



God and Mammon ML482 (3) three credits

Term and Year Offered: Summer 2022

Learning Environment: This is a fully asynchronous online course

Meeting Dates/Times/Place: God and Mammon is an 8 week course that bridges both summer terms. **The course begins 6 June and ends 29 July**, with the **final project due August 15**. *Because this is a fully asynchronous course, you are able to progress through much of this material at your own pace, including beginning the readings as soon as the Canvas site opens. Please be aware that threaded discussions requiring interaction will require you to check back periodically so that you may engage with your peers. Also be aware that assignments submitted early may not be graded until they are due.*

About Your Instructor(s): Eileen Shanley-Roberts (she/her)

Contact Information: I am available via email or phone. Please save phone for urgent things, and text before calling as phone reception is not consistent in my neighborhood.

eshanleyroberts@bexleyseabury.edu

(847)894-7986 (cell)

Office Hours: Zoom meetings by appointment. Email or text your preferred days and times. If you are in the Chicago area, I am happy to try to set up an in person meeting.

Course Description: In the Christian Testament, mammon refers to money, wealth, or any greedy pursuit of gain. In both Matthew and Luke, we are told we cannot serve both God and Mammon, and yet, in the church institutional, we are called upon to manage the resources of the church in a way that serves the people of God, preserves them for the future, and allows us to make a reasonable living. How do we, as leaders in the church find a way to serve God and mammon, or perhaps better, to serve God and the people of God with mammon? This class will provide you with the tools to undertake that reflection through exposure to various theologies of resources. It will also provide an introduction to resources and benefits available to you through the Episcopal Church and tools for negotiating a letter of agreement. Finally, you will be exposed to various ways to understand, manage, and present financial information in a congregational context to promote transparency and fiscal responsibility at every level. In short, you will be offered an expansive definition of stewardship that encourages you to consider all of the gifts God has given your community and evaluate how best to use them in service to the Kingdom of God.

Course Goals and Outcomes:

Goal 1: Students who successfully complete this course will develop a personal theology of money based in Scripture and informed by tradition and reason.

Outcome: You will be able to recognize competing understandings of money as found in Scripture, Christian tradition, and various contemporary contexts (MDiv 3.3)

Assessment: This outcome will be assessed through online responses to readings and as a component of summative assessments.

Goal 2: Students who complete this course will develop a broad understanding of stewardship as a lifelong and holistic practice

Outcomes: You will distinguish stewardship from fundraising and develop an expansive definition of and approaches to stewardship (MDiv 4.2)

Assessment: This outcome will be assessed through online responses to readings and as a component of summative learning assessments.

Goal 3: Students who complete this course will be able to recognize, contextualize, and manage financial situations in their own lives.

Outcomes: You will be able to analyze and connect your personal use and management of resources to your theological understandings (MDiv 4.1)

Assessment This outcome will be assessed through online responses to readings, reflection on one's financial genogram, maintenance of a financial journal, and completion of LOA exercise.

Goal 4: Students who complete this course will increase their understanding of the wealth of supports for all aspects of resource management available through the Episcopal Church

Outcomes: You will gain familiarity with tools relevant to clergy and congregational resource management, including stewardship, tax guides, and pension resources. (MDiv 5.1,5.3)

Assessment These more technical skills will be assessed through quizzes, online responses, and the final project

A Word About Assessment: From Course Outcome Assessment to Program Assessment

Bexley Seabury Seminary regularly evaluates the quality of our programs using a variety of data, including documents that are deposited into student portfolios. These portfolios consist of designated student work (artifacts) from each course. Each artifact is graded and accompanied by a scored rubric that assesses the work in light of desired curricular outcomes. The designated assessment artifact for this course is the **Final Summative Assessment**, which is a case study budget project.

We use your portfolio to assess student learning (in the aggregate) and the effectiveness of our curricula in reaching desired goals and objectives. This process does not involve any further evaluation of your work for grading purposes. No identifying information will be included in any evaluation or report provided to our accreditors or other outside parties. For further information, see the Student Handbook. You may also talk with your instructor, your advisor, the Assessment Coordinator (Lelia Fry, lfry@bexleyseabury.edu), or the Academic Dean, (Jason Fout, jfout@bexleyseabury.edu).

Learning Methodology: This is a fully online course. This format provides the greatest flexibility for students and requires the greatest amount of self-direction. All assignments will be posted on Canvas. In addition to the assigned texts there will be reading and viewing exercises available for you each week in Canvas. Links to resources will be available there. You will largely be able to work at your own pace, including working ahead. Sometimes material may not be accessible until a specified date. When this happens, it is because engagement of the material as a community is important for our learning. This course provides the theoretical and

theological framework for developing a theology of resources, introduces tools to manage those resources, and points toward the intersectionality of personal and institutional resources management that reflect our understanding of God's gifts and human responsibilities. We are not striving to develop a universal theology of resources. Instead, we are each challenged to develop and articulate our own contextually relevant theological understanding that honors our experiences and aspirations as followers of Jesus and members of the Beloved Community. While our coursework may not appear to be immediately contextually relevant, it will provide you with tools for examining and understanding practices within the local context. Consistent engagement and on time submission of work is extremely important to the class as a whole. Your absence from the learning process affects everyone, and it is especially noticeable in an online class.

Course Required Resources:

- The Bible (while any edition is acceptable, I will generally use the NRSV. It can add to the conversation to have a variety of translations represented. Please be careful if you use a paraphrase e.g. The Living Bible.)
- St. John Chrysostom, *On Wealth and Poverty*. **Any edition.**
- Freeman, Henry B. *Unlacing the Heart: Connecting with what Really Matters* ([Links to an external site.](#)), Richmond, IN: H. Freeman Associate, LLC, 2015.
- Jordan, James B, *Financial Management for Episcopal Parishes, revised edition*. New York: Church Publishing, 2017.
- Keucher, Gerald W., *Remembering the Future: Financial Leadership and Asset Management for Congregations*, New York: Church Publishing, 2006
- Poole, Eve, *God and Money*, Issue 4, Volume 1 of Temple Tracts, Charlotte Dando, ed. [LF1] London: William Temple Foundation, 2015.
- Singh, Devin, *Divine Currency: The Theological Power of Money in the West*, Stanford, CA: Stanford University Press, 2018.
- Tanner, Kathryn, *Economy of Grace*, Minneapolis, MN: Fortress Press, 2005. or Tanner, Kathryn, *Christianity and the New Spirit of Capitalism*, New Haven, CN: Yale University Press: 2019 (her thought is more developed in this one, and it costs 2x as much)
- Wimberly, John W., Jr, *The Business of the Church: The Uncomfortable Truth that Faithful Ministry Requires Effective Management*, Herndon, VA: The Alban Institute, 2010
- Zehring, John, *Clergy Negotiating Guide: Don't Sell Yourself Short*, CreateSpace, 2015. (Kindle edition available)

Students are expected to access the "Tech Help" resources via the button at the bottom of the Canvas home page for a description of technology requirements.

Course Expectations and Assignments

The Seminary Faculty have committed to including in each course at least one assignment that addresses racism, white supremacy/privilege/normativity, or violence against BIPOC bodies, in a way that broadens students' encounter with the discipline of the course. This course will require case studies and reflections that challenge students to consider differing cultural and contextual norms and experiences.

All assignments are available on Canvas and will become visible as you progress through the course. In general, assignments/course engagement will follow this pattern:

Journal entries: 2x per week

Threaded discussion: 1 post (Tuesdays) and 2 responses (Thursdays) per week.

Other evaluation activities: 1 or 2 per module as posted on Canvas

Reflections/summative activities: 1 per module due 22 June, 14 July, 15 August

In general, all assignments should be submitted in Canvas. Acceptable formats are indicated in each assignment. My preference is an uploaded or shared document created in a program from Microsoft or the Google suite. For shorter assignments and threaded discussion, direct text entry in Canvas is fine. Some assignments allow for a video submission. If you elect to use a video submission, please remember that all parts of the assignment must be covered in your presentation. The same rubric will be used regardless of format e.g. when it says clear writing and accurate spelling, a video will require clear speaking and adherence to spoken grammatical norms and customs.

Anyone taking this course for CEUs or as an auditor is expected to participate in threaded discussion. Submission of assignments is optional and will be considered after the work of all students taking the course for credit has been graded.

Late work will incur an automatic deduction of 2% per day. Feedback is not guaranteed for late work.

Participation in worship, while not required, is an integral part of students' formation. Everyone is encouraged to participate in online worship opportunities through the Canvas Chapel

Course evaluations are an important part of the educational process. They help instructors understand what is working well for a course and what might benefit from some changes. In other courses, the evaluations have helped determine the best times for synchronous sessions and group work and reduced the usage of long threaded discussions in favor of briefer interactions and opportunities for student determined interactions utilizing a variety of formats.

Students taking the course for credit are expected to complete the evaluation as part of their participation in the learning experience. Auditors are encouraged to complete the evaluation as well. Evaluations will be available in Populi near the end of the course and will remain open until the grade deadline for each term. Evaluations should be completed based on your experience of the course and should not be based on your final grade. For this reason, during the grading period, you will not be able to see your grade in Populi until you have completed the evaluation. After the grade deadline, you will be able to see your grade in Populi, but you will no longer be able to share your voice through the course evaluation.

Better Practices for Zoom Sessions

Although not really relevant for our class this summer, these are helpful reminders for zoom meetings and for any group work that is engaged via zoom. Zoom works best when certain criteria are met:

- The latest version of Zoom is installed. Periodically check for updates and download the latest version.

- One computer::one user. Everyone should have their own device (including camera and mic) and zoom link. This helps everyone come to the space equally. (or something along these lines)
- If you are in a shared or noisy space, use headphones/earbuds. In general, it is normally best to keep your mic muted unless you are speaking. This helps minimize background noise.
- Minimize distractions around you (try to be in the same location for the duration of the session). If you must be in transit, mute your mic.
- Plan ahead to ensure you have a stable internet connection for the duration on the session. If your connection becomes unstable, it may be helpful to turn off your video when you speak.
- Otherwise, cameras should generally be on, unless you need to step away to take care of something. This contributes toward demonstrating your presence and participation in class during the session.

Course Grading & Feedback:

- This is a graded course. The grading scale appears below.
- Rubrics, which may be found on Canvas, will provide assignment specific grading criteria.
- Feedback will typically be provided within 72 hours of the due date for an on time assignment. Feedback is not guaranteed for late submissions. If no time is specified, work must be submitted before midnight on the due date to be considered on time.

Please be aware that the Canvas gradebook reflects cumulative grades for assignments for your course, but the final official grade for the course will be recorded manually by the instructor in Populi.

Bexley Seabury requires a minimum grade of C to pass a course.		
Grade	Points	Description
A (4.00)	96-100	Superior/Mastery
A- (3.67)	90-95	Excellent
Grade B+ (3.33)	87-89	Very Good
B (3.00)	84-86	Good (high)
B- (2.67)	80-83	Good (low)
C+ (2.33)	75-79	Acceptable (high)
C (2.00)	70-74	Acceptable/Adequate
F (0)	< 70	Unacceptable (Fail)
A grade of "P" in a Pass/Fail course is equivalent to a grade of C or above.		

Grade components:

Activity	points	percentage
Engagement with course material	40	10%
Threaded Discussions 6@10pt each	60	15%
Journal	40	10%
Reflections (variable by assignment)	100	25%
Other learning activities (quizzes, etc. points vary by activity)	60	15%
Final summative assessment/Budgeting exercise	100	25%
total	400	100

Course Schedule:

God and Mammon is fully asynchronous, therefore, it is largely self-paced. It is possible to work ahead. It is more difficult to catch up. Please pay attention to due dates in Canvas. In general, there will be a threaded discussion topic each week. There will be a larger and a couple of brief reflection assignments as well as practical activities in each module. The bulk of the reading occurs in the theology module. Students are encouraged to consider their own needs and time constraints as they engage the readings and make their way through the course. (Work ahead; do not plan to catch up at the end.)

God and Mammon is divided into 3 Modules

1. Personal Experience (June 6-18)
 - a. Analysis of personal relationship with money and possessions
 - b. Resources available through the Episcopal Church
 - c. Understanding the parts of a clergy contract
 - d. Managing one's time, talents, and treasure
2. Theology (June 19-July 9)
 - a. Biblical Foundations
 - b. The Early Church and its legacy
 - c. Contemporary theological perspectives
 - d. Stewardship
3. Resource management in a congregational setting (July 10-29)
 - a. Using the tools of resource management
 - i. P&L¹
 - ii. Discretionary funds
 - iii. Balance sheet
 - iv. Income sources and their implications
 - b. Building/physical plant maintenance
 - c. Investments & Endowments
 - d. Telling the congregation's story through resource use

**Descriptions and due dates for all assignments are available in Canvas.
Final project is due 15 August.**

Academic Policies

All students in Bexley Seabury courses are expected to be familiar with the following information that is provided on Canvas, in Student Resources:

- Academic policies and forms
- Requests for withdrawals, extensions, and incompletes
- Technological requirements and assistance
- Writing guidelines and assistance
- Course Netiquette
- Prohibition of plagiarism

¹ Profit and Loss – learning the vocabulary common to the business people in your congregation is an important part of this course.