

## WTF? (Where's the Faith): Young Adult Ethics and Ministry

January 14-18, 2013

### Instructor

Kate M. Ott, PhD

Course: CSOC 541

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Time: MTWR 9-5, F 9-1

Date: Jan 14-18

### Course Description

A significant developmental task for young adults, the “twenty-somethings,” is the birth of critical awareness and the dissolution and re-composition of the meaning of self, others, world, and God. Providing healing and transformative relationships with young adults requires moving beyond a definition of young adults as the transitional “not-yet” generation to an understanding of them as yearning to belong to communities and having something to contribute. In this course we will examine developmental, socio-cultural, and ethical issues of young adulthood. Participants will develop effective and appropriate pastoral response and ministries that honor the gifts, and insights that emerge directly from the voices of young adult experiences.

The class will be co-taught virtually with Rev. Dr. Kristen Leslie, Professor of Pastoral Care and Counseling at Eden Seminary in St. Louis, MO. Eden Seminary will have a synchronistic course with us, allowing for a dual classroom experience. Dr. Leslie may be reached at [kleslie@eden.edu](mailto:kleslie@eden.edu).

### Learning Objectives

During the course, the student will:

1. Examine how your experiences as a YA shapes your ministries with YAs, explore current issues for YAs, and distinguish how your YA experiences can both help and hinder your ministries with YAs.
2. Study a range of theological and sociological analysis of the spiritual lives of YAs.
3. Understand the thoughts of major, contemporary scholars of YA studies and religion.
4. Explore current socio-political issues related to YAs from a critically engaged theo-ethical perspective.

## Learning Outcomes

Through assignments and class participation, students will demonstrate the ability to:

1. Compare and assess theological claims related to ministry with YAs as they reflect (or do not) YA spiritual formation.
2. Identify theories of development operating in academic writings as well as Christian education materials and/or popular culture.
3. Present a theo-ethical argument on how young adults engage a social ethics issue in light of their socio-cultural context.
4. Articulate how issues of race, sexuality, economics, etc. interact with moral development and ethical choice in young adulthood.
5. Develop pastoral practices that attend to the suffering and contribute to the thriving of YAs in the church and the world.

## Reading Resources

### Required Texts:

Anderson, Herbert, and Kenneth Mitchell. *Leaving Home* (Westminster John Knox, 1993).

Bartlett, David, Claudia Highbaugh, and Stephen Butler Murray, Eds. *Crossing by Faith: Sermons on the Journey for Youth to Adulthood* (Chalice Press, 2003).

Bischoff, Claire E. Rachel Gaffron, et al. (Eds.) *My Red Couch: And Other Stories on Seeking a Feminist Faith* (Wipf & Stock Publishers, 2010)

Godsey, Heather, et al Eds. *Oh God, Oh God, Oh God: Young Adults Speak Out About Sexuality and Christianity* (Chalice Press, 2010).

Parks, Sharon Daloz. *Big Questions, Worthy Dreams: Mentoring Young Adults in Their Search for Meaning, Purpose, and Faith* (Jossey-Bass, 2011).

Richardson Brown, Julie and Courtney Richards, Eds. *It's Not All About You: Young Adults Seeking Justice* (Chalice Press, 2012).

Excerpts from the following texts will be posted on the course Wikispace:

Freitas, Donna. *Sex and the Soul: Juggling Sexuality, Spirituality, Romance, and Religion on America's College Campuses* (Oxford University Press, 2010).

Williams, Kayla. *Love My Rifle More than You: Young and Female in the U.S. Army* (W. W. and Norton & Company, 2006).

Additional on-line resources:

Angella Son, "Korean American Churches as Positive Selfobjects for Youth and Young Adults: Understanding Effects of Racism on Depression," *Sacred Spaces: The e-journal of the American Association of Pastoral Counseling* (2011) vol. 3. <http://www.aapc.org/news-events/sacred-spaces/volume-3-2011.aspx>

Astin, Alexander W., Helen S. Astin, and Jennifer A. Lindholm, "Spirituality in Higher Education: A National Study of College Students' Search for Meaning and Purpose," <http://spirituality.ucla.edu/>

Lloyd, Cynthia B., Ed. *Growing Up Global: The Changing Transitions to Adulthood in Developing Countries* (National Research Council and Institute of Medicine) (Washington, D.C.: The National Academies Press, 2005).- [http://www.nap.edu/openbook.php?record\\_id=11524](http://www.nap.edu/openbook.php?record_id=11524)

Public Religion Research Institute and Georgetown University's Berkley Center for Religion, Peace, and World Affairs, "A Generation in Transition: Religion, Values, and Politics among College-Age Millennials" (2012 Survey) <http://publicreligion.org/research/2012/04/millennial-values-survey-2012/>

Princeton Theological Seminary Institute for Emerging Adults <http://www.ptsem.edu/scvm/iym/index.aspx?hdr=7204&id=7569&sn=5753>

<b>Class Policies</b>
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Electronics:

Laptops: All students should bring a laptop with wifi capability to class, or find a classmate with whom they can share a computer during class sessions. If you do not have a laptop, please speak to Prof. Ott.

Cell phones should be turned off, or set to the buzz setting during class. Should you need to take an emergency call, please step outside before you answer the call.

<b>Seminary Policies</b>
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See Seminary Policies in your handbook regarding:

Academic Integrity - <http://www.drew.edu/theological/academics/policies-regulations/academic-integrity>

Inclusive Language -

<https://uknow.drew.edu/confluence/display/Handbook/Inclusive+Language>

### Grading Rubric

Grading for this course will be the average of all of the requirements and expectations weighted by their percentage noted below. The grading system is:

Excellent (A, A-) = outstanding to exemplary work, that demonstrates a command and clarity of argument. In your paper the thesis is strong and thoughtful, good sources are well utilized and cited in support of the main thesis, organization is effective, analysis is insightful, argumentation is very convincing, and counter-arguments are treated effectively. A papers show depth of comprehension and reflection. Excels beyond learning outcomes.

Good (B, -,+) = good to very good work, that demonstrates an understanding and grasp of the issues presented and evaluated. In these papers, the thesis is sound, the sources are solid, the organization is logical and clear, the analysis is competent, the citations are accurate, and the argumentation is fairly strong. Meets all the basic learning outcomes.

Satisfactory (C, -,+) = accurate and acceptable work, that demonstrates completion of the assignment(s) without any additional effort. A paper meets the basic requirements in an acceptable way, but has significant flaws (i.e. weak thesis, sources, citations, organization, analysis, and argumentation).

Poor (D, -,+) = scant and generally insufficient work, in addition to tardiness in attendance and/or assignments. Meets over half of learning outcomes.

Failure (F) = inadequate work and participation, does not meeting course requirements or learning outcomes.

### Course Requirements/Expectations

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| • Active Participation and evidence you have completed the daily readings | 10% |
| • Interview with Faith-based Worker (Due Jan 14)                          | 15% |
| • How my Family Leaves Home (Genogram) (Due Jan 14)                       | 25% |
| • Pop Culture YA Curriculum Resource (Group) (Due Jan 18)                 | 25% |
| • Response to YA in Ministry "Statement" (Due Jan 25)                     | 25% |

### Graded Written Work

#### Interview with Faith-based Worker

- Due Monday, Jan. 14.
- Post on Wikispace/Forums
- 15% of your course grade

The purpose of this exercise is to learn from a pastoral caregiver who actively provides care to young adults and then to integrate this information into what we read and discuss in class or with your own experience. The pastoral care provider you interview may be a pastor, priest, woman religious, rabbi, imam, college chaplain, hospital chaplain, military chaplain, corporate chaplain, pastoral counselor, or anyone who works directly with young adults. Do not interview a current Eden or Drew student, or someone within their first two years of professional ministry. This pastoral caregiver must have pastoral care and counseling or education as a stated component of their professional ministry and a significant portion of their ministry

should be with young adults. Engage the professional in a conversation about the context for their ministry with young adults. Do not tape the conversation. Prepare a few questions ahead of time. Some examples follow:

- Are there things that surprised them or that they did not expect in their work with this specific population of young adults?
- Any operative metaphors (scriptures, images, relational words) that describe or explain their work in pastoral care and counseling, etc.
- In their place of ministry, are there programs/ elements that are in place intentionally to engage young adults? Are there things about their place of ministry that they see as intentionally/unintentionally working to attract or retain young adults? What are some hurdles that they see in making their ministries most effective with young adults?

Your write up should include a brief description of the care provider's ministry setting and the young adult population with which they work, a description of 5 things you learned about ministry with young adults and 3-5 things the interviewee would have liked to have known prior to their ministry context and/or would like more training in now that they have their position. Post the list of items on the wikispace page under the Interview assignment.

### **Family Genogram and Analysis of Leaving Home**

- Due Monday, Jan. 14
- Bring drawn or printed off computer-generated Genogram with you to class and post typed analysis of Genogram to Wikispace under Assignments/ Family Genogram.)
- 25% of your course grade

Create a Genogram of your family with attention to Rules, Roles, and Rituals about what defined the process of leaving home (for college, job, moving, etc.). For a description of rules, roles and rituals see the Capps article page 120-122, *How to Think Systematically?* posted on Wikispace. Your Genogram, if possible, should explore at least two generations before you (your parents, grandparents), your generation, and all those that follow. You may do this in a chart by hand or electronically (GenoPro is one of several programs that offers a free time-limited trial) and design your own symbols and color-coding with a key included. We will use the Genograms in a small group discussion to explore family patterns related to young adult transitions (e.g. leaving home). You need not show your Genogram to classmates but you will submit it to Profs. Leslie and Ott respectively for credit. Your grade will be determined by your analysis of the rules, roles and rituals of leaving home as seen in your family.

### **Pop Culture YA Curriculum Resource**

- Due Friday, Jan. 18 at the end of class.
- Post on Wikispace under Assignments – YA Curriculum
- Be prepared to talk about your curriculum in class for 5-10 minutes on Friday.
- 25% of your course grade

Groups will develop a study guide to be used with young adults that engages young adult culture (e.g., social media, music, videos, TV, etc.) to examine an ethical issue (e.g. sexuality, war, military, ecology, economics, political engagement, etc.). The curriculum will be modeled after the on-line curricula source [www.theThoughtfulChristian.com](http://www.theThoughtfulChristian.com). See Wikispace for

curriculum writing guidelines. The resource will include an introductory piece on the subject, lesson plans as a step-by-step teaching resource, learning objectives, and supplies needed.

Groups will be assigned on Jan. 14. Examples of young adult culture that focus on media will be collated by the class on Wikispace.

### **YAs Ministry “Statement”**

- 5 pages, double-spaced, 12 pt. font.
- Due Friday, Jan. 25 , by 5 pm.
- Post to Wikispace under Assignments – YAs Ministry Statement

Write a sermon, letter, or mission/framing statement for the young adults with whom you work (or hope to work). Make sure to include reference (or hints) to the knowledge you have of current research, social issues, and spiritual development related to your audience (e.g. give evidence of readings from the course). Engage your own theological and ethical core values, in some visible fashion in the writing.

<b>Course Calendar</b>
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For daily reading assignments, exercises, and on-line links see the class wikispace at <https://yaethics-ministry.wikispaces.com/>