MLS1501 Reflective Practice &  
PC706 Introduction to Ministry and Leadership Studies  
Fall 2012  
Bangor Campus  
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TEXTS READ IN THEIR ENTIRETY (prices given below are from www.amazon.com)  
$7.00  ISBN-10:1566991846  

OTHER READINGS  
ISBN-10:0802829627  
Robinson, Anthony B.  What’s Theology Got to Do With It?  Alban Institute, 2005.  $18  
ISBN-10:1566993202  
Yaghjian, Lucretia B.  Writing Theology Well, A Rhetoric for Theological and Biblical Writers.  

ON LINE  
Subscribe to Faith in Public Life and read each day:  www.faithinpubliclife.org

COURSE DESCRIPTION  
This course serves as an introduction to the field of Ministry and Leadership Studies.  Attention is given to the larger cultural context in which the church finds itself at the beginning of the 21st century; pastoral skills; current issues in the church such as language for God and human beings; gender, race, and class; vocation and calling; thinking, reflecting, and writing theologically; and personal spiritual discernment.
Students develop a statement on calling and vocation, and set learning goals for their theological education based on their degree program goals. The course also includes instruction in developing a portfolio in preparation for the Mid-Program Review and information on Mentored Practice.

**GOALS**
1) Students will articulate and give reasons for their understanding of vocation and calling and their personal goals for theological education in light of their degree program goals and their denominational requirements for ministry.
2) Students in the M.S. in Pastoral Counseling will articulate and give reasons for their understanding of the purpose and nature of Pastoral Counseling.

**Outcomes**
1) Students will demonstrate their understanding of the church in its larger social context.
2) Students will demonstrate skills in thinking, reflecting, and writing theologically.
3) Students will examine the intricate relationship between their individual vocations and a call to ministry.
4) Students will begin to comprehend the principles of conflict resolution.
5) Students will begin to develop their academic portfolios.
6) M.S. Students will articulate and give reasons for their understanding of the purpose and nature of Pastoral Counseling.

**M.Div. Degree Goals addressed by this course**
Knowledge of:
* The cultural, social, and ethical realities in which the church lives and responds both globally and locally

Ability to:
* Develop and express mature personal faith, and with sensitivity and skill, teach the traditions of the church, lead worship and preach, and engage in pastoral care
* Integrate the elements of Christian tradition in a theology and practice of ministry, act with moral sensitivity and in accord with professional ethics, and advocate for compassion and justice in personal, congregational, and community settings.

Opportunities for:
  Growth in the spiritual traditions and practices in the life of the Church
  Developing a prophetic voice within a variety of social and cultural contexts

**COURSE REQUIREMENTS AND GRADING**
1) This course is offered Pass/D/Fail. If you prefer a letter grade, indicate that desire in writing to the instructor before the second class meeting.
2) Faithful class attendance and effective participation in class discussion. If you are unable to attend class, please notify the instructor by e-mail or telephone.
3) Timely completion of written assignments (see syllabus)
   * Profiles in Ministry Casebook
   * Reflection papers
   * Vocation and Calling: Goals for Theological Education – two drafts.
     For M.S. Students, two drafts of their understanding of the nature and purpose of Pastoral Counseling.
     The paper should have this form:
     1) Begin with a general definition of vocation and calling, and continue to your current understanding of your own vocation and calling.
     2) Describe the connections between your vocation and your intended occupation after completing your degree, with particular attention to your denominational requirements, if you intend to seek authorized ministry in a church. For M.S. in Pastoral Counseling students, particular attention should be paid to the requirement for licensure.
     3) Address the goals of your degree program – how do you intend to meet those goals: by taking courses and/or independent studies? If so, which ones? Senior Integrative Experience? And for M. Div. students, your mentored practice placement and/or clinical experience?
     First draft due November 27
     Final draft due December 11
   * Other assigned work
4) Readings as assigned

Written work: Most papers for this course are short reflection pieces, usually no more than 3 – 5 pages. They will not normally require citation to other sources. However, several assignments expect reference to the reading materials assigned for the class. In those cases, you should use the latest edition of Turabian as the source for proper citation. You may e-mail me drafts of your papers prior to the due date for comment and suggestions.

COURSE GROUND RULES -- (Adapted from Dr. M. Shawn Copeland)
1) We will listen to one another – patiently, carefully – assuming that each one of us is always doing the best that she or he can. We will speak thoughtfully. We will speak in the first person.
2) Although our disagreements may be vigorous, they will not be conducted in a win-lose manner. We will take care that all participants are given the opportunity to engage in the conversation.
3) We will own our assumptions, our conclusions, and their implications. We will be open to another’s intellectual and personal growth and change.
4) We cannot be blamed for the misinformation we have been taught and have absorbed from our society, our culture and our religious backgrounds, but we will be held responsible for repeating misinformation after we have learned otherwise.

GRADING OF WRITTEN MATERIALS
This is a Pass/D/Fail class. See the Student Guide for a description of the Seminary’s grading policy. At the suggestion of the instructor, and with the agreement of the student, a student may submit rewrites for materials which have been deemed unsatisfactory.
BTS Incomplete Policy for M. Div., M.A., Bangor Plan, and Special Students

Students who have not completed a course’s requirements by the time that work is due have one of two options. The first is to petition for an Incomplete Contract; the second is to petition for Withdrawal from the course. To initiate one or the other option, students must obtain either an Incomplete Contract or a Withdrawal Form from the Registrar and submit it to the instructor who will indicate on the form his/her approval. The instructor will then submit it to the Academic Dean for his/her approval. In either case, students must submit their petitions to the instructor no later than the day the course work is originally due. See the Student Guide for complete description of the policy.

ADDITIONAL POLICIES FROM HUSSON UNIVERSITY WITH WHICH THIS COURSE WILL COMPLY

Attendance Policy (derived from pg 27 in the Husson University Catalog):

Every student is expected to attend all scheduled class sessions, including final exams. The only recognized absences are those that are the consequence of family or personal emergencies or extended illness requiring confinement or hospitalization. The instructor for this course will not require proof of the reasons for an absence. The instructor will provide make up class work.

According to Husson University policy, the instructor will keep attendance records. If the student is absent from more than 15% (minimum standard) or two sessions of class meeting (instructor’s discretion), the instructor may award the grade of X and deny course credit for excessive absences. The instructor may provide the courtesy of informing a student when he or she is in danger of losing credit due to excessive absences. However, it is the responsibility of the student to attend all classes or inform the instructor should a personal emergency arise.

*Please note: Absences do not constitute a withdrawal. Students formally withdraw from classes only by submitting a Course Withdrawal Form available from the Registrar’s Office or in the Registrar Conference in First Class.*

Academic Honesty:

Students and faculty in colleges and universities seek new knowledge and insights. There is so much to learn and know that we must build on the work of each other. Academic integrity is essential to that building process. We rely on each other, therefore, to specify what we know, how we know it, or where we found it. Underlying this reliance is an obligation to be honest, forthright, and civil in all dealings with fellow student, staff, and faculty. Behavior inconsistent with these obligations in the context of this course will not be tolerated.

Cheating, plagiarism, fabrication, falsification, collusion, and assaultive, demeaning or disruptive behavior are all examples of behavior that fall below the norms of academic integrity. A student who engages in any such behavior will receive, at a minimum, a grade of “F” in the pertinent assignment. The student may also have his or her final grade reduced to a grade of “F” or be
immediately dismissed with a failing grade from the course. Such behavior may also result in additional penalties, including suspension or dismissal from the student’s program, School, or the University, and may delay or prevent professional licensure.

If the instructor for this course determines that a violation of academic integrity has occurred, the instructor will record the finding in a report and meet with the student to discuss the findings and proposed sanctions. The student may appeal the findings to the Dean of Academic Studies within 10 business days of the scheduled meeting with the instructor. Uncontested sanctions or those supported by the Dean will become a matter of record on the student’s file and be retained for the duration of the student’s attendance at Husson.

**Students with Disabilities**

Husson University makes every attempt to reasonably accommodate those who request accommodations and provide evidence of a disability. Such efforts accord with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. In order to request disability-related services at Husson students must self-identify to Dean Wilson-Barker, and provide appropriate and up-to-date documentation to verify their disability or special needs. After the accommodations have been approved by Dean Wilson-Barker, in order to obtain them, the student must notify the instructor by providing the accommodation plan. Depending upon the nature of the request, the instructor may then coordinate with Dean Wilson-Barker to fulfill the plan. If you have any questions regarding reasonable accommodations or need to request disability-related services, please contact Dean Wilson-Barker in the Dean of Students Office in Peabody Hall room 208, or call (207) 992-1934, or e-mail wilsonbarkers@husson.edu.

**Writing Center**

The writing center is a resource you should use to help you improve your writing. The writing consultants the center employs can help you invent, organize, and revise your documents to meet the specific requirements established during class. Take the time to become familiar with this resource and use it regularly. Please note: To improve the effectiveness of the writing consultation, please set up an appointment with a consultant at least 2 days before the assignment is due. Also, bring 2 copies of your paper with you to the tutoring session. Location: Peabody 210 Email: writingcenter@husson.edu Phone ex: 973-1097. Director: Dr. Matthew T. Pifer. Hours: Tutors will be available between 9:00 a.m. and 4:00 p.m. Monday through Friday. However, hours will be adjusted to meet the needs of the Husson community and appointments can be made before 9 and for the evening hours.

Informational Workshops: Throughout the term, the writing center will be conducting informational workshops, such as how to use APA citation format and how to identify and avoid common grammatical mistakes. Information regarding these workshops will be posted outside the writing center.
This course will draw on much that you have learned in General Education courses. Specifically, you will be asked to:

- read materials with comprehension and write clearly,
- cite sources in accord with the latest issue of Turabian,
- document all uses of material you did not invent yourself,
- present material orally so that it is clear and comprehensible,
- contribute to small-group and team work projects,
- think critically about all material received or presented through methods including historical and analytic,
- employ evidence-based reasoning,
- carry out studies in accord with generally accepted scientific or social-scientific methods,
- demonstrate an understanding of the psychology of audiences for your work,
- demonstrate an understanding of cultures other than your own and a sensitivity to the views of people different from you, and at all times behave like the professional you aspire to be.
SYLLABUS - MLS1501/PC706, Fall 2012, Bangor Campus

September 4  
Introduction to the Course
Opening prayer
Introduction to course purposes and structures – will be reading the writing of the students in the class – seminar format for course
Introduction of participants; exploration of participants’ interests and concerns for course
Development of course ground rules
E-mail addresses and use
Signups for opening and closing prayers
Discussion of current issues facing the church and “A Friend in Jesus,” article by John Suk, appears in Christian Century, September 6, 2011 issue (will be sent to students before the first class)
Discussion of Faith in Public Life webpage and subscription

September 11  
Knowing Self, Knowing God... Thinking Theologically
“Profiles of Ministry” Program
Preparation
Read: Stone and Duke, How to Think Theologically, p. v-25
Read Clooney, Comparative Theology, Chapter 1, “Religious Diversity and Comparative Theology,” p. 3-23 and Chapter 4, “From Theory to Practice,” p. 57-68
Read Faith in Public Life news feeds each day
Write: Notes from the Stone and Duke & Clooney readings. Bring to class for discussion.
Complete the Profiles in Ministry Casebook to turn in on September 18

Class Meeting
Opening prayer ________________________________
Discussion of Stone and Duke & Clooney readings
Introduction of Profiles of Ministry program and Casebook assignment
Closing prayer ________________________________

September 18  
Pastoral Care and Spiritual Direction in the Contemporary Church
Preparation
Complete the Profiles in Ministry Casebook; turn in at the beginning of class.
Remember to respond as though you are in the role of pastor.
Read: Barnes, Chapter 7, “The Subtext of Human Life,” p. 87-105
Friend, Chapter 5, “Breathe on the Embers, the Gift of Presence,” p. 77-98
Warford, Chapters 5-7, “Hearing and Seeing,” “Wisdom and Folly,” “A New Belonging,” p. 36-51
Read Faith in Public Life news feeds daily
Write: Notes from the Barnes and Friend and Warford chapters. Bring to class for
Class Meeting
Opening prayer ____________________________
Presentation on Pastoral Care and Spiritual Direction in the Contemporary Church
Discussion of Barnes, Friend and Warford reading
Schedule for ‘Profiles’ taped interviews
Closing prayer ____________________________

September 25  Pastoral Care: Bereavement

Preparation
Read: C.S. Lewis, A Grief Observed
       Barnes, Chapter 4, “The Poet’s Pathos,” p. 43-56
       Read Faith in Public Life news feeds daily
Write: After participating in the class discussion, write a three page reflection paper, which integrates the assigned reading and your own experience, describing your current pastoral convictions and approach regarding ministry in situations of grief and bereavement. You may draw on the Lewis and Barnes texts, and “A Gift of Time” also.
       Due: October 2, send to Susan and class members by October 1

Class Meeting
Opening prayer ____________________________
Responses to A Grief Observed
Watch “A Gift of Time”
Discussion of pastoral issues in grief and bereavement
Theological reflection
Closing prayer ____________________________

October 2  Languages of Theological Method and Reflection

Due: Reflection paper on ministry in situations of grief and bereavement – send to Susan and students by October 1

Preparation
Read: Stone and Duke, p. 27-82
       Warford, p. 1-35
       Students’ papers
       Read Faith in Public Life news feeds daily
Write: After the discussion in class, write 3-5 pages reflecting on the similarities and differences between the two readings for this class. Which one appeals to you more as a way to reflect theologically? Why?
       Due: October 16, send to Susan and students by October 15
Class Meeting

Opening prayer ______________________________________
Discussion of theological reflection in the contemporary church
Theological reflection around students’ papers on grief and bereavement
Closing prayer ______________________________________

October 8 – 12 – Research Week

Research: Attend worship at two churches other than your own on October 7 and October 14.
  * Attend carefully to the visual, oral, and printed languages used in hymns, prayers, announcements, printed materials, choral offerings, and sermon.
  * Look for creative new usages and beautiful traditional usages. Note which, if any, gave you a new or deeper experience and/or understanding of your relationship with God.
  * Note also the presence of “current issues” of inclusiveness facing the church today: language for God and human beings, gender, race, class, sexual orientation, differently-abled persons, assumptions about the nature of families present (age, sexuality, economic resources, children, general health), etc.
  * Look at the architectural language of the worship space, the arrangement of chairs/pews, the location of the pulpit, communion table, Bible. Who or what is the center of attention for the congregation? Where is God located in the space?

Write: three page reflection paper on your findings about the languages of worship incorporating reflections from your reading and your research; be prepared to discuss them in class on October 16
Due: October 16, send to Susan and students by October 15

October 16

The Church’s Current Contexts

Due: Reflection paper on theological method and reflection & reflection paper on languages of worship – send to Susan and students by October 15

Preparation
Read: Yaghjian, Writing Theology Well, ch. 1
Students’ papers
Read Faith in Public Life news feeds daily

Research: Consider the news feeds from Faith in Public Life which you have been reading weekly, paying attention to the topics, questions and concerns raised by the news articles and editorials in each day’s feeds. Look for patterns and assumptions being made about racial/ethnic identity, sexual identity, social class, and theological convictions which underlie the articles.

Write: After the class discussion write 3 – 5 pages on the issues facing the church in the U.S. and globally in the 21st century as you have encountered them in the assigned readings and your research from the Faith in Public Life web page. You are expected to make reference to your reading and
research in this paper. Bring to class on October 23, send to Susan and students by October 22.

Class Meeting
Opening prayer ______________________________________
Presentation and discussion on “writing theology well”
Presentation and discussion on current issues facing the church and reflecting theologically about them
Theological reflection around students’ papers on languages of worship and theological method
Closing prayer ________________________________

October 23  

*Gender, Race, and Class in the Church*

**Due:** Reflection paper about issues facing the church – send to Susan and students by October 22

**Preparation**
Read: Friend, Chapters 9 and 10, “Wanted: Prophets, the Gift of Outrage,”
“Get Off the Sidewalk and Join the Parade,” p. 157-216
Clooney, *Comparative Theology*, Chapter 6, “Learning to See, Comparative Practice and the Widening of Theological Vision,” p. 87-108
Students’ papers
Read *Faith in Public Life* news feeds daily

Class Meeting
Opening prayer ______________________________________
Discussion of readings from Friend and Clooney
Theological reflection around students’ papers on issues facing the church
Closing prayer ________________________________

October 30  

*Vocation and Calling*

**Preparation**
Read: Friend, Chapters 3 and 4, “Celebrate Uncertainty, the Gift of Paradox,”
“Hearing the Silence, the Gifts of Solitude and Silence,” p. 41-75
Stone and Duke, Chapter 7, “Vocation,” p. 97-130
Warford, Chapter 8, “Vocation, the Hope of Our Calling,” p. 52-58
Read *Faith in Public Life* news feeds daily

**Write:** After participating in the class discussion, and in light of the reading, and movie, write 3 – 5 pages on your present understanding of your vocation.
Due November 6, send to Susan and students by November 5
Questions for attention:
1) How does vocation differ from occupation?
2) How does my social location affect my understanding of vocation?
3) To what fundamental purpose is God calling me?
Class meeting
Opening prayer ________________________________________
Film on vocation and calling: “Whale Rider” or “Billy Elliott”
Discussion of readings and the film around vocation and calling
Closing Prayer __________________________________________

November 6

Writing What We Believe

Due: Current understanding of vocation paper – send to Susan and students by November 5

Begin thinking about your draft of the final paper; draft due November 27 – send to Susan and students by November 26

Preparation

Read:  Lucretia B. Yaghjian, Writing Theology Well, ch. 2
Anthony B. Robinson, What’s Theology Got to Do With It?, chs. 1-3
Read students’ papers
Read Faith in Public Life news feeds daily

Write: After participating in the class discussion, in 3 pages, respond to the following questions (one page per question)
1) Robinson gives his definition of “theology” on p. 22. How has your theology shaped your life?
2) Robinson says that for Christians, Jesus Christ is the definitive, but not exhaustive, revelation of the nature and purposes of God. What does this mean to you?
3) Robinson says scripture is God’s story and God is the central character. Where have you found God’s story in scripture?

Due: November 13, send to Susan and students by November 12

Class Meeting

Opening prayer ____________________________
Continued discussion of Yaghjian and discussion of Robinson readings
Theological reflection around students’ papers on understanding of vocation
Closing prayer ____________________________

November 13

Skills for Ministry: Cross Cultural Communication and Intercultural Competency in Pastoral Work

Due: Robinson paper send to Susan and students by November 12

Preparation

Students’ papers
Read *Faith in Public Life* news feeds daily

**Write:** After participating in the class discussion, write a 3 – 5 page reflection paper responding to the readings, class discussion and conversation between Israeli mother and Palestinian brother

Due: November 27, send to Susan and students by November 26

**Class Meeting**
Opening prayer ____________________________
Presentation and discussion on cross-cultural communication and intercultural competency in pastoral work
Listen to conversation between an Israeli mother – Robi Damelin and a Palestinian brother – Ali Abu Awwad
http://being.publicradio.org/programs/nomore/index.shtml
Theological reflection around students’ papers about Robinson readings
Closing prayer ___________________________

November 19 – November 23 – Thanksgiving Break

November 27 **Skills for Ministry: Conflict Resolution and Mentored Practice**

**Due:** Cross cultural reflection paper, and draft of final paper “Vocation and Calling: Goals for Theological Education”, send both to Susan and students by November 26

**Preparation:**
Read: *Speed B. Leas, Discovering Your Conflict Management Style*
Students’ papers
Read *Faith in Public Life* news feeds daily

Research: Complete and analyze the Conflict Management Style form in the Leas booklet and bring to class
Explore in detail the Mentored Practice website on the BTS website. Make notes on your questions about the Mentored Practice program, bring to class – this will be adjusted as meets the needs of the students

**Class Meeting:**
Opening Prayer ____________________________
Presentation on communication and conflict resolution
Discussion of conflict styles/role plays
Follow up discussions of cross cultural reflection papers and drafts of final papers
Presentation and discussion of the BTS Mentored Practice program – will be adjusted as meets the needs of the students
Closing Prayer ___________________________
December 4  Profiles of Ministry – Interpretation and Growth Plan; Mid-Program Review and Portfolio

Preparation
Read: Profiles in Ministry Interpretation Guide
(Profiles of Ministry: Each student has previously completed a ministry situation ‘casebook’ and a structured and taped ‘interview’ under the guidelines of the Profiles of Ministry program of the Association of Theological Schools. In class today each student will receive their two page individualized ministry profile from ATS and have an opportunity to discuss and learn from it.
For preparation, please bring an open mind and heart, a willingness to learn about yourself in new ways, along with a desire to gain the most that is possible from this experience, and having read the Interpretation Guide.)

Class Meeting
Opening prayer ______________________________________
Presentation on the history, philosophy, and value of the Profiles program
Individual profiles distributed and interpreted
We will work on forming your personalized ‘growth plan’ from the results of your profile
Discussion of the Mid-Program Review and the creation of a portfolio – will be adjusted as meets the needs of the students
Discussion of final drafts of final paper about vocation and calling
Closing prayer _________________________________________

December 11  Putting it all together – Vocation, Cross Cultural Awareness, Ministry in the 21st century

Preparation
Complete: course evaluation from Susan & finish final paper “Vocation and Calling: Goals for Theological Education” – due on December 11

Class Meeting
Opening prayer ______________________________________
Discussion of the semester’s work and what we’ve learned and further discussion of the Profiles in Ministry as desired
Closing prayer/ritual ____________________________________