

## **MTSO - Lake Institute: Faith, Money, and Stewardship (LS525)**

**Instructors:** Bill Enright, Aimée Laramore (Lake Institute); Lisa Withrow (MTSO)

**October 11-12; November 1-2; November 15-16; December 6-7**

**Rationale:** This course is necessary for any person aspiring to leadership in faith-based organizations because of the changing landscape of religious giving. Focusing on creating cultures of generosity provides the key component for stewardship thinking and approaches in the 21<sup>st</sup> century. All leaders need a sense of the context from which they will need to raise funding for their ministry.

**Course description:** Students will learn both practical and theological significance of money for faith by developing a stewardship model based on generosity. Faith-based fundraising perspectives and skills will shape a theology of money and a plan for nurturing generous givers throughout ministry. The outcome of the course will be student ability to shape the nature of stewardship to create generous organizations/congregations.

**Course method:** The course will combine four weekend seminars (Friday night and Saturday). Lake Institute instructors will lead class on Friday evening and Dr. Withrow will teach on Saturdays. Online work will include the creation of a blog based on readings and the subject of each class meeting. Students also will participate in an online forum with Lake Institute instructors. Students will also write a response paper integrating readings with the mission and work of an organization or congregation in which they are engaged. Friday nights: 6.30-8.30 pm. Saturdays: 9.00 am – 4.30 pm (8.5 hours per weekend, 34 hours total). Online for students: 6 hours.

**Outcomes:** Students should be able to provide theological and spiritual perspectives to a practical approach for generous giving in organizations to which they relate. They also will develop skills for developing financial campaigns and creating cultures of generosity.

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### **GRADING**

A range: written and oral work is superior, with attention to detail, clarity and depth of thought, good flow and excellent grammar. Appropriate and mature participation in class is necessary.

B range: written and oral work is good, with solid thinking processes, good grammar/flow and obvious quality of time spent on the assignments. Appropriate and mature participation in class is necessary.

C range: written and oral work is adequate, though there are significant problems with clarity, argument and grammar. Appropriate and mature participation in class is necessary.

F range: written and oral work is not completed as assigned, or the work indicates that the student is not giving attention to or is incapable of completing requirements in this course.

Inappropriate or lack of participation may also be a factor in a lower grade.

## **NOTES**

**Please see Student Handbook for sections providing policy details on the following:**

**ADA**—MTSO seeks to remove barriers to inclusion in its learning communities. Students who feel they may need an accommodation based on the impact of a documented disability should contact the instructor privately to discuss their specific needs at the beginning of the semester. Please contact the Director of Student Services to coordinate reasonable accommodations for students with documented disabilities. Any accommodation must be agreed upon prior to the due date of the affected course requirement.

**Class attendance**—Regular attendance is expected in all classes. During unavoidable absences, students are responsible for missed work. An excessive number of absences may result in grade reduction or course failure, despite successful completion of all assigned work. In most cases, a student will not be allowed credit for a course if he or she is absent for 25% of the class sessions.

**Electronic Devices**—Turn mobile devices off or “vibrate only” during class. Browsing the Internet or engaging in email or social network conversations during class is discouraged. Instructors have the right to impose grading penalties for disruptions due to electronic devices.

**Human Subjects Research**—Research by MTSO faculty, students, or affiliated personnel that collects non-public information from and/or about living individuals or contemporary organizations/groups for purposes of publication or public presentation (including class assignments) must be approved by the Human Subjects Research Committee. MTSO faculty, students, or affiliated personnel should err on the side of caution and apply for committee approval of any activity that may fit this description.

**Inclusive Language**—In accordance with MTSO’s policy on inclusive language, all students are expected to use gender inclusive or gender neutral language in their writing and in the classroom discussions when referring to human beings.

**Incompletes**—To receive a course grade of Incomplete, students must submit the petition form from the Registrar with all signatures to the Dean’s Office before the last day of regularly scheduled classes. See Student Handbook for intensive term deadlines. Any petition submitted without a due date for outstanding work will be denied. If work is not complete by the due date the Registrar will record the grade of F for the course.

**Pass/Fail**—The decision to exercise this option must be made before the end of the second week of the course by completing the appropriate form available through the Registrar. To receive a grade of "pass" the student must do at least the equivalent of C minus work in the course.

**Plagiarism**—Plagiarism is a serious matter of academic, professional, and personal integrity. All students at the masters level are expected to understand the requirement to provide attribution when the work of others is used. Students are also expected to be familiar with and understand the school’s policy on Academic Misconduct found in the Student Handbook. If a student has questions about attribution, citation, and how to avoid plagiarism they should consult the course instructor, the school’s writing instructor, or library staff. When in doubt it is better to provide attribution even if one is uncertain about the proper citation form. Plagiarism

is a form of academic misconduct that results in disciplinary actions per the Student Handbook that may range from failing an assignment or course to expulsion.

### **Additional Notes**

1. Use the *Turabian* manual for information about citations and research as necessary. When quoting authors used from the required texts list in this course, you should cite them in footnotes in the Turabian style.
  2. Please turn in papers via Sakai in Drop Box folders that are available for each assignment. <https://sakai.mtso-tls.org> under the appropriate DM cohort tab.
  3. Papers should be submitted in Cambria or Calibri font, 12 pt., with 1-inch margins left/right.
  4. Pay attention to grammar.
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### **Required Books:**

Cliff Christopher. *Not Your Parents' Offering Plate: A New Vision for Financial Stewardship*. Abingdon Press, 2008.

Johnson, Luke Timothy. *Sharing Possession: What Faith Demands*. Second Edition. Wm B. Eerdmans Publishing Co., 2011.

Nouwen, Henri and John S. Mogabgab. *The Spirituality of Fundraising*. The Henri Nouwen Legacy Trust, 2010.

Pohl, Christine. *Living Into Community*. Grand Rapids, MI: Eerdmans Press, 2012.

Robinson, Anthony. *Stewardship for Vital Congregations*. Cleveland, OH: Pilgrim Press, 2011.

Schervish, Paul and Keith Whittaker. *Wealth and the Will of God*. Indiana University Press, 2010.

### **Suggested Reading:**

Bonk, Jonathan J. *Missions and Money*. Revised edition. Orbis Books, 2006.

Frank, Arthur W. *The Renewal of Generosity*. The University of Chicago Press, 2004.

Gonzales, Justo L. *Faith and Wealth: A History of Early Christian Ideas on the Origin, Significance, and Use of Money*. Wipf and Stock, 2002.

Johnson, Luke Timothy. *The Life of Faith and the Faithful Use of Possessions*. The Lake Institute, 2006.

Johnston, Carol. *Wellsprings of Generosity*. Forthcoming.

Pelikan, Jaroslav. "Stewardship of Money in the Early Church," in *Good and Faithful Servant*. St. Vladimir's Seminary Press, 2003.

Rieger, Joerg. *No Rising Tide: Theology, Economics, and the Future*. Fortress Press, 2009.

Schervish, Paul. *Receiving and Giving as Spiritual Exercise*. The Lake Institute, 2008.

Wheeler, Sondra. *Wealth as Peril and Obligation: The New Testament on Possessions*. Eerdmans Press, 1995.

Wheeler, Sondra. "Freely Give," in *Religious Giving*. Indiana University Press, 2010.

Website: "Women Doing Well" research group -

<http://generositymovement.org/2012/04/women-doing-well-research-into-women-generosity-phase-i-completed/>

**Assignments:**

Readings indicated under each date – 10% with class participation  
Ethnographic Study – 5%  
Giving Pyramid – 5%  
Philanthropic autobiography and evaluation of personal giving– 5%  
Two reflection papers – 10% each (20%)  
Ongoing online blog – 10%  
Ongoing online case study: “The Inbox Experience” – 20%  
Final paper – 25%

**Class outline:**

Week 1 – October 11-12: Nurturing Generous Organizations/Congregations (Bill Enright and Lisa Withrow)

Readings: Christopher, Robinson

Survey the changing landscape of religious giving with the focus on implications for faith-based fundraising. Social and interpersonal dynamics of generosity will be explored within a theological framework and practical approaches.

Friday evening: (Lisa Withrow)

Introduce case study method to be used throughout course  
Assignment explanation  
Discussion of readings

Saturday: Webinar – Bill Enright (The Altered Landscape of Giving)

Webinar discussion (Lisa Withrow)  
Ethnographic Study  
Giving Pyramid  
Further work with readings

Online time before next class: 1.5 hours

1. Blog regarding responses from this week’s class. What are the most important messages from the authors? From the instructors? What questions does the material raise? How does this information and experience apply to your own faith setting? 45 minutes online. Due October 28.
2. Read case study scenario and respond to the questions posed for the session. Each week, more information about the case will be provided, so decision-making will become more complex. 45 minutes online. Due October 28.

Assignments due week 2:

Nouwen reading

Ethnographic study

Giving pyramid

Reflection paper assessing and analyzing leadership and giving

Online work with blog and case study to be conducted between each face-to-face class session.

Week 2 – November 1-2: Nurturing Generous Givers (Aimée Laramore and Lisa Withrow)

Reading: Nouwen

Focus on the prospective donor and the ways in which a donor views giving. Donor profiles, motivations for giving, and the role of spirituality in nurturing discerned giving will be addressed and also experienced.

Friday evening: (Lisa Withrow)

Reflection paper responses

Blog discussion

Saturday: (Aimée Laramore)

Review of ethnographic study and giving pyramids

Views of donor giving

Donor profiles and motivations for giving

The role of spirituality in nurturing giving

The significance of gender for giving

Case study discussion

Online time before next class: 1.5 hours

1. Blog regarding responses from this week's class. What are the most important messages from the authors? From the instructors? What questions does the material raise? How does this information and experience apply to your own faith setting? 45 minutes online. Due November 11.
2. Read case study scenario and respond to the questions posed for the session. Each week, more information about the case will be provided, so decision-making will become more complex. 45 minutes online. Due November 11.

Assignments due week 3:

Readings: Pohl

Philanthropic autobiography

Evaluation of own giving

Case study development online

Online blog

Week 3 – November 15-16: Shaping a Theology of Money (Webinar and Lisa Withrow)

Reading: Pohl

Theological statements regarding stewardship will be developed by individuals. Spiritual exercises fostering a sense of generosity will accompany final discussions.

Friday and Saturday: In class work, discussion and webinar (Lisa Withrow)

- Theological statement work and presentation
- Spiritual exercises regarding generosity
- Pohl discussion
- Discussion of philanthropic autobiographies
- Evaluation of own giving
- Case study discussion

Online time before next class: 1.5 hours

1. Blog regarding responses from this week's class. What are the most important messages from the authors? From the instructors? What questions does the material raise? How does this information and experience apply to your own faith setting? 45 minutes online. Due December 2.
2. Read case study scenario and respond to the questions posed for the session. Each week, more information about the case will be provided, so decision-making will become more complex. 45 minutes online. Due December 2.

Assignments due week 4:

Reading: Schervish and Whittaker, Johnson

Case study development online

Online blog

Reflection paper assessing and analyzing required texts in relation to student's current context

Week 4 – December 6-7: Fundraising as Ministry (Aimée Laramore and Lisa Withrow)

Readings: Schervish and Whittaker, Johnson

Equip the participant with basic fundraising principles and techniques essential to an effective fundraising campaign. Biblical-historical analysis based on course texts will be incorporated into the methodology. Understanding fundraising as ministry.

Friday Evening: (Lisa Withrow)

- Theological and biblical/historical analysis for fundraising – theological reflection
- Discussion of readings

Saturday: In class work and discussion (Aimée Laramore)

- Basic fundraising principles and techniques essential to an effective campaign
- Discussion of readings
- Case study summary and learnings from semester
- The significance of blogging
- Final evaluation

Assignment: Final paper, due December 13 (no extensions)