



Course Syllabus
Winter 2013

**THE THEOLOGY AND PRACTICE OF MINISTRY
PAST 0541**

JANUARY 15 – APRIL 9

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To access your course material, please go to <http://mytyndale.ca>

I. COURSE DESCRIPTION

This course is designed for individuals considering serving in a pastoral ministry. Through reading, lectures, case studies and discussion, we explore the theological and practical dimensions of ministry.

II. LEARNING OUTCOMES

The overall goal of this course is to help learners understand the essential dynamics of faithful pastoral ministry in a congregational setting. More specifically, through the integration of readings, lectures, discussions and personal life experience, the course has the following learning outcomes:

Cognitive

- Describe the key biblical themes in a Christian theology of pastoral ministry
- Summarize the various roles pastors play in the life of a community of faith
- Articulate a realistic assessment of one's personal sense of call

- Recognize one's own personal strengths ("giftings") and weaknesses ("growth areas") with regard to basic pastoral practices
- Identify the major pitfalls and challenges of pastoral ministry

Affective

- Aspire to the biblical qualifications and character traits of pastoral leadership
- Value the wisdom that can be gained from the "cloud of witnesses" of pastoral practitioners over the ages
- Embrace the necessity of developing a plan for self-care to sustain long-term ministry
- Accept the unique joys and burdens of the pastoral life
- Appreciate the need for professional ethical standards for clergy

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS

Oden, Thomas. *Pastoral Theology: Essentials of Ministry*. New York: Harper & Row, 1983. ISBN 978-0060663537

Peterson, Eugene. *The Pastor: A Memoir*. New York: HarperCollins, 2011. ISBN 978-0061988202

Webster, Douglas. *Living in Tension: A Theology of Ministry. 2 Vols.* Eugene: Cascade Books, 2012. ISBN 978-1630321508

B. SUPPLEMENTARY / RECOMMENDED READING:

Your own denomination's resources and standards for ordained ministry.

C. ASSIGNMENTS AND GRADING

1. Attendance, Reading and Class Participation: 10% of final grade

Attendance and participation in all class sessions is required. Excused absences only in cases of illness or personal emergencies. Blessed is the student who invests the necessary time to read the assigned texts in advance of class! As you read, jot down your questions and observations, which will become a part of our weekly conversation. I look forward to your thoughtful comments and questions that will probe and clarify the life and work of pastoral ministry. At the end of the term I will ask for a written statement summarizing how much of the assigned readings were completed.

Student participation will be graded on a scale of 1 to 4: 1 (or D): present, not disruptive; responds when called on but does not offer much; infrequent involvement; 2 (or C):

adequate preparation, but no evidence of interpretation of analysis; offers straightforward information; contributes moderately when called upon; 3 (or B): good preparation, offers interpretation and analysis, contributes well to discussion in on-going fashion; 4 (or A): excellent preparation, offers analysis, synthesis and evaluation of material; contributes significantly to ongoing discussion.

2. Weekly Peterson Reading and Response Assignments: Due weekly on weeks 2-11; 30% of your grade; 3 points for each week.

You will be reading Eugene Peterson's *The Pastor: A Memoir* to gain insight into the life and practices of a master pastor. Each week as you read, reflect on three critical questions:

- *What new insight do you gain about the life and work of a pastor from these chapters?*
- *What question would you like to ask about Peterson's understanding of pastoral identity and the practice of ministry?*
- *What pastoral practice or perspective on pastoral identity emerged from the reading that you hope to integrate into your own ministry?*

On one page, respond to at least two of these three questions. I will ask two students to kick off the discussion by reading out their response to one or more of the questions above. We will spend 30 minutes each week in debriefing these readings and wrestling with the questions listed. Reading and Response Assignments must be turned in on the day of class. No points will be given for late submissions.

2. Weekly Theme Précis and Discussion: Due on week assigned; 20% of grade.

Beginning with week 3, two or more students will present the assigned chapters from Oden and Webster. The team will have up to 35 minutes to engage in two tasks:

- Summarize the key themes and respond to the assigned readings. (Up to 20 minutes)
- Develop two or three key questions/discussion points and lead the whole class in a conversation. Link these themes to practical worship and ministry issues you are facing. (Up to 15 minutes).

Your mark will be based upon clarity and comprehensiveness of the presentation, the use of handouts and visuals, and the quality of questions/discussion points you develop.

4. Integrative Essay: Due on April 16; 40% of final grade

Prepare a 15-18 page essay entitled "My Understanding of Pastoral Ministry." Summarize your emerging understanding of the theology and practice of pastoral ministry in a congregational context. It should be biblically grounded and informed by our course readings, lectures, discussions and your own life experience, with a minimum

of 15 references. It should also take into account your own faith tradition's understanding of pastoral ministry. Structure your essay in two sections.

1. *Pastoral call and identity (3-4 pages)*. Trace your own pilgrimage by reflecting on the pastoral office, biblical qualifications, the call to ministry, and where you are in discerning and accepting that call. Be honest in your reflections. If you are not yet sure of this call or if it does not yet have complete clarity, you are not alone. Reflect on what you have learned thus far.

2. *Pastoral practices (8-10 pages)*. Identify and reflect on two or three pastoral practices that most energize and motivate you. What makes them fulfilling? How do you intend to use these gifts to build up the church? Identify and reflect on two or three pastoral practices that feel intimidating or foreign to you right now. How will you address the pastoral practices about which you now feel least competent or motivated?

3. *Pastoral self-care (4-5 pages)*. Develop a personal self-care strategy to sustain your ministry. Explain how you plan to nurture self-awareness, appropriate relational intimacy, stress management, proper boundaries, and Sabbath rest.

D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.46 to 10.51](#) and [14.253 to 14.254](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students should consult the current Academic Calendar for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted at <http://tyndale.ca/registrar>.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments [*Sample*]

Required Reading and Class Participation	10 %
Weekly Peterson Response Papers	30%
Weekly Theme Précis and Discussion	20%
Integrative Essay	40 %
Total Grade	100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Part One: Foundations for Pastoral Ministry

- Jan 15 Course Introduction: Leadership Qualifications and Character
Readings: Oden chapters 1 & 6
- Jan 22 The Priesthood of All Believers and Pastoral Ministry
Readings: Peterson, Introduction, chapters 1, 2, 3;
Webster vol. 1, chapters 1, 2, 3, 4
- Jan 29 Self-Knowledge, Calling and Ordination to Pastoral Ministry
Readings: Peterson, chapters 4, 5, 6, 7, 8
Oden chapters 2, 3; Webster vol. 1 chapters 5, 7 & 8
- Feb. 5 The Images and Context of Pastoral Ministry
Readings: Peterson, chapters 9, 10, 11, 12, 13, 14
Oden chapter 5; Webster vol. 1, chapter 6 and vol. 2, chapter 1

Part Two: Pastoral Practices (What Pastors Do)

- Feb. 12 The Pastor as Student and Servant of the Word
Readings: Peterson, chapters 15, 16
Oden chapters 9 & 10; Webster vol. 2, chapters 2 & 3
- Feb. 19 The Pastor as “Priest” and Worship Leader
Readings: Peterson, chapters 17, 18, 19
Oden chapters 7 & 8; Webster vol. 2, chapters 4 & 5
- Feb. 26 The Pastor as Leader and Equipper of God’s People
Readings: Peterson, chapters 20, 21
Oden chapter 11; Webster vol. 2, chapters 6 & 7
- March 5 The Pastor as Evangelist
Readings: Peterson, chapters 22, 23, 24, 25, 26

Draft: 12/18/12

Webster, vol. 2, chapters 8 & 9

March 19 The Pastor as Soul Friend
Readings: Peterson, chapters 27, 28, 29, 30
Oden chapters 12, 13, 14

March 26 The Pastor as Crisis Minister
Readings: Peterson, chapters 31, 32, 33, 34, 35
Oden chapters 15, 16, 17 & 18

Part Three: Sustaining Our Ministry

April 2 Strategies for Self-Care
Readings: Peterson, chapters 36, 37, 38, 39, 40, Afterword
Webster vol. 1, chapters 9 & 10

April 9 The Pastor as Prophet and Servant
Reading: Webster vol. 1, chapter 11 and vol. 2, chapter 10;
Ajith Fernando "An Authentic Servant"

V. SELECTED BIBLIOGRAPHY

To be distributed on the first day of class and will also be posted on the class page.