

PT610: Senior Integrative Seminar in Practical Theology and Practice of Ministry (1.5 credits) Fall 2018

Mondays, 9:00 to 12:00

September 24th, October 1st, Tuesday, October 16th and Mondays October 29th and November 19th

PURPOSE

Situated on the threshold of professional ministry, at the crossroads of theory and practice, the purpose of this senior integrative seminar is to deepen one's capacity for leadership in faith communities through continued attention to three core issues affecting the practice of ministry: identity, theology, and context. Designed to guide students' preparation of the Integrative Ministry Paper (see Handbook), this course will provide opportunity to practice articulating theologically, biblically and practically the integration of academic, spiritual, and practiced-based preparation for ministry.

PRE-REQUISITE

Students should register for this senior seminar in the final fall term of the M.Div program after successful completion of all foundational degree courses. Students should register concurrently for PT689 (Integrative Ministry Paper) and stay current with PT689 requirements through the assigned Canvas site.

COMPETENCE OBJECTIVES

Integration in ministry is reflected in a capacity to discern, evaluate and judge situations in light of a community's beliefs and practices with an aim to nurture ever deeper and more faithful forms of Christian life.

Assignments are designed to enable students to demonstrate a mature spiritual life, authentic and denominationally grounded pastoral identity, and readiness for public and pastoral leadership through the ability to:

- articulate one's theology and give testimony to one's faith
- situate oneself within one's denominational ecclesiology and understanding of pastoral authority
- reflect theologically on challenges and opportunities facing contemporary society and the practice of ministry - read and respond to the implicit and explicit theologies in a ministry context
- describe contextually appropriate missional goals
- articulate one's gifts and limitations, and discernment of one's readiness to offer effective leadership in public and pastoral ministry

FORMAT AND CONTENT

This is a 1.5 credit course meeting on campus on the dates published on the calendar (note September 17th possible change). Distance students must **connect synchronously** with class meeting times via Adobe Connect. The seminar is primarily designed to discuss readings so students are expected to be prepared to lead or participate in discussion on the assigned material. The course plan is based on a generative curriculum model where content will arise from the experience of the group as a cohort as well as from the pre-determined course outline. In this senior seminar students are expected to exercise leadership appropriate to their experience and vocational calling.

TEXTS AND RESERVES

The following required text books are on reserve in the library and has been ordered from the UBC bookstore:

Osmer, Richard R. *Practical Theology: An Introduction* Eerdmans 2008

Read this text in preparation for the first class

Clark-King, Ellen. *Theology by Heart: Women, The Church, and God* Epworth 2004

In error, this title was omitted from the first edition of the course description

All reserve articles will be available through the Canvas site for the course.

COURSE POLICIES

1. **Attendance:** Because of the participatory nature of the seminar, your attendance and full participation are necessary. For ***on-campus students*** in a 1.5 credit course, this means attending class on time with no more than 1 allowable absence for any reason. For ***distance students***, this means attending class through Adobe Connect synchronously with class with no more than 1 allowable absence 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.
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. Note the first reading assignment is due on the first day of class.
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. Failure to submit an assignment on time will be noted in the narrative evaluation of an assignment. Repeated failure to submit assignments on time may affect the final grade for the course.
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.
8. VST is committed to creating safe space and an inclusive learning environment. 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.

EXPECTATIONS, ASSIGNMENTS AND EVALUATIVE CRITERIA:

The required reading in 600 level courses is 75-125 pages per week. Adjustments are made for those for whom English is not a first language. In addition to prescribed readings, students in PT610 are required to select readings of their choice (including from the bibliography attached) in preparation for seminar discussions. Students' chosen bibliographies are expected reflect the diverse community of scholars in this field (including gender and race). Articles will be posted on Canvas (within the first two weeks of classes). As the curriculum for this seminar is built on the desired outcomes of the students, additional readings may be added or suggested.

Consult the Canvas for any assignments due on the first class. Details about these and other assignments including but not limited to those below will be outlined on the first day of class:

1. Précis of assigned readings
2. Preparation and presentation of report on theological landscape of ministry context
3. Preparation of outline for integrative ministry paper
4. Presentation of relevant bibliographic resources for integrative ministry paper, including denominationally [or equivalent] specific sources
5. Interview/oral assignment

All assignments will be evaluated based criteria of a) depth of knowledge and integration and b) clarity of writing or presenting.

In written and oral assignments and in class participation students will be expected to articulate their faith in ways that demonstrate their theological and biblical knowledge.

A comprehensive bibliography for the Integrative Paper is expected to represent primary texts with which the student is familiar and to which the student is able to refer in explicating their own theological position and approaches to pastoral ministry.

In written assignments and in class participation students will demonstrate familiarity with their denominational [religious] affiliation and knowledge of the norms of belief and practice therein, including sacramental ministry.

In presenting a pastoral ministry site profile, students will demonstrate their capacity to read operative theologies, reflect on the missional and leadership opportunities therein, and name resources appropriate to that context.

In the mock interview, students will accurately articulate their gifts and limitations for pastoral ministry.

In all assignments and discussion, students will demonstrate an ability to analyse current local and global issues as a source of theological reflection.

Assessment will be made of the student's:

- Leadership (based on participation in class)
- Integration (based on evidence of a learned and authentic faith in written and oral work)
- Knowledge (based on issues raised in discussion)
- Commitment (.5 letter grade dropped per missed class or assignment)

SELECTED BIBLIOGRAPHY:

Butler Bass, Diana *Strength for the Journey: A Pilgrimage of Faith in Community*, Jossey-Bass 2004

Butler Bass, Diana *The Practicing Congregation*, Alban Institute 2004

Cahalan, Kathleen and Gordon S. Mikoski, *Opening the Field of Practical Theology: An Introduction*, Rowman & Littlefield, 2014

Caputo, John *The Weakness of God*, Indiana University Press 2006

Clark-King, *Theology by Heart*, Epworth 2005

Estock, Beth Ann and Paul Nixon, *Weird Church: Welcome to the 21st Century*, Pilgrim Press 2016

Farley, Edward, *Practicing Gospel: Unconventional Thoughts on the Church's Ministry*, Westminster John Knox 2003

Goleman, Larry, *Teaching our Story: Narrative Leadership and Pastoral Formation*, Rowman & Littlefield 2014

Graham, Elaine, *Between a Rock and a Hard Place: Public Theology in a Post-Secular Age*, SCM Preess, 2013

Graham, Elaine, Heather Wilson, and Frances Ward, *Theological Reflection: Methods* London: SCM Press, 2005.

Hall, Douglas John *The Cross in Our Context* Augsburg Fortress 2009

Hertig, Young Lee. *Cultural Tug of War: The Korean Immigrant Family and Church in Transition*. Nashville, TN: Abingdon Press, 2001.

Keller, Catherine, Michael Nausner and Mayr Rivera, eds. *Postcolonial Theologies: Divinity and Empire*, Chalice 2004

Kim-Cragg, *Story and Song*, Peter Lang Publishing 2012

Law, Eric. *Sacred Acts, Holy Change: Faithful Diversity and Practical Transformation*. Chalice Press, 2002.

McLean, Catherine and John Young, *Preaching the Big Questions: Doctrine Isn't Dusty*, United Church Publishing 2015

Moe-Lobeda, Cynthia, *Healing in a Broken World*, Fortress 2009

----- *Public Church: For the Life of the World*, Augsburg 2004

Morisy, Ann, *Bothered and Bewildered: Enacting Hope in Troubled Times*, Continuum 2009

----- *Journeying Out: A New Approach to Christian Mission*, Continuum 2004

Morrison, Bradley, *Already Missional*, Resource Publications 2016

Otto Scharmer and Katrin Kaufer, *Leading from the Emerging Future*, Barret-Koehler 2013

Parks Daloz, Laurent A., Sharon Daloz Parks, Cheryl H. Keen, and James P. Keen, *Common Fire, Lives of Commitment in a Complex World* Beacon Press, 1996.

Reader, John, *Reconstructing Practical Theology: The Impact of Globalization*, Routledge 2008

Robinson, Anthony B., *What's Theology Got to Do with It: Convictions, Vitality, and the Church*, Alban Institute 2006

Roxburgh, Alan, *Missional Map Making*, Jossey Bass 2010

Sedmak, Clemens, *Doing Local Theology*, Orbis 2002

See additional bibliographies provided by Directors of Denominational Formation