Class Time: Wednesdays 13:00 – 16:00
Location: CGR 2201

Instructor: Assistant Professor Carol Penner
Office Hours: Wednesday 10:00 – 12:00 or by appointment
Office Location: Room 2112
Phone: 519-885-0220 x24241
Email: c2penner@uwaterloo.ca

Course Description:
This seminar provides a setting for integrating theology, biblical reflection and practical experiences in pastoral ministry. It is a summative course, drawing on the learnings and experiences of the applied studies stream of the Master of Theological Studies program. Students will explore their own vocation and calling to ministry through the readings, discussions, and assignments. The leadership tasks of ministry (proclamation, pastoral care, teaching and administration) will be reviewed in the context of power relations, boundaries and self-care. Each class will include a “Ministry Prep” component, addressing practical challenges in ministry.

Learning Goals:
1. Students will be able to articulate a theology of vocation and call, reflecting on their own self-understanding as a ministering person within a religious tradition.
2. Students will demonstrate an understanding of the basic tasks of ministry.
3. Students will demonstrate the ability to develop a pastoral plan in response to a concrete ministry context.
4. Students will understand power dynamics and the importance of emotional, sexual and spiritual boundaries as they relate to leadership in the church.
5. Students will be able to discuss a range of challenges in the vocation of ministry.
Required Reading Materials:

Books:


Articles:
All articles are available on-line through reserves at the Milton Good Library, except for those with *, which need to be accessed in hard copy in the library.


Section IV, Ethics in Ministry, A Shared Understanding of Church Leadership, Polity Manual for Mennonite Church Canada and Mennonite Church USA (Harrisonburg, Kitchener: MennoMedia, 2014), pp. 55-72.

**Evaluations:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weighting</th>
<th>Due Date</th>
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<tr>
<td>Vocation and Call Journal</td>
<td>20%</td>
<td>Jan 30</td>
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<tr>
<td>Integration Project</td>
<td>40%</td>
<td>Jan 23/Feb 27/Mar 20</td>
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<tr>
<td>Seminar Presentation</td>
<td>20%</td>
<td>Mar 6 or 15</td>
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<tr>
<td>Critical Book Review</td>
<td>10%</td>
<td>Apr 10</td>
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<tr>
<td>Class Attendance and Participation</td>
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**Assignments:**

#1. Vocation and Call Journal: 20%
This reflection is a self-evaluation of your pastoral formation to this point, and should address the following questions:
--How has your vocational call been affirmed or challenged by the Supervised Experiences in Ministry you’ve done?
--What have you learned about yourself through this program (including the SEMs and the personality testing)? Be specific with concrete stories or examples.
--What courses have been the most formative in this program for you and why?
--Has this program changed your spiritual life, and if so, how?
--What areas of ministry do you feel called to in the foreseeable future?
This assignment will be graded on the student’s capacity for self-reflection.
**Due Date: January 30**
**Length: 1750-2000 words**

#2. Integration Project (40%)
The Integration Project is summative for the MTS Applied stream. It will demonstrate theological depth through a case study involving a concrete problem, situation or opportunity in ministry from a specific congregation with which you are familiar. The project includes four components.

A. Proposal and Preliminary Bibliography: A summary of the case study you are proposing, and an initial bibliography. **Due: January 23**  **Length: 250 words plus bibliography**

B. Integration Project: Description and Analysis. What is going on? (500-750 words)
This section will describe in detail the case you have chosen:
i) What is the problem, and who is currently involved? Who needs to be involved?
ii) What is the history of this situation, its practical social and cultural aspects?
iii) Why is this a concern to the church, and more specifically, to you?

C. Integration Project: Theological Interpretation. What does it mean? (1500-2000 words)
This section will interpret and reflect on your case using insights from scripture, theology, church history, and your specific denomination’s tradition. (Feel free to speak with Grebel TS faculty or ministers you know to brainstorm directions.)

i) What are the central theological, spiritual or ethical issues here?
ii) Are there biblical resources or theologians who have worked on this topic?
iii) Are there church doctrines, teachings or practices that are relevant to this case?
iv) How have other Christian communities/traditions addressed this, either currently or in the past?

D. Integration Project Plan of Action: What will you do? (1500-2000 words)
Write this section as if you were the lead pastor and had some power to initiate a multi-level faith community response to this case.

i) What is the current response to the situation?
ii) How would you mobilize your community to address this case? Which groups could be involved? What tools such as preaching, teaching, pastoral care, worship and outreach programs would you want used? Be specific, and include timelines.
iii) Outline a theological rationale for your plan of action and how this might change individuals and communities.

DRAFT Due Date: February 27
Final Integration Project Due Date: March 20

#3. Seminar Presentation (20%)
Students will present their Integration Project and receive input from the class on March 6 and 13. Along with your engaging oral presentation (20 minutes), you should provide a one page handout that has three sections (following B, C, D above), along with a one page annotated bibliography. Prepare to lead a 10-15 minute discussion which will primarily respond to D) Action. Engage your fellow students about how they would respond if this was happening in their congregation.

#4. Critical Book Review: (10%)
Choose a book about an area of ministry in which you still feel unprepared. For example, if you did not take a preaching course, or a course on worship, or a course on pastoral care, choose a book in one of those areas. Provide a brief synopsis of the book (250 words), a brief critical review (250 words) where you comment on its organization, its clarity and its ideas. Finally reflect on how relevant this book is to your ministry context, and whether it has deepened your understanding or practice (250-500 words).

Due Date: April 10, Length: 750-1000 words
#5. Class Attendance and Participation (10%)

Being present and participating in class discussion and activities is essential for the pedagogical method of this course. Students are expected to come to class having read the required readings for the day, with readiness to discuss them. If you are unable to make the class, please let the instructor know by email if you will be absent. If you miss three or more classes, even for unavoidable reasons, an alternative assignment may be assigned to make up for the class time.

Course Schedule:

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<th>Week</th>
<th>Topic</th>
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| 1. Jan 9 | What have you learned about your calling and your gifts in this program?  
Sisk, *Competent Pastor*, pp. 3-20. |
| 2. Jan 16 | What does it mean to be a church leader? Has this understanding changed over the course of this program?  
*“Ministry: What I expected and what it’s really like”*  
*Guest speakers: Ben Cassels and Christina Edmiston, pastors at WK Mennonite Church and First Mennonite (Grebel MTS grads)* | Sisk, *Competent Pastor*, pp. 21-38, 59-78.  
Jones, “Three Perspectives,” pp. 11-34. |
| 3. Jan 23 | What have you learned about leading worship?  
*Varieties of ministry  
Harder, *Dancing*, pp. 17-65. |
| 4. Jan 30 | What have you learned about sharing good news (preaching, teaching)?  
*Ministry: You can’t do it alone  
Harder, *Dancing*, pp. 67-86.  
Sisk, *Competent Pastor*, pp. 125-146.  
Begin Peterson, *Unpredictable*. |
| 5. Feb 6 | What have you learned about yourself as a caregiver?  
*Choosing and being chosen: Applying and being hired in ministry positions* | Cooper-White, *Practices*, pp. 71-93.  
Harder, *Dancing*, pp. 87-108. |
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<tr>
<td></td>
<td><strong>Guest speaker: Marilyn Rudy-Froese, Church Leadership Minister, Mennonite Church Eastern Canada</strong></td>
<td>Sisk, <em>Competent Pastor</em>, pp. 39-58, 101-124.</td>
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<td><strong>Peterson, Unpredictable.</strong></td>
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<td>6. Feb 13</td>
<td>What have you learned about yourself as someone who is responsible for church administration? as someone responsible for reaching into the community outside the church?</td>
<td>Cooper-White, <em>Practices</em>, pp. 95-117.</td>
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<td><strong>How can I strategize to be a lifelong learner in ministry?</strong></td>
<td>Harder, <em>Dancing</em>, pp. 141-166.</td>
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<td>Peterson, <em>Unpredictable.</em></td>
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<td>7. Feb 27</td>
<td>What have you learned about maintaining healthy boundaries?</td>
<td>Harder, <em>Dancing</em>, pp. 109-139.</td>
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<td><strong>Money and how it impacts a pastor’s life</strong></td>
<td>McClintock, Karen A. “Dangers,” pp. 115-130.</td>
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<td><strong>Guest speaker: Lori Guenther Reesor, Stewardship Consultant</strong></td>
<td>Peterson, <em>Unpredictable.</em></td>
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<td><strong>The embodied minister: How do you do your best work?</strong></td>
<td>Harder, <em>Dancing</em>, pp. 109-139.</td>
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<td><strong>Boundaries: What you don’t know can hurt you</strong></td>
<td>Section IV, Ethics in Ministry, pp. 55-72.</td>
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|      | How do you know when it’s time to leave a ministry position? | Sisk, *Competent Pastor*, pp. 169-186.  

**UWaterloo Policies**

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Arts: [Academic Integrity website](#)  
University of Waterloo: [Academic Integrity Office](#)

**Notes**

**Citations and Plagiarism**  
Your sources must be fully documented, according to the *Chicago Manual of Style*, 16th edition (Chicago: University of Chicago Press, 2010). The latest edition is available on-line. Please use the notes and bibliography system rather than the parenthetical author/date system. Using undocumented quotations from published sources, or submitting work that is not your own will have serious ramifications for your academic career.

**Tardy Assignments**  
Punctual submission of assignments is expected. Late assignments will be accepted only if you have talked to the instructor ahead of time for an extension. Marks may be deducted for assignments that are over one week overdue.

**Confidentiality**  
In the course of our discussions as we explore pastoral caregiving, the students or instructor may wish to share stories of a personal nature. It is expected that personal stories you hear in class will not be repeated outside the classroom without the express permission of the person who told the story.

**The Land on Which We Meet:**
We acknowledge that we are located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and the Haudenosaunee peoples. The University of Waterloo and Conrad Grebel University are situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometers (six miles) on each side of the Grand River.

**Other sources of information for students:**

**Mental Health Services** aim is to provide holistic programming and services to help you lead a healthy and balanced life. We strive to provide a secure, supportive environment for students of all orientations and backgrounds. Students suffering from problems with anxiety, depression, problems with sleep, attention, obsession or compulsions, relationship difficulties, severe winter blues, etc., may make an appointment by phone or in person. Appointments are usually available within two days of initial
contact with one of our medical doctors. All contacts are completely confidential. Phone 519-888-4567 ext. 32655.

**For students with learning differences:** The AccessAbility Services (AAS) office, located in Needles Hall Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the ASS office at the beginning of each academic term.

**Counselling Services:** Counselling Services provides free confidential counselling, in both individual and group sessions, with qualified professionals to help registered students, faculty and staff with personal concerns, educational career decisions, and strategies for studies and exams: www.adm.uwaterloo.ca/infoc, ext. 33528, NH Room 2080.

**The Writing Centre:** Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. Make an appointment or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-centre.