

DM 9370-THE PERSON AND ROLE OF THE MINISTER

Summer Term 2015
Dr. Robert Hunt
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July 20 – July 31, 2015
Trinity Theological College
Singapore

CLASS SCHEDULE

Monday, July 20
(9370/9380 Joint Session) 1 - 5 p.m.
Opening Dinner/Orientation 5:30 - 8 p.m.
Tuesday, July 21 - - Friday, July 24
1:30 – 4:30 p.m.
Monday, July 27 – Thursday, July 30
8:30- 11:30 a.m.
Friday, July, 31
. (9370/9380 Joint Session) 8:30 a.m. – Noon

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.**

The course is to be divided daily into one-hour lecture/discussion following the course outline, and will be led by instructors. The second hour will include small group interaction to promote more in-depth reflection on lecture, required reading, and formulation of integration paper.

PRINCIPAL READINGS USED IN THE COURSE:

Steinke, Peter.,	<i>How Your Church Family Works: Understanding Congregations as Emotional Systems.</i>
Friedman, Edwin	<i>Friedman's Fables.</i> (Photocopied Chapters)
Hansen, David	<i>The Art of Pastoring: Ministry Without all the Answers</i>
Willimon, William H.	<i>Pastor: A Reader for Ordained Ministry.</i> Nashville, TN: Abingdon Press, 2002. Print.
Hahn, Celia A.	<i>Growing in Authority, Relinquishing Control: A New Approach to Faithful Leadership.</i> Bethesda, Md.: Alban Institute, 1994.

PRELIMINARY ASSIGNMENTS:

These assignments should be completed **prior** to the start 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 will be submitted on the first day of class.** It will not be graded. (This assignment is common to both 9370 and 9380)
2. Write a one-page reflection on what you expect of the D. Min course educationally and professionally. After writing this page, read *The Art of Pastoring* by David Hansen and *Practical Theology* by Terry Veling. When you have completed the reading, write a second one- page critique of your expectations based on Hansen and Veling's understanding of pastoral ministry, noting differences between your expectations and the understanding of pastoral ministry put forward by them. **Two copies will be submitted on the first day of class.** It will not be graded. (This assignment is common to both 9370 and 9380)
DUE: First Class Meeting
3. Beginning when you receive this syllabus keep a REFLECTIVE JOURNAL of your daily ministry activities. This will serve to highlight and clarify ministry priorities. In the journal you should make note of how you spend your time, what brings the most joy or the most headaches, what you plan to do versus what is programmed into your daily schedule by others (conference, laity, family, community, etc.). **YOU WILL RECEIVE A GRADE ON THIS. IT IS IMPORTANT THAT YOU REFLECT ABOUT YOURSELF AND YOUR MINISTRY INVOLVEMENT. DUE: First Class Meeting**
3. Using the journal entries or other timely material, write a paper that reflects in depth on one specific ministry event. You can choose an event that highlights or typifies your particular ministry; i.e. a board meeting, a teaching or preaching event, stewardship campaign, evangelism program, etc. 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. **DUE: Third Class Meeting**

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First Week

The first week of the course will focus on defining your understanding of call, authority, office, and gifts for the ministry in relation to an understanding of the role and ministry of the congregation. You will apply these definitions by writing an analysis of the ministry event you described in preliminary paper #3 above. So for example, tell how your call to ministry is found in the event you described, how the authority of a pastor was (or was not) evident in the event, how the office of the minister was related to the event, and how different gifts for ministry were manifest in the event.

This analysis will be limited to a maximum of 7 typewritten pages. **DUE: First Friday of Session**

READING:

- Willimon, William H. *Pastor: A Reader for Ordained Ministry*. Nashville, TN: Abingdon Press, 2002. Print.
- Hahn, Celia A. *Growing in Authority, Relinquishing Control: A New Approach to Faithful Leadership*. Bethesda, Md.: Alban Institute, 1994.
- Hansen, David *The Art of Pastoring: Ministry Without all the Answers*

Second Week

The second week of the course will focus on Family Systems Theory, and how this may help integrate your understanding of the practice of ministry in relation to the congregation. You will apply this theoretical construct to yourself, as well as your ministry event.

You will now expand the paper on the ministry event you chose before the course to apply Family Systems Theory to an analysis of the ministry event. This new section will be no longer than seven (7) typewritten pages.

You will complete your paper on the specific ministry event with a final section that highlights your integration of self and role through you analysis of 1.) what you were able to do at the time of the specific event, 2.) what you have learned that informed and effected your participation in the ministry event, and (3) what you anticipate in your future theological reflection on such events. This paper will not exceed seven typewritten pages.

You will utilize class lectures and small group discussions to apply systems thinking to your ministry event. **DUE: Second Friday of Session**

READING:

- Steinke, Peter., *How Your Church Family Works: Understanding Congregations as Emotional Systems*.
- Friedman, Edwin *Friedman's Fables*.

Schedule

Monday, (9370/9380 meet together)

Course overview

Tuesday, – *The Role of the Minister I*

Discussion of *Reconstructing Pastoral Theology* and *Professionalism and Pastoral Care*

- a. Dominant views in pastoral theology: (RPT: xix)
- b. Pastoral Care and Love
- c. Discussion focus: Which of these two understandings of the basis of pastoral theology do you find more relevant to your ministry, and why?
- d. Writing: Indigenous Visions of Pastoral Theology and Pastoral Care? Write a short (1 page) description of a specific event in ministry and a one page description of how it illustrates the expectations about the person and/or role of pastor in your church.

Wednesday, – *The Role of the Minister II*

Discussion of *Reconstructing Pastoral Theology Parts I and II*

- a. Jesus as Mission of God
- b. Ministry in Union with Christ
- c. Discussion: How does “Ministry in Union with Christ” as understood by Purves correlate with or diverge from the understanding of ordained ministry in your church?
- d. Writing: Expanding on the specific ministry event described above, give a one or two page analysis of how the ministry of the pastor in that event represented “ministry in union with Christ.”

Thursday, – *The Person of the Minister I*

Discussion of *Ministry in the Image of God* (part 1)

- a. Trinitarian Ministry: Ministry to the Father, with the Son, through the Spirit.
- b. Relational Personhood.
- c. How does the modern pastor remain within this Trinitarian model? What are other models of pastoral personhood found in our churches?
- d. Writing: In one or two pages describe how the event described above represents a challenge or threat to the person of the minister who seeks to live in a Trinitarian pattern of ministry. How does this event pull the pastor away from the Trinitarian model to some other pattern of ministry?

Friday,

Discussion of *Ministry in the Image of God* (part II)

- a. Discussion: Contrast the dominant images of the person of a leader in your context with those described in *Ministry in the Image of God*.
- b. Writing: Over the weekend write a short paper describing how the understanding of the pastoral ministry found in the books of Purves and Hansen could be applied to the event you have already analyzed. In what ways would you approach the event differently if you followed their model?

Monday,

- a. Weekend papers due.
- b. Presentation of papers and discussion by the group.
- c. Writing: Prepare a one-page description of a different ministry event involving conflict or misunderstanding. Be sure to give each person involved a name.

Tuesday, 2

Discussion of *How Your Church Family Works: Understanding Congregations as Emotional Systems* Part I

- a. Basics of Family Systems Theory
- b. Discussion of identifying “the identified patient” and how he/she represents a symptom of problems in the system as a whole.
- c. Writing: Write a one page paper identifying the “identified patient” in your description of the ministry event above. Why this person and not another? Can there be more than one “identified patient?”

Wednesday,

Discussion of *How Your Church Family Works: Understanding Congregations as Emotional Systems* Part II

- a. Discussion of the congregation as a family system made up of family systems.
- b. Discuss your papers on the “identified patient” and the relationships of that person to the larger system of the congregation.
- c. Writing: How would you describe the person and role of the pastor in relation to ministry in “Family Systems” understandings of the church?

Thursday,

Presentation and discussion of papers on the person and role of the pastor.

- a. The person and role of the pastors in a church seen as a family system.
- b. Discussion: Seeing the congregation in light of family systems theory is one approach that is certainly useful in understanding and addressing problems in a congregation. How do you think that Purves or Seamands would criticize this approach to understanding congregational life? More specifically; what is a *theological* understanding of a congregation? How would you apply a theological analysis to the ministry event you described?
- c. Writing: write a brief theological description of the congregation and its ministry.

Friday,

Joint Session/Evaluation/Worship

- a. Writing: Write a 7 to 10 page paper describing your understanding of the person and role of the pastor in relation to the ministry of the congregation. This paper should integrate the books read for this course with both your personal experience and the teaching of your church. It will be due on September 1st, and can be sent by email to roberth@smu.edu

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 6/1/2015