

Perkins School of Theology
DM 9370-THE PERSON AND ROLE OF THE MINISTER

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June 12-23
Dr. Hughes, Wed., June 14, 21
Fri., June 16, 23
1-5pm
Location: 222 Prothro

COURSE DESCRIPTION:

The purpose of this course is to enable the individual to develop a clearer sense of self as this affects the role of minister and to learn an integrative approach to personal and professional issues in ministry. The course will cover three areas: **self-understanding, role understanding, office, gifts, and call, and the integration of the two. (those not familiar with the traditional definitions of the terms: office, gifts, and call, may use, Thomas Oden, *Practical Theology*, the first 64 pages, or other sources from your faith tradition)**

Each day classes will be for three hours. The classes are to be divided daily into one-and-one-half hour content/dialogue session following the course outline, and will be led by instructors. The second half of the daily class session will include small group interaction and feedback between students to promote more in-depth reflection on papers, required reading, and formulation of integration paper.

Please note: It is very important that you complete all of the readings assignments prior to beginning class. If not, you will find it next to impossible to keep up with class dialogue and your writing. With the exception of the Preliminary Assignments you will be writing papers as the classes progress. The later writing assignments are to be developed from the results of class dialogue and feedback from your instructors and your small group input.

REQUIRED READINGS:

- Friedman, Edwin H. *Generation to generation : family process in church and synagogue*. New York : Guilford Press, 1985.
- Patton, John. *From ministry to theology : pastoral action & reflection*. Nashville : Abingdon Press, 1990.
- Pierce, Carol, et al. *A Male/Female Continuum: Paths to Colleagueship*. New York: New Dynamics. 1986.
- Schön, Donald A. *Educating The Reflective Practitioner*. San Francisco: Jossey-Bass, 1987.
- Senge, Peter, et al. *Presence: exploring profound change in people, organizations, and society*. New York : Doubleday, 2005.

Senge, Peter. *The Fifth Discipline: The Art and Practice of The Learning Organization* (Second Edition). New York: Doubleday. 2006.

Wimberly, Edward P. *Recalling our own stories : spiritual renewal for religious caregivers*. San Francisco, Calif. : Jossey-Bass, 1997

PRELIMINARY ASSIGNMENTS (DUE FIRST DAY OF CLASS):

1. Write an autobiographical paper of 1000 – 1200 words. It should begin with your grandparents, and focus on formative persons in your life, call and ministry. Provide as well for submission a photograph of your church or ministry setting, your family and yourself. Be prepared to make a **TEN MINUTE** autobiographical presentation on the first day of class. **Two copies of the autobiography should be submitted on the first day of class.** It will not be graded. (Common with 9380).
2. Read parts 1 & 2 (chapters 1-7) of *Educating the Reflective Practitioner* by Donald Schön. This book is included to assist the student in reframing the style of learning/education used not only for this course but also as a basis for the D. Min program. **A two part assignment:** 1) Write a one-page reflection on what you expect of the D. Min process educationally and professionally. 2.) To indicate your understanding of the book/theory write a second page with a critique of your expectations utilizing Schön's theory of education. **DUE: First day of the course**
3. Participants are to keep a REFLECTIVE JOURNAL (for at least two weeks prior to the course) of their daily ministry activities/process. Note: the *Educating The Reflective Practitioner* book and the learning illustrated in that book should provide a model for your own reflection in your journal This will serve to highlight and clarify ministry priorities – where the most time is spent, what brings the most joy or the most headaches, what is planned by the individual pastor versus what is programmed into your daily schedule by others (conference, laity, family, community, etc.).You are invited to take a fresh look at who you are and how you are going about your ministry. **YOU WILL RECEIVE A GRADE ON THIS.** (An example of a reflective journal is May Sarton's *After the Stroke* or *A House by the Sea*.) This is not to be just a reporting of the facts and events of the month. IT IS IMPORTANT THAT YOU INCLUDE WRITTEN REFLECTIONS THROUGHOUT YOUR JOURNAL. **DUE: First Day of the Course**
4. Using the journal entries or other timely material, expand upon **one** specific ministry event. This could be something that highlights or typifies your particular ministry; i.e. a board meeting, a teaching or preaching series, stewardship campaign, evangelism program, challenge in your leadership, etc. This "event" needs to illustrate your current role, office, and gifts as well as growing edges (challenges) in ministry. This paper will serve as the basis for your integration paper, which will be expanded during the course of the next three weeks. It should be factually accurate, as detailed as possible, and not longer than three typewritten pages. This paper will be presented to your peers in class

and small group sessions for group learning and feedback. **DUE: First Day of the Course**

Week One

The first week of the course will focus on defining your understanding of call, authority, office, and gifts for ministry. You will apply this material to an analysis of your ministry event. The concept may be evident in the event; i.e. how your original or current understanding of *call* enabled you to enter or create the situation; and/or, how your *authority*, *office* or *gifts* informed your ministry process. The paper should include concepts from the reading and class dialogue applied to the ministry event.

We will use two readings in class. Each person will be expected to contribute through dialogue to the class collective understanding and use of the material.

This analysis paper will be limited to a maximum of 7 typewritten pages.

DUE: First Friday (June 16)

READINGS: June 14: Wimberly
June 16: Patton

Second Week

The second week of the course will focus on systems thinking including Family Systems Theory (Friedman) and Senge's Organizational Systems thinking. You will apply these theoretical constructs to your ministry event. The goal is to achieve a solid grasp of family systems, reflecting on yourself in your ministry event. In Senge's *The Fifth Discipline* (*second addition*), give particular attention to the Introduction Part I and chapter 8 (Personal Mastery) and Part III. We will also view a video *Reinventing Leadership*, by Friedman.

The paper on your event developed by the first week's work will now be expanded by application of systems theory. This paper will be no longer than seven (7) typewritten pages. You will utilize class lectures and small group discussions to apply systems thinking to your ministry event. **DUE: Final Friday (June 23)**

READINGS: June 21: Friedman
June 23: Senge

Post-Class Assignment:

You will complete your paper on the specific ministry event with a final analysis which highlights your integration of self and role as (1) you have analyzed what you were able to do at the time of the specific event, (2) you have learned what informed and effected your participation in the ministry event, and (3) what you anticipate for your future theological reflection. This paper will not exceed seven typewritten pages. **DUE Wednesday, July 12**

Minority Concerns and Ministry Courses in the Perkins Curriculum

In 1975 the Perkins Senate passed resolutions which bear on the relation of the Perkins curriculum to this school's common concern for the status of ethnic minority groups and of women both in education for ministry and in the ministry itself. The following statement summarizes these resolutions with respect to courses in the area of Ministry.

1. Instructors and students alike are urged to use inclusive language, images and metaphors which will give full and positive value to both the past contributions and the future prospects of ethnic minorities and women in the church and in society at large.

2. Instructors and students alike are urged to give sensitive consideration to the role of images from a predominantly white and male culture in shaping both the language and concepts of Christian theology and the models and methods of Christian ministry that are widely current today.

3. Instructors are urged to make every effort to provide—in the syllabi, assignments and formats of their courses—opportunities for women students and students from ethnic minority groups (1) to study the functions of ministry with particular reference to their own status or tradition in the life of the church, (2) to practice the functions of ministry (when practice is an element in a course) in settings which reflect or, if possible, arise from their own status or tradition in the life of the church, (3) to receive evaluation of their practice of the functions of ministry from persons who are not only knowledgeable about and skilled in those functions, but also share their special status or tradition in the life of the church, and (4) to observe the practice of persons who, as women or as members of ethnic minority groups, provide models of effective ministry which are immediately relevant to the special status or tradition of women or members of ethnic minority groups in the church.

4. Instructors are urged to make every effort to provide—in the syllabi, assignments and formats of their courses—opportunities for all students to become acquainted with the special problems and conditions that affect women and ethnic minority groups in human society and in the life of the church, with special attention to the ways in which these problems and conditions may affect the practice of ministry.

Policy Statements

The *Student Handbook* for Perkins School of Theology includes three appendices with statements on Sexual Harassment, Academic Responsibility, and Grade Appeals. All students should be familiar with these statements and should expect that they will be honored in this course.

Revised 5/10/2017