

Course Syllabus

Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

Course Identification

Course Number: TRP 2732HF
Course Name: ***Practice of Diaconal Ministry***
Campus: St. George

Instructor Information

Instructor: Deacon Kyn Barker
E-mail: kyn.barker@utoronto.ca

Course Prerequisites or Requisites

No prerequisites

Course Description

Participants in this course will study the leadership and prophetic roles of deacons in The Anglican Church of Canada and other denominations. Topics will include the variety of diaconal ministries, social justice/charity, the symbolism in the liturgical role of deacons, and the call of a deacon to respond, and enable others to respond to the Baptismal Covenant.

Course Methodology

Lectures, presentations by expert practitioners, case studies and practical skill-building exercises, seminar discussions, short papers,

Course Outcomes

Students successfully completing this course will:

- Be able to articulate who does a prospective Deacon needs to be, and what a prospective Deacon needs to know.
- Demonstrate an understanding of, and interpret the history and theology that underlies the ministry of deacons
- Explain how deacons function in relation to the needs to be served in their local context. and related needs and issues;

Course Resources

Required Course Text

- Brown, Rosalind, *Being a Deacon Today*. Morehouse, 2005. (Amazon or Crux or ABE)

Recommended Supplemental Course Text

- Plater, Ormonde. *Many Servants: An Introduction to Deacons*. Rev. ed.; Cowley Publications, 2004. (Amazon or ABE)

For Further Exploration

Deacons and the Diaconate

Anglican Association of Deacons in Canada. *Draft Diaconal Competencies*. 2011,

<http://www.anglicandeacons.ca/diaconalstandards.html>

Anglican Church of Canada. *The Book of Alternative Services*. "The ordination of a deacon." Toronto: Anglican Book Centre, 1985.

Anglican Church of Canada. *The Book of Common Prayer*. "The form and manner of making of deacons." Toronto: Anglican Book Centre, 1952.

Anglican Church of Canada. 2004 Synod of the Diocese of Rupert's Land. "The Diaconate".

<http://www.rupertland.ca/ministry/the-diaconate/>

Anglican Communion. "Theological Education for the Anglican Communion: Vocational Deacons Grid."

<http://www.anglicancommunion.org/ministry/theological/teac/grids/index.cfm>

Anglican Diocese of Toronto. *Restoration of the Diaconate in the Diocese of Toronto*, 1992.

Anglican Diocese of Toronto. "Information on the Diaconate," 2014. <http://www.toronto.anglican.ca/about-the-diocese/careers-and-vocations/ordination-process/diaconate-ministry/>

Association for Episcopal Deacons. <http://www.episcopaldeacons.org/>

Barnett, James Monroe. *The Diaconate: A Full and Equal Order*. (Rev. ed.) Harrisburg, PA: Trinity Press International, 1995.

Brown, Rosalind. *On Being a Deacon Today: Exploring a Distinctive Ministry in the Church and in the World*. Harrisburg, PA: Morehouse, 2005.

Collins, John N. *Deacons and the Church: Making Connections Between Old and New*. Harrisburg, PA: Morehouse, 2002.

Deller, Walter. "Learning about Servant Ministry: The Formation of Christian Communities for Diakonia." (unpublished article available on Blackboard).

Episcopal Church in the United States of America. *Constitution and Canons together with the Rules of Order for the Government*. Church Publishing New York 2009

<https://extranet.generalconvention.org/staff/files/download/6994.pdf>

Goulburn, Edward Meyrick. *The Acts of the Deacons: Being a Course of Lectures*. 2008.

Hall, Christine, ed. *The Deacon's Ministry*. Leominster, UK: Gracewing, 1991.

Maybee, Maylanne, ed. *All Who Minister: New Ways of Serving God's People*. Toronto, ON: Anglican Book Centre, 2001.

Newbigin, Lesslie. *The Gospel in a Pluralist Society*. Grand Rapids, MI: Eerdmans, 1989.

Plater, Ormonde. *Deacons in the Liturgy*. Harrisburg, PA: Morehouse, 1992.

Christ, Church, and Culture

Harland, Gordon. *Christian Faith and Society*. Calgary, AB: University of Calgary Press, 1989.

Jenkins, Philip. *The Next Christendom*. Oxford: University of Oxford Press, 2002.

Niebuhr, H. Richard. *Christ and Culture*. (50th anniversary edition.) San Francisco: Harper, 2001 (1951).

Powles, Cyril H. *Interpreting the Present Time: History, the Bible and the Church's Mission Today*. Toronto Anglican Book Centre, 1994.

Stassen, Glen H., D.M. Yeager, and John Howard Yoder. *Authentic Transformation: A New Vision of Christ and Culture*. Nashville, TN: Abingdon, 1996.

Discernment and Vocation

Dawn, Marva J. *The Sense of Call*. Grand Rapids, MI: Eerdmans, 2006.

Palmer, Parker J. *Let Your Life Speak: Listening to the Voice of Vocation*. San Francisco, CA: Jossey-Bass, 2001.

Farnham, Suzanne G., Gill, Joseph P., Mclean, R. Taylor, Ward, Susan M. *Listening Hearts: Discerning Call in Community*. Harrisburg, PA: Morehouse Publishing, 1991.

Von Speyr, Adrienne. *They Followed His Call: Vocation and Ascetism*. Rev. ed.; San Francisco, CA: Ignatius, 1986.

Doctrine and Theology

Astley, Jeff. *SCM Studyguide: Christian Doctrine*. Norwich, UK: SCM Press, 2010.

Higton, Mike. *SCM Core Text: Christian Doctrine*. Norwich, UK: SCM Press, 2010.

Hanniford, Robert. "Representation and the Theology of Ministry" *Ecclesiology* 1.2, 2005, 74-95.

Stone, Howard. W. and James O. Duke. *How to Think Theologically*. 2nd ed., Minneapolis, MN: Fortress Press, 2006.

Thompson, Judith with Stephen Pattison and Ross Thompson. *SCM Studyguide: Theological Reflection*. Norwich, UK: SCM Press, 2008.

Social Theology (articles available on Blackboard)

Cone, James H. "God and Black Suffering: Calling the Oppressors to Account." *Anglican Theological Review* 90/4 (2008), pp. 701-712.

Smith, Andrea, et al. "Dismantling the Master's Tools with the Master's House: Native Feminist Liberation Theologies." *Journal of Feminist Studies in Religion* 22/2 (2006) pp 112ff.

Tamez, Elsa. "An Ecclesial Community: Women's Visions and Voices," *The Ecumenical Review* 53/1 (2001), pp. 57-63.

Sölle, Dorothee. "Church: They Had Everything in Common." *Theology Today* (1985).

Course Website

- Blackboard <https://weblogin.utoronto.ca/>

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at <http://portal.utoronto.ca> and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at <http://www.portalinfo.utoronto.ca/content/information-students>. Students who have trouble accessing Blackboard should ask the instructor for further help.]

Evaluation

Requirements

- 4 short research papers (10% each), application of social analysis method, (30%), reflective self analysis (20%).
- Class participation, preparation, and presentations—10%

Grading System

A+ (90-100)
A (85-89)
A- (80-84)
B+ (77-79)
B (73-76)
B- (70-72)
Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work (BD).

Instructors are not obliged to accept late work, except where there are legitimate, documented reasons beyond a student's control. In such cases, a late penalty is normally not appropriate. Where an Instructor intends to accept and apply penalties to late assignments, this must be set out clearly here in the course syllabus. Degree students are expected to hand in assignments by the date given in the course outline.

Course grades. Consistently 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 grading policy (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.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* (linked from <http://www.tst.edu/content/handbooks>) and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>. A student who plagiarizes in this course. Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges (http://www.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* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

Syllabus

Week One:

What does a deacon do and look like?

Week Two

What qualities does a deacon need to have?

Week Three

How has the theology of the diaconate changed over time?

Week Four

What is the current process for becoming a deacon?

Week Five

Who are deacons and what do they do? Presentations

Week Six

Deacons bring cares and concerns of the world to the attention of the church: Social analysis

[Reading week]

Week Seven

Deacons care for the poor and marginalized: Pastoral care

Week Eight

Deacons work with others in the Church

Week Nine

Deacons in other denominations and faith groups

Week Ten

Deacons as symbols in the Liturgy- revisited.

Week Eleven

Bringing the cares and concerns of the world to the church: presentations of social analysis assignments

Week Twelve Presentations of Culminating Activities. Course Summary

Program Outcomes

| COURSE OUTCOMES: KNOWLEDGE OF THE AREA OF CONCENTRATION | COURSE ELEMENT | PROGRAM OUTCOMES |
|--|---|--|
| Students successfully completing this course will be able to: | This outcome will be achieved through these course elements: | This course outcome corresponds to this aspect of the Basic Degree Learning Outcomes |
| --Demonstrate an understanding of, and interpret the history and theology that underlies the ministry of deacons | Readings, research and participation in class discussions. Assignment 1, 2, 4, 6 | <ul style="list-style-type: none"> • Leadership in ecclesial and public contexts Religious heritage |
| --Explain how deacons function in relation to the needs to be served in their local context. and related needs and issues; | Readings, research and participation in class discussions. Assignment 3. | <ul style="list-style-type: none"> • Cultural context Personal well-being, vocational formation, and spiritual practices |
| --Be able to articulate who does a prospective Deacon needs to be, and what a prospective Deacon needs to know. | Readings, research and participation in class discussions. Assignment 4 and 6 | <ul style="list-style-type: none"> • Personal well-being, vocational formation, and spiritual practices • Religious heritage Personal well-being, vocational formation, and spiritual practices |