PASTORAL THEOLOGY AND PRACTICE: D.MIN. RESEARCH SEMINAR

January Term
4-8 January 2016, 10:00-4:30
Lowenstein 526, Lincoln Center

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Readings

The course readings are listed throughout the syllabus. All readings are available on Blackboard, except for the following books. They must be purchased in advance online or at your preferred bookstore. Note that due to the timing of the course, these books will not be available in the campus bookstore.

• Either the print or online version of the *Chicago Manual of Style*. The print version is: 16th edition (University of Chicago Press, 2010), ISBN 9780226104201; the online version is available for subscription at http://www.chicagomanualofstyle.org/home.html

Introduction

This research seminar is meant to prepare D.Min. students for writing their doctoral thesis, by offering examples of, approaches to, and skills pertaining to theological research in ministry. The course explores some fundamental approaches to conducting research into pastorally significant experience today, with the goals of deepening students’ identities as research-competent, practice-minded theologians, cultivating students’ capacity to make critical-theological sense of research that informs their pastoral/professional work, and preparing students to conduct their own research for their D.Min. thesis.

This course meets the GSRRE Objective of demonstrating facility with research in specific theological disciplines for doctoral studies.
Coursework

Presence and Participation

Successful completion of the course requires that students be present and fully prepared for classes, ready to discuss the readings, including agreements, disagreements, questions, and connections made to professional/pastoral work. Absence from two or more classes will negatively affect the final grade. “A” presence and participation reflects the student’s excellence in these practices; “B” presence and participation reflects superior work in these practices; “C” reflects adequate work.

Online Work: Followup Blackboard Posts

Following our time on campus, the course continues on Blackboard. Within three weeks after the conclusion of the course (by 29 January), students should post (as an attachment) to the discussion board a 500-word discussion of 75-100 pages of new research material that bears on their research interests. Discuss what the material is (a book, article, etc.), what it contributes to your research, and what direction your research intends to take next. Within four weeks after the conclusion of the course (by 5 February), students should post (as an attachment) the Third Draft of their D.Min. thesis proposal. (The first two drafts will have been already worked on in class.) All students should write at least one substantive response in the Discussion Board to each of these Third Drafts by 10 February.

Three Drafts of the D.Min. Thesis Proposal

Through successive drafts of their proposal, students will gain clarity about their research while assembling a working draft that they can use to help inform their remaining coursework and to begin conversations with a D.Min. thesis mentor.

First Draft: 500-750 words – post by 3:00 PM on 3 January; discuss in class 4 January.
Second Draft: 1000-1500 words – post by 6:00 PM on 7 January; discuss in class 8 Jan.
Third Draft: 2000-3000 words – post by 5:00 PM on 5 February. This proposal can serve as a provisional beginning for crafting a formal proposal in close consultation with a doctoral thesis mentor. Third drafts of proposals that are of “A” quality feature clearly-written and adequately-sourced work that covers the array of features of a proposal discussed in class and required at Fordham; proposals of “B” quality are acceptable but not strong in these qualities; proposals of “C” quality are poor overall in these qualities. (This work meets the GSRRE Objective stated above.)

Please be familiar with the GSRRE policy regarding plagiarism. Plagiarized work will result in failing the assignment and, in most cases, the course.
Note on Disabilities

Under the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973, all students, with or without disabilities, are entitled to equal access to the programs and activities of Fordham University. If you believe that you have a disabling condition that may interfere with your ability to participate in the activities, course work, or assessment of the object of this course, you may be entitled to accommodations. Please schedule an appointment to speak with someone at the Office of Disability Services (Rose Hill - O’Hare Hall, Lower Level, x0655 or at Lincoln Center – Room 207, x6282).

Course Schedule

Monday

Conducting Research in the Doctor of Ministry Program: Processes, Proposals, Projects; Generating Initial Ideas

Reading:


[3] Examples of D.Min. proposals and theses

[4] Student First Drafts

Tuesday

Approaches to DMin Research I

Reading:
[1] Sensing, *Chapter 4, pp. 79-139*


Note: Lunch with Dean Anderson is 12:00-1:30
Wednesday

Approaches to DMin Research II

Reading:  [1] Sensing, Chapter 5, pp. 140-179


[3] Fordham Library research information

Note: Guest speaker: Fordham DMin graduate; also, please bring a computer to class if you have one, as we will be working on library research skills

Thursday

From (Interpretations to) Notes to Interpretations, and the Ethics of DMin Research

Readings:  [1] Sensing, Chapters 6 and 7, pp. 180-211

[2] Lucretia B. Yaghjian, Writing Theology Well, second edition (Bloomsbury T&T Clark, 2015), Chapter 1, pp. 3-20


Note: Guest speaker from the Institutional Review Board

Friday

How to Get Through It, and Why To Do It

Readings:  [1] Yaghjian, Chapters 5, 6, 10, 11, 12 (pp. 95-161, 270-346), plus pp. 416-417
[2] Sensing, **Chapter 8, pp. 212-234**

Note: Guest speaker: Fordham DMin graduate