

Course Syllabus

KNP1601 HF – Theology and Practice of Ministry Knox College



Toronto School of Theology
Online/Fall 2020

Instructor Information



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Course Identification

Course Code: KNP1601 HF

Course Format: *Online*

Course Name: **Theology & Practice of Ministry**

Course Location: *Online*

Class Times: *Students are encouraged to adhere to regular personal schedule.*

Prerequisites: None (except regular admission to the College and an openness and eagerness to think about serving God).

Course Description

This course explores various aspects of ministry, the theology and practice of ministry within the Reformed traditions. Topics include understandings of ministry, the call, functions and roles in ministry, challenges and contexts for ministry today and in the future, leadership and authority, and spiritual practices. Various methods of learning will be used (small group, lecture, discussion, mentorship experience).

Course Resources



Required Texts:

- William H. Willimon, *Pastor: The Theology and Practice of Ordained Ministry* (Abingdon Press: Nashville, 2002).
- Pamela & Michael Cooper-White, *Exploring Practices of Ministry* (Fortress, 2014).
- Kathleen A. Cahalan, *Introducing the Practice of Ministry* (Liturgical Press, 2010).
- Lillian Daniel & Michael Copenhaver, *This Odd and Wondrous Calling: The Public and Private Lives of Two Ministers* (Grand Rapids: Michigan, 2009).

Recommended Readings:

- Howard Rice, *The Pastor as Spiritual Guide* (Nashville: Upper Rooms Books, 1998).
- Lillian Daniel & Michael Copenhaver, *This Odd and Wondrous Calling: The Public and Private Lives of Two Ministers* (Grand Rapids: Michigan, 2009).
- Henri Nouwen, *In the Name of Jesus: Reflections on Christian Leadership* (New York: Crossroad Pub. Co, 1989).
- Douglas John Hall, *The End of Christendom and the Future of Christianity* (Pennsylvania: Trinity Press, 1997).
- All students: "Together in Ministry: The Theology and Practice of Ministry in the Presbyterian Church in Canada". (available in Quercus or download from <https://Presbyterian.ca>.)

Auto/Biographical Sketches and Books on Ministry:

- Achtemeier, Elizabeth, *Not Till I Have Done: A Personal Testimony* (Westminster, John Knox, 1999).
- Augustine of Hippo, *The Confessions*.
- Bonhoeffer, Dietrich, *Letters and Papers from Prison; or Life Together*.
- Barclay, William, *A Spiritual Autobiography*, William B Eerdmans's Pub. Co., 1975.
- Cole, Hugh Allan Jr., ed. *From Midterms to Ministry: Practical Theologians on Pastoral Beginnings* (Eerdmans, 2008).
- Dawn, Marva and Eugene Peterson, *The Unnecessary Pastor* (Eerdmans, 2000).
- Ferm, Robert L., *Jonathan Edwards The Younger 1745-1801: A Colonial Pastor* (William B. Eerdmans Publishing Co., 1976).
- Hall, Douglas John, *Bound and Free: A Theologian's Journey* (Minn: Fortress Press, 2005) (Wipf & Stock, 2011).
- Jinkins, Michael, *Letters to New Pastors* (Grand Rapids: Eerdmans's Pub. Co., 2006).
- Peterson, Eugene H., *The Pastor: A Memoir* (Harper Collins, 2001).
- Rutherford, Samuel, *Letters of Samuel Rutherford*.
- Schweitzer, Albert, *My Life and Thought*.
- Teresa, Mother, *Come Be My Light: The Private Writings of the "Saint of Calcutta,"* Brian Kolodiejchuk, ed., (New York: Doubleday, 2007).

- Weems, Renita J., *Listening for God: A Minister's Journey through Silence and Doubt* (New York, Simon and Schuster Pub., 1999).
- Taylor, Barbara Brown, *Leaving Church: A Memoir of Faith* (Harper, 2006) and *The Preaching Life* (Cowley Pub., 1993).
- Vais, Chris, *For Words: A Journal of Hope and Healing*.

Novels:

- Shusaku Endo, *Silence*.
- Tony Hendra, *Father Joe: The Man Who Saved My Soul* (New York: Random House, 2004).
- Georges Bernanos, *Diary of a Country Priest*.
- Fyodor Dostoyevsky, *The Brothers Karamazov*.
- A.J. Cronin, *The Keys of the Kingdom** (Hard to find, but highly recommended.)

Suggested Films:

- Dead Man Walking
- The Mission
- Les Misérables

Course & Other Useful Website(s):



Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the U of T Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-1071>. Students who have trouble accessing their Quercus account should ask Kaitlyn Lubniewski, Assistant Registrar (Kaitlyn.lubniewski@utoronto.ca) for further help.

Knox College: <https://knox.utoronto.ca/>

Toronto School of theology (TST): <https://tst.edu/>

Association of Theological Schools (ATS): <https://ats.edu/>

Presbyterian Church in Canada: <https://presbyterian.ca/>

Finding Re-Resources in U of T: <https://onesearch.library.utoronto.ca>

Course Learning Objectives/Outcomes

Course Outcomes:

Students successfully completing this course will be able to demonstrate the following learning outcomes:

(A) In Respect to Religious Heritage Outcomes:

- Identify theology and practices of ministry related to central functions of ministry;
- Describe the distinctive theology and practices of Reformed understanding of ministry within the larger Christian tradition;
- Name and describe spiritual practices within Christian traditions;
- Demonstrate basic knowledge of various theological disciplines and how these intersect with the practice of ministry.

(B) In Respect to Cultural Context Outcomes:

- Identify theology and practices of ministry that demonstrate respect for difference – cultural, ethnic, gender, and physical ability diversity, etc.;
- Demonstrate willingness to engage the diversity of the church;
- Demonstrate basic understanding of contextual issues (Societal, ecclesial, global) and an emerging awareness of how these factors impact what it means to be a pastor today in a particular context.

(C) In Respect of Personal and Spiritual Formation:

- Articulate one's own emerging self-understanding in ministry;
- Demonstrate piety congruent with the Christian & denominational tradition;
- Ability to articulate an emerging sense of call to ministry;
- Ability and willingness to act in a principled, ethical fashion;
- Demonstrate an ability to identify assumptions;
- Show willingness to conduct one's life out of confessed Christian faith;
- Display willingness to engage in prayer, Bible study, worship, discipleship and growth in the fruit of the Spirit.

(D) In Respect of Ministerial and Public Leadership Outcomes:

- Show care for others and act in a compassionate manner towards others, including people of different backgrounds, ages, and perspectives;
- Ability to articulate one's emerging pastoral identity and emerging theology of ministry in relation to the Reformed traditions.

Evaluation

Requirements

The final grade for the course will be based on evaluations in **four** areas:

For Basic Degree Students:

- 1) **Participation (10%)**- Students are expected to read the course material and demonstrate knowledge of the readings through: participation in online peer presentations and discussions, weekly online discussions with the instructor & classmates on particular topic(s) – **students are required to post their comments by Thursday of each week.**

🕒 This assessment corresponds to the following Learning outcomes: Cultural Context, Personal and Spiritual Formation, and Ministerial and Public Leadership.

- 2) **Reflection Paper (20%) - *Exploring my faith journey and sense of Call***- Include discussion of class/readings content regarding call and how this related to your own spiritual journey and discernment (to congregational ministry or otherwise) thus far. **Due October 5th, 2020.** (4-6 pages typed)

🕒 This assignment corresponds to the following Learning outcomes: Religious Heritage and Personal and Spiritual Formation.

- 3) **Identifying Theological Diversity in the Context of Ministry (20% Online presentation (power point or equivalent) + 15% Reflection summary=35%)**

🕒 This assignment corresponds to the following Learning Outcomes: Religious Heritage and Cultural Context. Note: Written component of this assignment, i.e. 'Reflection summary' is due one week following the online presentation.

Option (A)

- **Fifteen-Hour Mentorship Experience** – Over a 3-5-week period you will spend a minimum of 15 hours with a mentor for ministry. The 15 hours will include individual conversations about ministry exploring the mentor's experiences and reflections on ministry, being present with the mentor in ministry experiences (worship, pastoral visiting/counselling, congregational/community events, social justice/mission experiences, etc.) and having an opportunity to discuss the experiences toward the end of the mentoring time. In all likelihood, this interaction would be carried out over phone and/or online medium, like 'zoom' or skype.
 - **By September 28, 2020**- submit your proposal by email for approval of mentorship plan, including: name, contact information, mentor's position and plan for use of hours and what you hope to learn. (1 page)
 - **Commencing November 2, 2020**- students may submit PowerPoint presentations to be viewed by the class. Signup sheets will be available on

Quercus. Two student presentations per week until finished. Presentation should be 10 to 15 minutes in length.

- **By November 23, 2020**- Reflect on the 15-hour mentorship experience. Describe your mentorship setting. What did you learn about ministry? What questions and surprises emerged? How did it help you reflect on the contexts of the church's ministry today? How did it help you to reflect on yourself in ministry and about your own gifts and challenges in ministry? (5 pages typed)

Or

Option (B)

- In the time period that this course is being offered, you will attend:
 - **M.Div. Students**: 3 online worship services other than at your home church. These services are to reflect a broad diversity within the Christian faith. During the service you will note practices that are different than those you experience in your own church and denomination. Such difference may include matters of liturgy, practices of communion, participation by the congregation, the place and content of the sermon, etc. You will ask the celebrant if he/she will meet with you to discuss the service you attended, at which time you may discuss with him/her the theology underlying various aspects of the service.
 - **Students in other programs**: 3 online webinars or thorough review of websites on areas related to program of study. Students are welcomed to discuss with the instructor for clarification and permission. Preference, of course, is for the former.
 - During your participation in an event, you will note the different contexts in which pastoral care takes place; you will observe the different criteria of pastoral care skills referenced and possibly utilized during the event.
 - **By September 28, 2020**- you will advise the instructor by email, of your choice of churches or event webinar. (1 page)
 - **Commencing November 2, 2020**- students may submit PowerPoint presentations to be viewed by the class. Signup sheets will be available on Quercus. Two student presentations per week until finished. Presentation should be 10 to 15 minutes in length.
 - **By November 23, 2020**- you will submit a reflection paper of your experiences within the three settings (worship context or otherwise). This paper will explore the theological differences in practices from your normal church experiences, indicating the conversations with the celebrants of the other churches. Alternatively, if you have participated in webinars or explored various contexts in which pastoral counselling services are offered, you will submit a reflection paper of your experiences, highlighting your observations of components, elements of confirmation or surprises, and any other points you wish to explore further. (5 pages typed)

4) Final Integrative Paper (35%)- A substantial scholarly paper (proper references cited).

Write a 10-page integrative paper focusing on the theology and practice of ministry as explored through a pastoral image (or story/metaphor/scripture passage). The paper will draw on class lectures, discussions, Scripture and texts (required and recommended). The paper will describe a pastoral image (scripture passage/story/metaphor) that can function as an integrative focus for one's theology and practice of ministry. The pastoral image (story/metaphor/passage) will be considered theologically (how it expresses a theology of ministry), contextually (how it engages the North American contexts of ministry) and personally (how it intersects with one's faith journey, sense of call). Further, the pastoral image (story/metaphor/passage) will be explored through the theology and practice of the different functions of ministry (pastoral, priestly, prophetic, preaching, teaching, etc. functions) discussed throughout the course. The assignment must include a thorough exploration of a pastoral image (story/metaphor/passage) and how it relates, at this point, to the student's discernment process and to their understanding of the theology and practice of ministry. **Due December 11th, 2020.**

© This assignment corresponds to all 4 of the Learning Outcomes: Religious Heritage, Cultural Context, Personal and Spiritual Formation, and Ministerial and Public Leadership.

Grading System

Alpha	Numeric	GPA	Comments
A+	90-100	4.0	Profound and Creative
A	85-89	4.0	Outstanding
A-	80-84	3.7	Excellent: clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations, broad knowledge base.
B+	77-79	3.3	Very good
B	73-76	3.0	Good: good critical capacity and analytic ability; reasonable understanding of relevant issues, good familiarity with the literature
B-	70-72	2.7	Satisfactory: adequate critical capacity and analytic ability; some understanding of relevant issues and with the literature
FZ	0-69	0.0	Failure: failure to meet the above criteria

Please see the **Knox College Student Handbook (Section 2.5 for grading, Section 3.8 for completion of work (SDF), and Section 3.17 for late assignment policy).**

Late Work (BD students)

Basic Degree students are expected to hand in assignments by the date given in the course outline. **Penalty for failure to do so is outlined in Section 3.17 of the Knox College Student Handbook.** This penalty is not applied to students with medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty advisor or basic degree director, who should

make a recommendation on the matter to the instructor. The absolute deadline for the course is the examination day scheduled for the course. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF=standing deferred) beyond the term. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a **zero** for work not submitted.

Course grades

Consistent with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University's grading policy (<https://governingcouncil.utoronto.ca/policies/grading.htm>) or college grading policy.

Policies

 **Accessibility.** Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services Offices; information is available at <https://accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

 **Plagiarism.** Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST Basic Degree Handbook and the Graduate program Handbooks (linked from <https://tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>). A student who plagiarizes in this course will be assumed to have the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges https://trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm.

Other Academic Offences.

TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters- <https://governingcouncil.utoronto.ca/policies/behaveac.htm>.

Back-up copies. Please make back-up copies of essays before handing them in.

 **Obligation to check email.** At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. **Students should check utoronto email regularly** for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail, or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email Communication with the course instructor.

The instructor aims to respond to email communications from students in a timely manner. **All email communications from students in conjoint programs should be sent from a utoronto email address.** Email communications from other email addresses are not secure, and the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs.



Important Dates

14 September-	First Day of Classes
18 September-	Last Day to Add Fall 2020 Courses
12 October-	Thanksgiving (Knox College Closed)
26 October-	Reading Week

***13 November- Last Day to Drop Course without Academic Penalty**

7 December-	Last week of Classes
14-18 December-	Exam Week

Course Schedule

Week 1

September 14-

Course Introduction

 **Readings:** Pamela & Michael Cooper-White, Introduction & Chapter 1.

 **Lecture:** PowerPoints: "Have you felt the call?", "Housekeeping Items"

 **Discussion:** By September 17, 2020, you should post a brief self-introduction and what you hope to learn from this course. Classmates are encouraged to post **constructive and respectful comments**.

Week 2

September 21-

"The Call"

 **Readings:** William Willimon, Introduction & Chapter 1.

Rob Fennell, "On Ordained Ministry," *Touchstone*, 29.1, 2011.

Kathleen Cahalan, *Introducing the Practice of Ministry*, Preface & Chapter 1.

"Am I being called?" (P.C.C. document)

"Together in Ministry" (P.C.C. document), 5-7, 48-64

"Theology of Ordination to the Ministry of Word and Sacraments" (P.C.C. document)

 **Lecture:** PowerPoints: "Ministry, Part I", "Ordination-Its Theology & History"

 **Discussion:** Share your understanding of 'ministry,' ordained or otherwise? Classmates are encouraged to post **constructive and respectful comments**.

Week 3

September 28-

"Pastoral Identity and Formation: Images for Ministry"

 **Due:** Proposal for Theological Diversity in Context of Ministry Project

 **Readings:** W. Willimon, pp.55-74 (Chapter 2).

K. Cahalan, Chapters 2 & 3.

H. Rice, pp.39-74 (Chapters 2 & 3).

 **Lecture:** PowerPoint: "Images of Pastor Today"

 **Presentation by 'Ministry & Church Vocations, P.C.C.' (PowerPoint)**

 **Discussion:** What metaphor or image of ministry has guided you thus far and perhaps continues to be meaningful in your journey?

Week 4

October 5- "Pastoral Function: Caring for Souls"

✓ **Due:** "Exploring my faith journey & sense of call" Reflection paper

📖 **Readings:** P. & M. Cooper-White, Chapter 4.

W. Willimon, pp.91-110, 171-185 (Chapters 4 & 7).

H. Rice, pp.75-90 (Chapter 4).

Barbara McClure, "Pastoral Care," *Wiley Blackwell Companion to Practical Theology*, (2012) Chapter 25, pp.269-278.

▶▶ **Lecture:** PowerPoint: "Pastoral Functions"

🗨️ **Discussion:** Thinking back on a time when you were hurting or grieving, what did you need the most from others?

Week 5

October 12- "Priestly Function- Prayer, Worship and Presiding"

📖 **Readings:** P. & M. Cooper-White, Chapter 3.

W. Willimon, pp. 75-90 (Chapters 3 & 5).

H. Rice, pp.91-106 (Chapter 5).

▶▶ **Lecture:** PowerPoint: "Prayer, Worship, and Presiding"

🗨️ **Discussion:** From your experience or observations, what are some practices that create space for authentic worship, and what practices, or attitudes detract from experiences of the holy?

Week 6

October 19- "Preaching and Teaching Functions Prophetic and Evangelical Functions: Equipping for Social & Spiritual Change"

📖 **Readings:** P. & M. Cooper-White, Chapter 3.

W. Willimon, pp. 133-170 (Chapter 6), pp. 203-224 (Chapter 8), pp. 225-264 (Chapters 9 & 10).

H. Rice, pp. 125-138 (Chapter 7).

▶▶ **Lecture:** PowerPoint: "Pastor as Preacher"

🗨️ **Discussion:** As you think of 'proclaiming the message,' what most excites you; what causes you the most anxiety? (For those who are not in the ministry stream, please consult the instructor as to suitable entry point for this discussion.)

Week 7

October 26- *READING WEEK*

Week 8

November 2-

“Leadership and Administration Functions Pastors as People: Integrity, Self-Care, and Pastoral Authority”

 **Online Presentation:** *Identifying Theological Diversity in Context of Ministry*

 **Readings:** P. & M. Cooper-White, Chapter 6 & Epilogue.
W. Willimon, pp. 275-297 (Chapter 11 & Interlude), pp. 299-336.
H. Rice, pp. 139-156 (Chapter 8), pp. 157-192 (Chapters 9 & 10,
Epilogue).
H. Nouwen, *In the Name of Jesus*.

» **Lecture:** PowerPoint: “Pastor as Leader”

 **Special Presentation:** PowerPoint: “Theological Field Education (TFE),”
Office of Director of Experiential Learning

» **Discussion:** How do you view the task of ‘administration’ in ministry or the
the respective profession that you hope to enter into?

Week 9

November 9-

“Context & Ministry”

 **Online Presentation:** *Identifying Theological Diversity in Context of
Ministry*

 **Readings:** P. & M. Cooper-White, Chapter 49.
Daniel & Copenhaver, *This Odd and Wondrous Calling*.

» **Lecture:** PowerPoint: “Context & Ministry”

» **Discussion:** Is your view of ministry challenged or strengthened by the
theological and cultural diversity in ministry today?

Week 10

November 16-

“Context & Ministry”/Social Justice

 **Online Presentation:** *Identifying Theological Diversity in Context of
Ministry*

 **Readings:** Daniel & Copenhaver, *Odd and Wondrous Calling*.
The 1994 Confession of the PCC
Doctrine of Discovery
Report of the National Inquiry into Missing and Murdered
Indigenous Women and Girls.

 **Special Presentation:** “Healing & Reconciliation: Things to know to prepare
for ministry.” Dr. Allyson Carr, Associate Secretary, Justice
Ministries, The Presbyterian Church in Canada.

- 🗨️ **Discussion:** How is your view of some of the contexts of current ministry in our current society impacted by the webinar presentation?

Week 11

November 23- “Christian Education & Ministry”

- 📺 **Online Presentation:** *Identifying Theological Diversity in Context of Ministry*

- 📖 **Readings:** W. Willimon, pp.197-214 (Chapter 8).
P. & M. Cooper-White, pp.95-118 (Chapter 5).

- 🗨️ **Lecture:** PowerPoint: “Education, Education, Education, and...”

- 🗨️ **Discussion:** What have you found to be effective and enduring practices of learning in faith?

Week 12

November 30- “Ministry in the 21st Century and Beyond”

- 📺 **Online Presentation:** *Identifying Theological Diversity in Context of Ministry*

- 📖 **Readings:** P. & M. Cooper-White, pp.119-138 (Chapter 6).

- 🗨️ **Lecture:** PowerPoint: “Practicing Ministry is Hard Work”

- 🗨️ **Discussion:** What do you envision yourself to be like as result of your work and study at Knox College?

Week 13

December 7- “Ministry is Definitely Worth It”

- ✓ **Due:** Final Integrative Paper (December 11th, 2020)

- 🗨️ **Lecture:** PowerPoint: “Things I wish I knew before taking my first charge”

- 🗨️ **Discussion:** Any questions or clarifications on any of the topics discussed throughout this course?

Exam Week

December 14-18

Merry Christmas!