. [E]

**Due:** Mini Challenge #1

#### WEEK FOUR

Feb 28 No class. Finish your selected book.

### THEOLOGICAL AND BIBLICAL APPROACHES

#### WEEK FIVE

Mar 7 Brueggemann, Walter. "Preface, Introduction: A Material Faith" *Money & Possessions*, WJK: 2016. p. xix – 13. [E]

Mark Allan Powell, "Stewardship for the Missional Church," *Word & World*, Supplement Series 6, 2010, p. 77-86. [E]

Lance Pape. "Talking about Money in the Presence of Jesus: Biblical Hermeneutics and the Call for Topical Preaching." *Practical Matters Journal* (October 1, 2014). <http://wp.me/p6QAmj-5c> [E]

Frederick J. Gaiser, "Spend your money for whatever you wish (Duet 14:26): The Bible on Stewardship," *Word & World*, Supplement Series 6, 2010, p. 47-56. [E]

In class: activity for sharing your selected book learnings (**\*bring your book to class**)

### THEOLOGICAL AND BIBLICAL APPROACHES CONT'D DIGITAL GIVING & CROWDFUNDING

#### WEEK SIX

Mar 14

Jamiesons, *Ministry and Money*, Chs 1-4

Copeland, Adam. *Guidebook: Crowdfunding for Congregations and Non-Profits*, 2016 [E]

Copeland, Adam. "A Broader Appeal: How Crowdfunding Inspires Creative Ministry," *The Christian Century*, May 27, 2015, v132:11, p 22-25. [E]

**Due:** Mini Challenge #2

#### FOLLOW THE MONEY

#### WEEK SEVEN

Mar 21

Jamiesons: *Ministry and Money*, Chs 5-8

In class: Endowment Lab #1 – Chris Andersen, InFaith Community Foundation

Guest presentation on budgets in our context, Michael Morrow, VP for Finance and Administration, Luther Seminary

#### FRAUD AND TRANSPARENCY

#### WEEK EIGHT

Mar 28

Jamiesons: *Ministry and Money*, Chs 9-12

Herbert Snyder and Nancy Emerson, "Fleecing the Shepherds," *Fraud Magazine*, Vol. 29, No. 2, March/April 2014. [E]

Herbert Snyder and James Clifton, "Stealing from the Offering Plate," *Fraud Magazine*, Vol. 19, No. 6, Nov/Dec 2005. [E]

In class: case studies

**NARRATIVE BUDGETS**

## WEEK NINE

Apr 4

Video: Center for Faith & Giving, Katie Hays, "[Creating a Narrative \(Mission Focused\) Budget](#)

[https://www.youtube.com/watch?v=Wlko\\_2XQleE](https://www.youtube.com/watch?v=Wlko_2XQleE)

**Due:** Mini Challenge #3

In class: Endowment Lab #2 – Claiming a mission and setting parameters for gifts (with Chris Andersen)

**OLD SCHOOL, NEW SCHOOL**

## WEEK TEN

Apr 11

William O. Avery, "A Brief History of Stewardship." Stewardship of Life Institute, 2004. [E]

James Hednut-Boulmer, Chapter Five, "Stewardship in Crisis and Technique in Ascendancy, 1920-1945" in *In Pursuit of The Almighty's Dollar: A History of Money and American Protestantism,* Chapel Hill: UNC Press, 2007, p. 97-110. [E]

~~John Wesley Sermon 51, "The Good Steward" [E]~~

John Wesley Sermon 50, "[The Use of Money](#)"

Guest speakers: **Donor Development and "The Ask"**

- Mary Margaret Brown, Director of Development, PROP
- Heidi Droegemueller, VP for Seminary Relations, Luther Seminary
- Paul Rasmussen, United Way

## WEEK ELEVEN

Apr 18

Lane & Duddy (Intro – Ch 4)

In class: Endowment Lab #3 – The Decision(s)! (with Chris Andersen)

## WEEK TWELVE

Apr 25

**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.

## WEEK THIRTEEN

May 2

Lane &amp; Duddy (Ch 5 – end)

Michael Emerson et al, “U.S. Christians and the Riddle of Stingy Giving,” *Word & World*, Supplement Series 6, 2010, p. 9-20. [E]

Vaidyanathan, Brandon and Patricia Snell, “Motivations for and Obstacles to Religious Financial Giving,” *Sociology of Religion*, 72.2 (2011), 189-214. [E]

**BENEDICTION**

## WEEK FOURTEEN

May 9

**Due:** Endowment Lab Critical Reflection Paper

**Final project DUE:**

## 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.

### Plagiarism

"Plagiarism is the dishonest act of presenting the words or thoughts of another writer as if they were your own.... If you quote from anything at all...you must put quotation marks around it, or set it off from your text. If you summarize or paraphrase an author's words, you must clearly indicate where the summary or paraphrase begins and ends.... In every instance you must formally acknowledge the written source from which you took the material." [Quoted from James A. W. Heffernan and John E. Lincoln, *Writing: A College Handbook* (New York: W. W. Norton, 1982), p.457.]

Some examples of plagiarism could include:

- Copying from a source text (whether online or offline) without proper acknowledgment.
- Turning in another student's work with or without that student's knowledge.
- Copying materials word-for-word from a source text, supplying proper documentation, but leaving out quotation marks.
- Paraphrasing materials from a source text without appropriate documentation.

- Turning in a paper copied from a website.
- Recycling your own work from a previous assignment, without permission of the instructor or proper citation

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 (APPLY activities) and 90 hours of self-directed learning (reading, writing and other course work).