

Syllabus

Course Description. The course builds on theological and ecclesiological foundations for the role of ordained ministers of Word and Sacrament (Order and Service) within the church community and the wider world. The impact of sociological and business influences on the role of the pastor will also be explored. The course will survey the responsibilities, tasks and relationships of the pastor within various contexts. A portion of the course will be devoted to future challenges for the pastoral ministry and the student's vision for engaging these challenges effectively. The topics of the course focus on issues of pastoral authority, spirituality, leadership and approaches to congregational analysis and empowerment. This course provides practical guidance for pastoral visitation, use of time, stewardship, congregational communication, conducting weddings, funerals and public ceremonies, prison visitation as well as ecumenical and inter-faith relationships.

Course Objectives.

Knowing:

1. The students will be challenged to integrate the pastoral role from biblical, ecclesiological and social perspectives into their personal understanding of ministry.
2. The students will be challenged to survey models of church and their purpose along with the various expectations of pastoral and lay leadership and involvement in ministry as frameworks for understanding the "living church."
3. Students will be invited to develop ways and means of developing resources from a variety of media and from a cooperative method of research and reflection.

Being:

1. Students will be invited to "live into" the role as pastor and colleague in the class environment.
2. Students will utilize a text that moves them devotionally into the tasks of pastoral ministry and their spiritual preparation and dispensation.
3. Students will lead the class in devotionals, worship opportunities and other presentations as pastoral colleagues.

Doing:

1. Students will be invited to exercise pastoral skills in class exercises and assignments.
2. Students will experience pastoral settings in field trip exercises.
3. Students will study a variety of pastoral tasks and effective models for leading in the congregation and community.

Primary Texts

Nancy Tatom Ammerman, *Pillars of Faith* (Berkeley: University of California Press, 2005). (ISBN: 9780520243125, Price: \$23.95)

Jackson W. Carroll, *God's Potters* (Grand Rapids: Eerdmans, 2006). (ISBN: 9780802863201, Price: \$32.00)

Israel Galindo, *The Hidden Lives of Congregations* (Herndon, VA: Alban Institute, 2004). (ISBN: 9781566993074, Price: \$25.75)

Bryan P. Stone, *A Reader in Ecclesiology* (Burlington, VT: Ashgate Publishing, 2012). (ISBN:9781409428565, Price: \$29.95)

Supporting Texts

Myung Ji Cho, Jung Ha Kim, Unzu Lee, Su Yon Pak, *Singing the Lord's Song in a New Land* (Louisville: Westminster/John Knox Press, 2005). (ISBN: 9780664228781, Price: \$15.88)

Mark A. Fowler, *Mentoring Into Vocation: Touchstones for the Journey* Revised Edition (Nashville: General Board of higher Education and Ministry, The United Methodist Church, 2010). (ISBN: 978-0-938162-73-5, Price: \$12.95)

Ronald A. Heifetz, et al., *The Practice of Adaptive Leadership* (Boston: Harvard Business Press, 2009). (ISBN: 9781422105764, Price: \$18.94)

J. Deotis Roberts, *The Prophethood of Black Believers* (Louisville: Westminster/John Knox Press, 1994). (ISBN: 9780664254889, Price: \$23.24)

Brief on-line articles as posted on MOODLE

Assignments

Students are expected to grow into the identity of pastor through the course of this class. Other class members are colleagues together in this enterprise. Some class exercises will be in group or corporate situations, others will be in personal leadership. Students will be expected to present themselves in a pastoral manner. Students will be expected to

commit themselves to a high standard resourcing each other as much as a focus on the expectations of the professor.

Students are expected to spend time on the internet, in the blogosphere, in the library and in conversation with classmates and others to develop good resources, best practices and future challenges for pastoral ministry.

- 1. Class devotions:** Each class will begin with devotions focused on one of the lectionary readings for the Sunday following. The common lectionary we will use can be found at <http://www.gbod.org> follow the lectionary helps in the menu box to the right of the General Board of Discipleship Homepage. A student will be responsible for leading in the devotion. Each devotional should last 10 minutes (and no more). The devotions should be focused on the work of pastoral development as experienced by the class. It is expected that the scripture is a) well exegeted b) there is a clear hermeneutic of interpretation c) there is an awareness of the class context and spiritual progress d) the presenter evidences growing into their pastoral role. The exceptions are the classes closest to the 9/11 anniversary, Veteran's Day and Thanksgiving. These devotions will last 15 minutes and will be led by two students. The expectations are the same, however the context for presentation would be a "public" and "civic" setting. **Grade will count for 15%.**
- 2. Practical theology Journal:** Each week the student will submit a WORD document attachment to Dr. Fowler at mark.fowler@garrett.edu. Beginning on the **September 9** and continuing each week the student will enter a 1-1 ½ page reflection on the pastor and people that links practice to a theological/biblical vision the student is emerging for their pastoral leadership. The key to this assignment is to grow both in the conceptual framework of the work of pastor and its integration with practice and the student's understanding of themselves as pastor from a biblical and theological perspective. It is important that the papers demonstrate an engagement with the primary texts in at least 50% of the papers. One additional posting should engage either the Cho text or the Roberts text. Topics for the reflection may engage the subject matter of the class or an important experience related to the assignment in a *Special attention should be paid to future challenges to the church and pastoral ministry*. The last weekly entry shall be on **November 18** *There will be no journal due on the week of October 28 as the major paper of the course is due that week*. The Final entry in the journal is due on **December 2** and shall be a 2-3 page final assessment of what the student has learned about their pastoral identity within the consideration of the church we have undertaken. A "lag" of more than one week will effect the grade. Lags longer than one week will trigger a conversation with the professor for rectification. **Grade will count for 30%.**
- 3. Practical Ecclesiology Paper: The paper is due October 28.** This paper is designed to engage the student in theological conversation with formative theologians and apply their thought to the student's developing framework for pastoral practice. The student will choose a total of five theologians from the Stone text. Three diverse theologians from the 20th century should be chosen, one

from the early church and one from either the middle ages/reformation or the modern period. The paper should be **10-15 pages long**. The paper should be in three relatively equal sections with each section heading highlighted in **bold**. Section One should be a summary of the key vision and understanding of the purpose of the church for each theologian. Section Two should engage the theologians with one another and with you. In other words, you should be able to illustrate the pieces of ecclesiology that harmonize or synthesize well with each other and those aspects that are diverse and challenging to each other. Section Three should be a discussion of what you will take from these authors as a “package” and how it may form your vision of the church and your vision for pastoral practice in congregational life. Get as specific and practical as you can, referring to implications for mission, organization, governance, teaching, outreach, evangelism, etc. The student will submit a WORD document attachment to Dr. Fowler at mark.fowler@garrett.edu. **The paper is due October 28. The Ecclesiology paper counts for 30% of the grade.**

- 4. Final exercise:** Students will move through an exercise as a class, playing pastoral and lay leadership roles. The **case study** and role assignments will be made on **October 28**. Students will prepare a 10 page group “brief” on the subject matter addressed in the case study. The group will submit a WORD document attachment to Dr. Fowler at mark.fowler@garrett.edu. They are due by noon on **November 14**. The exercise will be held the final two class sessions. A revised group “brief” of 5 pages will be posted by **December 12** at noon. The brief will reflect the group’s learning from the class exercise. **Grade will count for 25%.**

Note: Course rubrics will be available on Moodle at the beginning of the semester.

Class Schedule

THE PASTOR:

Readings for this section include:

Carroll, *God’s Potters* (all)

Fowler, *Mentoring Into Vocation* (all. Intro and Chapter one for Sept. 3)

Heifetz, *The Practice of Adaptive Leadership* (all for Sept. 23)

September 3

Introduction to the course and syllabus review

Foundations of the Pastoral Role: Theological and Social

Fowler’s five areas of focus in pastoral development: Call, Covenant, Context, Credo, Connexion

September 9

9/11 Devotional reflection

Finish Fowler

Learning while Leading

Pastors: Virtue, purpose, story and community of leaders/followers

September 16

Sacred and secular time: management and response

Sabbath, Sunday, ordinary time and tasks

September 23

Stewardship & Administration

The Adaptive Challenge (Heifetz will be an important text to have read)

September 30

Administration, Leadership and Management

This class will be an introduction to the subject matter of these key fields and a guide to further courses and resources in these areas.

October 7

Empowering People as Leaders and Disciples

Possible field trip to a local Evanston Church for the last part of the class.

The People:

Readings for this sections include:

Galindo, *The Hidden Lives of Congregations* (all) Useful October 14-22

Ammerman, *Pillars of Faith* (all)

October 14

Models of Church and their contexts

October 21

Models of Church and their contexts (2)

Future realities facing the church

October 28

Field Trip: Funeral Home visitation

November 4

Veteran's Day reflection

Purposes of the church and their relationship to communities

November 11 *The dates for this trip may need to be flexible.*

Field Trip: Visitation to the Police Station, especially the jail at Evanston Police Department

November 18
Class Exercise

November 25
Thanksgiving holiday (no class)

December 2
Class Exercise