

1-1-2005

CD 615 Discipleship Development in the Home

Chris Kiesling

Follow this and additional works at: <http://place.asburyseminary.edu/syllabi>

Recommended Citation

Kiesling, Chris, "CD 615 Discipleship Development in the Home" (2005). *Syllabi*. Book 1181.
<http://place.asburyseminary.edu/syllabi/1181>

This Document is brought to you for free and open access by the eCommons at ePLACE: preserving, learning, and creative exchange. It has been accepted for inclusion in Syllabi by an authorized administrator of ePLACE: preserving, learning, and creative exchange. For more information, please contact thad.horner@asburyseminary.edu.

ASBURY THEOLOGICAL SEMINARY
Department of Christian Education
Course Prospectus

CD 615 -Discipleship Development in the Home (3 hours)

A study of the relationship of the church to the home in the joint enterprise of strengthening the family, nurturing children, and bringing them to mature Christian discipleship. Systemic reflection on the doctrine of Creation, the relation of human sexuality to the image of God, and the summons to "new men and women" of faith as representatives of the divine image to infants, children, and to the entire human community. Special attention is given to the contemporary threats to the family and to examining the effects of divorce and father absence. .

Instructor:

Chris Kiesling	B.G.St., M.Div., Ph. D.(candidate)
Meeting Room:	9:30-10:45 TTH, M103
Office:	FM108 (the "womb" of the bookstore)
Phone:	858-2382 (If I am unavailable you may access my voice mail)
E-Mail:	c_kiesling@asburyseminary.edu
Office Hours:	Wednesday 9:30 – 11:00 or by appointment

This syllabus is being revised to fit the context of a January term class. The readings outlined in the syllabus should remain largely the same, but there will likely be additional modifications to the daily assignments.

Course Objectives

The student showing competence in this class will be able to:

1. Connect the origins of the family, family roles, and relationships to a Trinitarian perspective from the intent of the Creation account.
2. Recognize the effects of the fall, the disintegration of family life, and the yet unshakable confidence of God to utilize families and communities of faith in His redemptive plan.
3. Describe sociological and developmental trends that are changing the definition, structure, and outcomes of the contemporary family.
4. Deepen an understanding of parent-child attachment and deprivation and their developmental effects on individuals.
5. Identify family systems and the consequent roles they create for members in those systems.
6. Image the components of healthy families and marriages and how to encourage their growth.
7. Recognize the power and potential of congregational communities to intercept, surround, heal, and empower those suffering from family loss, tragedy, and pain.
8. Identify gender differences in identity development and self-functioning, and the uniqueness each gender tends to bring to the family equation.
9. Create congregational strategies for ministering to families.

Textbooks:

Paul Borgman, *Genesis: The Story We Haven't Heard*. Downers Grove: Intervarsity Press. 2001

Larry Crabb, *Connecting: A Radical New Vision*. Nashville: Word, 1997.

Merton Strommen and Richard Hardell, *Passing on the Faith*. Winona: St. Mary's Press, 2000.

Donald Joy, *Empower Your Kids to be Adults*. Nappanee: Indiana, 2000. **OR**

Marjorie Thompson, *Family The Forming Center*. Nashville: Upper Room Books, 1996.

Donald Joy, *Two Become One*. Nappanee: Indiana, 2000. **OR**

Walt Wangerin, *As For Me and My House*. Thomas Nelson: Nashville. 1987.

Dennis Kinlaw, *Sacred Pedagogy*. (booklet from Francis Asbury Press)

The following required articles and book chapters are contained in a reading packet:

Clifford Stevens, *The Trinitarian Roots of the Nuptial Community*. St. Vladimir's Theological Quarterly, 35 (4), 351-358.

June, Lee (ed.) () *The Black Extended Family* in The Black Family.

Dobson, James (2001) *The Essential Father* in Bringing Up Boys: Practical Advice and Encouragement for those Shaping the Next Generation of Men. Tyndale House, pp. 53-66.

Hart, Archibald, (1994) *How Men think About Sex* in The Sexual Man: Masculinity without Guilt. Word Publishing, pp 51-68.

Josselson, Ruthellen, (1987) *Becoming Herself: Identity, Individuation, and Intimacy* in Finding Herself: Pathways to Identity Development in Women. Jossey Bass, pp. 10-41.

Schnarch, David (1997) *Differentiation: Developing a Self in Relation* in Passionate Marriage. Henry Holt and Co., pp. 53-69.

Boyer, Ernst, (1984) *Separate Spiritualities* in A Way in the World. San Francisco: Harper & Row pp. 27-36

If you have read one of these texts and/or have reason that you want to focus on a particular topic not covered by these texts I will allow some substitutions.

Attendance and Participation

Loan-granting institutions are now requiring attendance records on students for accounting purposes. Therefore, the faculty has an obligation to take daily attendance records in every class and report any repetitive absences. A small percentage of your grade for this class depends on attendance and includes what you bring to the “festival of sharing” on the final class days. Especially in the case of borderline grades, being remembered by the professor for your comments in class and creativity in the final project can be determinative

The festival of sharing is your opportunity to share personal truth that has come home to you this semester as a result of this class. Draw deeply from your creative side in what you want to present and really add value to this closure experience for your colleagues. If you work in a form of art, create something related to the family and bring it to show; If you are from another culture introduce us to some customs that can broaden our understanding of family life in your home (e.g. wedding videos, rites of passage, stories that your tribe tells or national myths that reveal the values of your culture); If your family has a particularly profound way of teaching faith at home or you as a couple have a great way to bless each other, demonstrate for us how it is done (no ethos violations please); If you realized something about yourself you have never seen before, bring your best journal entry in which you wrote about it; If your grade is suffering, bring food. Unfortunately in a class this size the presentation must be kept short, no longer than three minutes. (If there is ample reason to need a bit longer see me ahead of time.)

Personal Reflection Papers

For each text type a three page, double-spaced reflection paper using approximately one page for each of the following responses. Please note this is both a cognitive exercise designed to assess whether or not you are obtaining the objectives for this course and an attempt for you to look personally at your own journey. I encourage you as you write to invite the Holy Spirit to probe places of pain, to name and give understanding to what has shaped you from the past, to point toward greater wholeness, and to envision strategic points for ministry.

Page One - What did the author desire to accomplish in the writing of this text and was he (unfortunately they are all male authors) successful? Consider the objectives for this course. How does this text help you address these objectives? Demonstrate in your first page how reading this text has helped you think about these objectives.

Page Two - Report the concrete experiences and reflective observations that this material stirred for you while reading this book. These may be personal anecdotes, experiences and observations about your family and others you have encountered, ideas that you wrestled with or felt convicted by, questions the book failed to address, etc.

Page Three – Detail the commitments/changes you want to make personally, in your family, or in ministry resulting from the reading of this book. Examples may include such things as repairing a broken relationship, deepening a commitment in marriage or to children, practicing a deeper level of relationship integrity, planning to utilize this material in ministry, or future study areas that you need to pursue. Be as specific as possible in this section and aim at practical personal steps and proposed uses.

(Evaluation of the book reviews will consist primarily of how thoroughly you answered each of these areas).

The “Exercise in Essential Living”

This phrase comes from Henry David Thoreau’s experiential accounting of *Walden* in which he attempted to determine the bare bones of the necessity of life. Although we would not want to give Thoreau too much authority, his endeavor toward the simplicity of what’s essential seems especially pertinent for families today. Thus, on a smaller scale this assignment asks you to take at least four hours of one full day (even better if you could commit a full sabbath to it) and conduct your own “exercise in essential living.” It asks you to consider what really are the essentials of living fully? what really replenishes your soul?, what gladdens your heart?, what puts the fizz back in your doctor pepper?

Or, to be even more Christlike, aim these questions not at yourself, but at how you could bless your family, spouse, and/or significant other? What kind of a day could you create for them that at the end of it they would say “Ahhhh, today was the most “essential” experience I’ve had in years!! Today I was really loved!! Today we really connected.”

Then take as many pages as there is energy in the experience for you to communicate what you have learned and come to discover about how to live a soulful, essential life and/or how you give it to others. Don’t be afraid to report as well on any frustration you may have had in the experience, these too may be rich sources of enlightenment for you, revealing why so many of us “live lives of quiet desperation,” disconnected from those we purport to love most.

Journals from Class Sessions

I fully anticipate that in almost every class session and/or reading assignment you will find rich material for personal reflection and meaning making. Though some of these probes may be irritating, I believe them to be the “stuff” the Holy Spirit would desire for us to rub and polish into the pearls of our soul. I find journaling to be a rich way to be intentionally involved in this refinishing work. (If you have another method - e.g. assembling life’s experiences through a collection of music, painting, writing poetry, or if you process best by talking it out with a significant other - whatever helps you move through life’s experiences and deepen your understanding, propose it as an alternative). Throughout the semester make at least one weekly journal entry in which you address something that captured your attention or follow the suggestions that I make in class. (Plan on a total of ten entries; you can have two weeks of grace and can skip a week when you do the exercise in essential living). Typed journal entries are easiest to read, but if script is more personal and at least legible, feel free to compose it how you would like. You can use whatever container you desire, but be aware that in order to facilitate my remarks there may be occasion where I have the journals for a week or two.

Journal entries are held strictly confidential and will be returned directly to you in class, so feel free to be raw, honest and vulnerable. Nothing is counted against you for the language you choose to use in your journals. Indeed, I find that I tend to meet students in my feedback at whatever level they choose to expose me to (I trust that that is how the Holy Spirit works with us and between us). However, I also think it is best that I not enter into a formal therapeutic relationship with you while also serving as professor. If you uncover issues in which I think there might be benefit to seek further counseling, I will suggest it to you and with your permission we can work through student services to get an appointment with one of my respected colleagues or refer you to someone specializing in a particular area.

On the next page is a list of the kinds of questions I would like for you to consider and from which I will make suggestions from time to time. However, make this a sacred time and follow the Spirits’ lead in what you write and think about.

- What was my dominant childhood feeling? How do I live today as an attempt to maintain or to avoid that feeling?
- Being made in the “image of God” implies that I have the ability to create. I feel most creatively alive when I _____?
- What is my “attachment style”? How did it form and how does it affect me today? How has it affected how I perceive the way God relates to me and views me?
- Does the family systems typology offer me any insight into my family. If so how? or is my experience something no one has really helped me to understand?
- What might my family or spouse be learning by observing me what grace and holiness feel like and how godliness manifests itself in a persons’ life? How will they learn to pray? What in my life is teaching them to experience life as gift and to gain a heart of gratitude?
- In popular media, whose story is being told about sexuality? How has this story affected/distorted my desires and perceptions? How do I feel about being a man or a woman?
- How might the church develop a wholistic approach to healthy sexuality?
- What would it be like to be married to someone like me?
- What would I experience and feel at church if I were a single person, thirty to forty years old attending a Sunday school class and a worship service?
- How can I help myself and others honor the midlife journey?
- How do I feel about divorce and divorcees? On what basis will I perform second marriages?
- What vision can the church carry that will curb the baby boomers tendency to spend retirement in narcissistically?
- How can the church honor and deploy the wisdom/gifts for ministry of the elderly?
- What question do I most hope that nobody will ever ask me while I am in seminary?

The “I want an ‘A’ for this class” paper/project

This assignment is the more academic one in this course and asks you to study a family, ministry, or personal issue in which you feel like you or the church needs more insight. Examples might include: characteristics of families from another ethnic background, exploring your sexual identity and/or how the church forms and deforms people sexually, family devotionals, working out a theology of divorce, ministering to infertile couples, outlining a family oriented course for a church setting, starting a twelve-step ministry, etc. Although I hope you will aim for excellence, I don’t insist that this be a thoroughly researched paper. Rather, I’d like for you to approach it as you might if you had a few weeks to research a burning issue that your church needed you to address next month in a seminar, from the pulpit, etc., or one that you needed to personally explore. (See the recommended supplemental texts as starters).

My expectation would be that you peruse the library for the six best books on the subject and/or the internet for related topics and/or ask experts. Write about three to five pages with references according to what you’ve found. Whereas I expect you to read the assigned textbooks thoroughly, this assignment pushes you to broadly overview the stuff available on a given topic and start a habit of quickly perusing it to find what might be helpful for a particular situation.

Grading Scale

- | | |
|--|----------------------------------|
| 1. Response papers to the five texts - | 50 points total (10 points each) |
| 2. Exercise in Essential Living | 15 points |
| 3. Journal Entries | 20 points |
| 4. Attendance and Participation | 5 points |
| 5. “I want an A’ final Project | 10 points |

(Note: If time or energy constraints are an issue for you this semester it is possible to choose to eliminate the paper/project for a solid grade of B or C)

The following descriptions from the Asbury catalogue will provide the guidelines for grades based on a ten point scale.

A = Exceptional work: surpassing, markedly outstanding achievement of course objectives

B = Good work: strong, significant achievement of course objectives

C = Acceptable work: basic, essential achievement of course objectives

D = Marginal work: minimal or inadequate achievement of course objectives

F = Unacceptable work: failure to achieve course objectives

Planned Spring Agenda

<u>TOPIC</u>	<u>DATE</u>	<u>Assignments/Class Focus</u>	<u>Readings</u>
Day 1 and 2 Trinitarian Foundations, Creation Design and Intent	Jan 10	Intro, Df family The classroom as community	Crabb (focus on chapters 1-8, 13-17)
	Jan 11	Creation – God’s intent The Fall	Stevens article Sacred Pedagogy Borgman – Intro and Chapter 1

The assignment for this unit is to write a two-three page, double-spaced paper that provides a theological foundation for your understanding of the family. The paper should reflect a thoughtful reflection and interaction with both the readings for this unit and the discussions from class. However, I am not so much interested in you outlining or repeating what the text says, nor for you to necessarily agree with the position I have taken in class. Rather, the paper intends to have you wrestle with your own understanding of how these pivotal texts establish parameters for the importance of discipleship development in the home. Specifically, attempt to address each of the following questions in about one-half page of paper:

1. What are the implications of being created in the image of a Trinitarian God for understanding the importance of family??
2. What do you believe the story of creation tells us about gender roles and the intended relationship between a husband and wife?? How has the Fall affected that relationship? Are there places in society, families, or even church where we seem to be sanctioning more of the consequences of the fall than the creation intent??
3. Reflecting on your reading from Crabb (especially the chart on page 39 that gets at the core of his book) offer a theological appraisal of how the ministry one offers tends to reflect one’s view of personhood and one’s diagnosis of the human condition.
4. Considering all that has been covered in this unit, how would you describe a family that represented Trinitarian community? **DUE Jan 12**

<u>TOPIC</u>	<u>DATE</u>	<u>ASSIGNMENTS/FOCUS</u>	<u>READINGS</u>
Day 3 and 4 Sociological/Developmental Foci on the family Family systems	Jan 12	Is the family changing or declining? What do healthy families look like/the Blessing	Borgman Article from Lee June Joy – Intro, 1-4

Discipleship and Faith Formation in Children	Jan 13	Erikson, funded trust and autonomy Children's faith formation and early attachment	Article on The Essential Father

In the middle of this unit a schematic from Bob Biehl's book WHY YOU DO WHAT YOU DO links one's dominant childhood feeling with an adult phobia and a style of relating. Similarly, attachment style research suggests that the kind of attachment one had with a primary caregiver tends to develop into an internal working model that is carried into subsequent relationships in the lifespan. For this day, write a three page personal reflection paper focused on describing your family system. As you do so, address the following issues: First, name your dominant childhood feeling and the attachment style(s) in which you were nurtured. Describe how these might be affecting the assumptions you bring to relationships today and the way you typically relate to others in positions of authority and in intimate relationships. Next, offer a theological response to the psychoanalytic assumptions that early formative experiences are largely determinative of who we are and that the pathway to wholeness involves identifying, revisiting and healing former identity wounds. Offer theological commentary on the linkages you believe exist between early relational development in the family and issues of faith formation such as ones concept of God, trust, obedience, and images of the "ultimate environment." Finally, from your evaluation of the importance of these early formative experiences spell out the implications for ministry to families keeping in mind the growing population of single parent families, father-absent contexts, latchkey children, the prevalence of day care centers, lesbian and gay couples raising children, etc. Due Jan 14 if possible (If not, you may turn this in on the 18th)

Day 5 Discipleship and Faith Formation in Adolescence	Jan 18th	Adolescent faith development Identity Sexuality and the Media Discipline Rites of passage	Joy - 5-9 Chapter from Josselson Chapter from Hart
--	----------	---	--

For this unit return to journaling again, making a several page entry that considers some of the following issues as you write: Whose approval did I most seek as an adolescent and why? Who did I have most respect for? Whose attention did I recruit and what implications did it have for what I came to believe about myself? What story is being told about sexuality in the media? How has this story affected/distorted my desires, imagination, and perception about myself and about the way I view members of the opposite sex? Whose "dreamworld" is it and how do I feel about the way it tries to define male-female relationships? What movie do I find myself in and why? How were boundaries negotiated and discipline administered? What would I keep and what would I change in the way I establish boundaries with my own children and/or those I will serve in ministry? Due Jan 19th.

Day 6 Discipleship and Faith Formation in Adulthood	Jan 19th	How do you know when you are an adult? Marriage and Singleness Gender differences	Joy – Two Become One or Wangerin As For Me and My House Article from Schnarch
--	----------	---	--

A common theme that weaves its way through all the material in this unit is the interrelationship between our longing for companionship and our need for independence. Schnarch regards the interaction of these two seemingly opposing forces as creating a crucible in relationships whereby opportunity is created for growth into new levels of relational maturity. Describing emotional differentiation as the capacity to "hold onto yourself while staying in

relationship and moving closer to the one(s) you love the most,” Schnarch makes the provocative observation that we are likely only as emotionally differentiated as the family that we emerged from and that we almost invariably marry someone who is at the same level of emotional differentiation as ourselves. In this unit I want you to journal about where you see yourself in light of independence and intimacy and how they interact in your life. At this point in the semester I want you to begin to generate your own questions for processing this material and transferring applications to your own life. However, let me offer a few examples to guide your thinking. When and how did your family allow you to become your own person – i.e. independent? Could your family disagree and allow you your own opinions or feelings without it threatening your sense of connection or were you emotionally fused and expected to yield whatever you wanted? How much emotional distance do you usually keep from friends, dating partners, family, or a spouse? What might this tell you about your capacity to feel like you can be yourself and yet be connected to other people? Due Jan 20th

Day 6 and 7	Jan 20-21	Mid life/Later Life Divorce/Remarriage Step and Blended Families	Chapter from Boyer Strommen and Hardell
		Family focused ministry Miscellaneous topic(s)	
		Festival of sharing Evaluations	

For your final paper write a three-four page paper outlining either your plan for ministering to families within the ministerial setting you envision yourself being in OR design a project aimed at one specific group of people that we have studied.