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PT500: Spiritual and Theological Foundations for Pastoral and Public Leadership (3.0 credits) Fall 2018

PURPOSE

The time is one of “great turning,” “emergence,” a “threshold time” characterized by a recognized shift in inherited patterns of thinking and acting. **The place** is right here where your feet are planted and your relationship to those around you matters deeply. **The task** is preparation for contributing to the collective spiritual work of embracing the intersection of suffering and wonder where questions of meaning and purpose arise. The goal of this course is to deepen our understanding of the teaching and practices of contemplation and action integral to the Christian life as a foundation for public and pastoral leadership.

In this class we will honour the exploration of a *call to ministry* not first as an individual career path but as a beckoning into a “great work” of love - a mandate wider and longer than any one person’s lifetime. How do we articulate that mandate? How does our faith guide and inform our understanding of the call to love? Who are our mentors of presence and action in this time and place? What do we need to learn, individually and collectively, in order to lend our lives and leadership to the promise of abundant life? These are some of the questions we will explore together as we formulate a foundation in prayer and action for the collective work of public and pastoral leadership for our time.

PRE-REQUISITE: This is a foundational course with no pre-requisites.

FIRST ASSIGNMENT DUE ON FIRST CLASS: See “Week One” below

COMPETENCE OBJECTIVES

The course is designed to build competency toward the following outcomes:

- developing a spiritual life based in disciplined practice
- ability to do contextual and critical analysis
- building capacity for leadership in intercultural and interfaith communities
- theological understanding of the relationship between the spiritual and ethical in public and pastoral ministry

FORMAT AND CONTENT

This 3.0 credit course is designed to incorporate discussion of assigned readings and lectures, in-class practice, conversations with practitioners, and student presentations. A variety of assignments are due throughout the semester (see syllabus distributed on first day of class for details). Navigating COMPASS is a requirement for this class.

Unless there is sufficient enrolment for an on-line discussion group to be formed (at least 3 students), distance students must connect synchronously with class meeting times via Adobe Connect. Contact Registrar in September for enrolment information.

TEXTS AND RESERVES

The following **three** texts are on reserve in the library and have been ordered by the UBC bookstore. Please ensure that you have purchased copies **before the first class**:

- 1) Driskill, Joseph D., *Protestant Spiritual Exercises: Theology, History and Practice*, Morehouse 1999
- 2) McFague, Sallie, *Blessed Are the Consumers: Climate Change and the Practice of Restraint*, Fortress, 2013 (also available on Kindle). Note that pagination for this text does not translate to Kindle edition.
- 3) Thornton, Sharon G., *Broken Yet Beloved: A Pastoral Theology of the Cross*, Chalice 2002

This **fourth** book is also on reserve. It is highly recommended for purchase on Amazon. While the whole text is not assigned, there are a number of readings assignments from this text:

- 4) Soelle, Dorothee, *The Silent Cry: Mysticism and Resistance*, Fortress 2001

Also recommended :

Clark-King, Ellen, *A Path to Your Door: Approaches to Christian Spiritual Practice*, Continuum 2011

COURSE POLICIES

Please see student handbook for course policies.

Distance Education students who live within 3 hours of the lower mainland or in Victoria/Nanaimo environs are requested to attend the November 22nd class in person and all other distance students to attend synchronously. If this is not possible, please speak with the instructor during the first week of class.

EXPECTATIONS, EVALUATIVE CRITERIA AND COMPETENCIES

The required reading in 500 level courses is 50-75 pages per week. Adjustments are made for those for whom English is not a first language. Writing a précis of assigned reading for reference in class discussion is strongly encouraged.

Assignments are listed on the syllabus which will be distributed on the first day of class. These include, but are not limited to:

- 1) Weekly reading and participation in spiritual practice
- 2) Weekly written assignments
- 3) Weekly reading and preparation for class discussion (précis recommended)
- 4) Two reading reaction reports
- 5) Final paper
- 6) Final exam

All assignments will be evaluated based criteria of a) depth of knowledge and integration, and b) clarity of writing. Do not e-mail assignments without permission unless you are a distance education student. Thank you.

Assignments have been designed for you to demonstrate

- commitment and ability to work collaboratively
- ability to articulate insight and self-knowledge through journal entries and small group discussion on spiritual practice
- ability to offer orally and in writing analysis of current context, to relate texts to specific problems/ instances, and to apply learning to relevant ecclesial and social situations
- ability to locate and review samples of diverse religious and cultural resources informing approaches to public and pastoral leadership
- a discerning appreciation of and capacity to integrate a diversity of religious and cultural sources informing public and pastoral theology and practice
- ability to formulate questions of texts and practitioners which lead to deeper learning (hermeneutic circle) and widen the parameters of collective inquiry
- ability to articulate an understanding of the theological concept of *attention* and its relevance to public and pastoral leadership
- ability to articulate "the mandate," purpose, call, or mission of communities of faith (within and beyond current congregational models) in this time and place
- ability to discern and outline specific goals for further learning in field-based and classroom environments

SELECTED BIBLIOGRAPHY

Additional texts (on reserve in library) will be required for assignments include:

Social/Historical Context:

Bauman, Zygmunt, *Liquid Times – Living in an Age of Uncertainty*, Polity 2007

Budden, Chris, *Following Jesus in Invaded Space – Doing Theology on Aboriginal Land*, Pickwick 2009

Hawken, Paul, *Blessed Unrest*, Penguin, Penguin NY 2008

Klein, Naomi, *This Changes Everything*, Simon and Schuster 2014

Korten, David, *The Great Turning – From Empire to Earth Community*, Kumarian Press/Berrett-Koehler 2006

Loney, Shaun, *An Army of Problem Solvers*, McNally Robinson 2017

McFague, Sallie, *A New Climate for Theology*, Fortress Press 2008

Phipps, Bill, *A Cause for Hope*, Copperhouse, 2007

Sachs, Jeffrey, *The End of Poverty – Economic Possibilities for our Time*, Penguin 2005

Ecclesial Context:

Bruggemann, *Mandate to Difference*, John Knox 2007

Butler Bass, Diana, *Christianity After Religion*, Harper Collins 2012

Clayton, Philip, *Transforming Christian Theology for Church and Society*, Fortress 2010

Hamm, Richard, *Recreating the Church – Leadership for the Postmodern Age*, Chalice 2007

Estock, Beth Ann and Paul Nixon – *Weird Church*, Pilgrim 2016

Morisy, Ann, *Bothered and Bewildered – Enacting Hope in Troubled Times*, Bloomsbury 2009

Sparks, Paul and Tim Soerens and Dwight Friesen, *The New Parish*, Intervarsity Press 2014

Tickle, Phyllis, *The Great Emergence*, Baker Books 2008

COURSE POLICIES

1. **Attendance:** VST policy requires that students attend 80% of classes in any given course. This means **on-campus students** in a 3.0 credit course must attend class on time with no more than 2 allowable absences for any reason. For **distance students**, this means attending class through Adobe Connect synchronously with class with no more than 2 allowable absences for any reason. If you need to be absent, please inform the instructor in advance. Arriving (or logging in) on time for class is expected as a demonstration of leadership and respect for others. . If you are unexpectedly delayed or detained from arriving to class on time, please email the instructor at the earliest opportunity.

2. **Reading and assignments** Students are *expected to read all required assignments before class* and to complete all assignments as outlined in the syllabus within the specified dates of the course and term. Students not having completed assignments should excuse themselves from class discussions.
3. **Academic honesty** Students are expected to adhere to VST's requirements for academic honesty as published in the Student Handbook.
4. **Inclusive language** In speaking and writing, inclusive language is expected when making reference to humans and a variety of metaphors are anticipated when making reference to God.
5. **Assignment and Course Evaluation**
 - Course evaluations at VST combine a letter grade system (A+ to B-; course failure is "Not Approved") including narrative comments based on the competencies of the course. No number grades or weights of assignments are calculated, nor are final grades given numerical equivalents.
 - Individual assignments within a course are given narrative evaluations, that is, APP (Approved) or INC (Incomplete) with narrative comments, based on the competencies and expectations set for that assignment. One re-write is allowed on any assignment that is INC. The re-written assignment is due two weeks after the work is returned. The final evaluation for an assignment can be APP or NAPP after a re-write. For a passing grade in the course, all assignments must be Approved.
6. **Late assignments**
Submission of assignments on time is a part of academic, professional and pastoral competence and a part of every course at VST. All assignments in courses are due on the dates specified in the syllabus. Assignments submitted after the deadline are required for completion of the course but will not contribute to the overall grade. There is NO EXTENSION granted for the final assignment.
7. **Limitation on use of social media**
Ordinarily, the use of electronic devices in the contexts of classrooms or meetings will be to support the learning, formation, or agenda at hand. It is expected that laptops are used in PT500 exclusively for taking notes.
8. **Learning environment**
VST is committed to creating conducive and inclusive learning environments. If you have a diagnosed or suspected learning disability, chronic condition, mental health concern, or physical requirement which you anticipate may impact your participation in this class, you are encouraged to discuss your needs with the instructor and the Dean within the first week of classes.

Week 1 September 13 Introduction

We have not been created for small things. – D. Sölle

Preparation for today:

Driskill, chpt 2 (on library reserve for those without personal copies)

Thornton, chpt 1 pp 1-8, 15-19, 23-25 & Chpt 6 pp 116-124 (on library reserve for those without personal copies) For those with Kindle versions: Read Intro, in chapter 1 read first section, skip to *The Personal is Political is Pastoral, Presence before the Cross, the Cross as Stumbling Block*, skip to *With Caution but not Timidity* through to end of chapter. In chapter 6 begin with *Love Becomes Politically Active* through to end of chapter.

McFague, chpt 2 (on reserve in library for those without personal copies)