

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

Rev. Dr. Barry E. Hughes  
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June 13: 8:30-11:30a; 1:30-4:30p  
with DM 9380  
June 20-24  
8:30-11:30a; 1:30-4:30p  
Location: 221 Prothro

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.

**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 six hours. The classes will include discussions on the readings and dialogue on the issues raised within the readings. There will also be small group interaction and feedback between students to promote more in-depth reflection on papers, required reading, and formulation of integration paper.

**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.
- 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 – June 13):

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 but will contribute to your participation grade. (Common with 9380).
2. Prior to your reading, write a one-page reflection on your expectations for DMin studies. After you have written this, read Osmer's *Practical Theology*, as listed on the 9380 booklist. To indicate your understanding of the book/theory write a second page with a critique of your expectations utilizing Osmer's understanding of practical theology. **DUE: First day of the course** Two copies of the reflection should be submitted on the first day of class for each instructor. It will not be graded but will contribute to your participation grade. (Common with 9370)
3. Participants are to keep a REFLECTIVE JOURNAL (for at least one month prior to the course) of their daily ministry activities/process. 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

Starting June 20, 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.

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: Wednesday, June 22

The latter part of the week, 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 the first part of the week, 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: Friday, June 24

#### READINGS:

Monday: Wimberly

Tuesday: Patton

Wednesday: Friedman

Thursday: Senge (2 texts)

Friday: Pierce

#### 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: Friday, July 8

### **Disability Accommodations**

Disability Accommodations: Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or [www.smu.edu/alec/dass.asp](http://www.smu.edu/alec/dass.asp) to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

### **Statement on Confidentiality and Emotional Safety**

In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other's personal information, reactions, etc. only while in class or privately with other current class members. In addition, should a student recognize or know practice clients as shown in class, it is the student's responsibility to promptly inform the instructor so that appropriate arrangements can be made. It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities.

### **Minority Concerns and 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 all courses except those in the area of Ministry.

- Instructors and students alike are urged to use inclusive language, images and metaphors that 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.
- 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.
- 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.

### **Counseling Center**

You may need help with something other than writing style. If you would like to see an SMU counselor, contact the SMU Counseling and Testing Center at 214-768-2277. *Students are entitled to several free counseling sessions.*

## **Course Policies and Procedures:**

*As a graduate student at Southern Methodist University and Perkins School of Theology the expectations placed upon you are high. Education at this level is an active process. You are expected to demonstrate your understanding of the material and, additionally, demonstrate a higher level of critical thinking about the assigned readings and topics of discussion. Your assignments are designed to expand the current limits of your thinking. In order for you to make high grades, you must articulate critical thinking about assigned topics, use proper grammar and sentence structure, show a mastery of stylistic guidelines, and submit work in a timely manner.*

**Plagiarism** is not tolerated and will result in an “F” grade for the class. Plagiarism is defined as the following: To represent ideas or interpretations taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Misrepresentation or falsification of logs, notes, treatment plans, or other material is not tolerated and will result in an “F” grade for the class. Please reference the SMU honor code and Appendix B in the Perkins Student Handbook.

**Turabian style** should be used for citations, references, and manuscript style. [Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 8<sup>th</sup> edition. Chicago Guides to Writing, Editing and Publishing. Chicago: University of Chicago Press, 2013.]

**Electronic submissions** should be clearly identified with your course name, your name and the purpose of your email.

When e-mailing, the Subject line and first sentence in the message should look something like this:

DM 9370 Ministry Event

**Grade of Incomplete** is granted only in rare cases when a student is prevented by extraordinary circumstances of illness or other severe hardship, from completing some major portion of the required course work before the deadline for submission of grades for the term. Requests for a grade of Incomplete must be submitted in writing to the professor and the director of the Doctor of Ministry program no later than the deadline specified for the submission of all written work in the course. The grade of I is normally changed to a final grade within 30 days. At the time a grade of I is given, the instructor must stipulate in writing to the student the requirements and completion date that are to be met and the final grade that will be given if the requirements are not met by the completion date. For more information, see the Perkins’ *Catalog*, p. [72].

**Statement of Class Decorum.** Please utilize silence or vibrate prompts on all cell phones or pagers during class to avoid disruption of others. Please do not engage in outside reading material (e.g., newspapers, books for other classes, etc.) or utilize laptops for non-class related purposes during active classroom instruction. Because arriving to class late and leaving class early is disruptive, please try to avoid this as much as possible. If a circumstance in your life necessities last arrival or early dismissal, please attempt to make arrangements with the instructor prior to the onset of class. Professional respect and courtesy for your fellow students is expected at all times.

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**To drop a course\*:**

Deadlines for dropping a course are provided in the academic calendar available on the Perkins website. Email Dr. Hughes and Rev. MacDonald with Student ID number, Course section, and statement of intent to drop. This will also alert the Doctor of Ministry Office ([gmacdona@smu.edu](mailto:gmacdona@smu.edu)). Confirm with Registrar's office ([jmonroy@smu.edu](mailto:jmonroy@smu.edu)).

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