

MINISTRY INTEGRATION SEMINAR
EMF3130
Thursdays, 9-11am

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Emmanuel, 201

Course Description

Preparation for ministry involves a wide spectrum of “inputs,” including but not limited to: academic study, pastoral experience, community engagement, personal growth, institutional guidance, spiritual transformation, and continuing education. This course is intended to provide a safe, but challenging, place for students to integrate the rich and varied resources gained throughout their degree program for the purposes of ministry preparation.

While a core goal of the course is integrative, the second focus is productive and will ask students to explore questions such as: for what kind(s) of ministry have I been preparing over these past years? What do I still need – *that this course can provide* – in order to pursue that ministry in a healthy and vital way? How will I make the transition from theological training to ministry practice? How will I bring all the resources of my theological education to bear on the new and challenging situations I will face?

Requirements and Assignments

1. **Participation (15%)** – As with all courses at Emmanuel, students are expected to attend all classes and do all the readings. In this class, additionally, we read not only for our own learning, but also to support and encourage the learning of our colleagues. The majority of readings in this course are either chosen or written by students. Reading in this course is, therefore, a communal, ministerial activity of care for each other. Participation grades, therefore, will not be evaluated according to how often or well or brilliantly you speak; they will, instead, be allotted according to how deeply you commit yourself to the classroom community and the learning it pursues. Are you willing to listen carefully to your colleagues, and to read their material even if and when it doesn't interest you, and to do so keeping their questions in mind as well as your own? Are you willing to empathize with your colleagues, to challenge them when appropriate and to support them in their journey? Are you open to receiving the same care, challenge and support in return?

2. **Proposal (15%) – Due October 5, 9am**
Students will submit a proposal for their final paper (approx. 1-2 pages), briefly naming: (1) the context they will be addressing and the theological issue that arises from it; (2) which core areas of the curriculum they plan to engage/integrate and a preliminary understanding of how they will do so; and (3) a hunch for the direction that their 'pastoral response' will go. Students also have the option of proposing an

alternate assignment. If you wish to do so, you must be in consultation with the instructor in the first week or two of classes about it so that you can still meet this proposal deadline.

Your reading is also due at the time of your proposal. Please email a pdf of the article/chapter to the instructor for posting on Blackboard, and bring one (1) hard copy to class with you to be put on library course reserve. Be sure to mark the front page of your reading with its full bibliographic information.

3. Seminar Leadership (30%)

Strictly speaking, this is not a presentation; it is the leadership of a discussion. Take about *5 minutes only* to frame the reading for the group. Give them any necessary background information, a quick summary of the reading's salient parts and argument, and provide them with guiding questions for conversation. Let them know what it is you are struggling with in the reading, and where you need help. Then guide the discussion for the remainder of the time. Guiding discussion on a reading requires that you have read it multiple times yourself, thought through it carefully, mapped it out and understood the structure of its argument, thought about the implication of what the author has said, and have considered ways to respond to the different paths another reader might take with it. The more you put into preparing for this discussion, the more you are likely to get out of it for your own research purposes. *****Please note: it is perfectly fine – and actually preferable – to assign a reading that everyone has already read together in another class; we're integrating the curriculum here, so drawing on the curriculum itself is a good thing to do!***

4. Final Paper (40%) – Due December 7, 9am

The goal of the integrative paper is for the student to demonstrate the ability to synthesize knowledge, skills and critical thinking from diverse parts of their program. Little new research should be undertaken. The paper should reflect the stated learning outcomes of the program as stated in the BD Handbook. The following parameters are basic guidelines, but can be adapted based on project need:

- a. Up to a quarter of the paper should develop a “thick description,” present a vignette or narrate a story of a pastoral issue out of the student's pastoral experience, but oriented towards the context for which the student is preparing (e.g., congregation, hospital, prison, military, social service agency, etc.).
- b. The middle half of the paper should develop and integrate at least two, preferably 3 or 4 of the following kinds of reflection through a thesis/argument that interprets the story in relation to: (i) social context; (ii) Scriptural context (with attention paid not only to Scriptural narrative, but hermeneutics too); (iii) historical context; (iv) one or more of the theological doctrines; (v) appropriate ethical theories. The task here is integrative. The paper should not address each of these interpretive modes in distinction from each other, but should craft a thesis at their intersection.
- c. Having engaged such deep “practical theological” reflection/construction, the final quarter of the paper should develop a pastoral response that (i) arises from the earlier intersectional analysis and/or (ii) demonstrates how the issue and the traditions fall short of and exceed each other in meaning.

**As per university policy, all assignments must be emailed to the instructor from a utor email address. They will be returned to the same address. No hard copies are required. Papers should be double-spaced, times new roman 12pt font, 1 inch margins. In compliance with TST policy, all citations should be in Turabian style.

Please note the following **LATE POLICY: prior approval from the professor must be obtained at least 48 hours in advance of an assignment's due date, otherwise late papers will receive a 1/3 of a letter grade deduction per day from the grade received (i.e., an A paper will be reduced to an A--; a B+ to a B). Extensions will only be granted in emergency situations. Computer issues **will not** qualify as an "emergency."

**On Accommodation: the University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs. For more information on resources available, please contact Tanya Lewis, Director, Academic Skills and Accessibility Services at 416---978---6786; tanya.lewis@utoronto.ca.

**As per Emmanuel College policy, more than three absences from the class *for any reason* will result in an automatic failing grade.

Required Texts:

Margaret J. Marcuson, *Leaders Who Last: Sustaining Yourself and Your Ministry*
Christine D. Pohl, *Living into Community: Cultivating Practices that Sustain us*

Weekly Plan

September 14	Introductions to the course and to each other
September 21	Read Marcuson, 1-84
September 28	Workshop Proposals (read peer group drafts)
October 5	Read Marcuson, 85-145; Scharen and Campbell-Reid, "Holy Cow, this stuff is real" (BB) **Proposals due by email by start of class **All readings due by today
October 12	Presentation 1&2
October 19	Presentation 3&4
<i>Reading Week</i>	
November 2	Presentation 5&6
November 9	Presentation 7&8
November 16	Read Pohl, 1-91
November 23	Read Pohl, 92-176
November 30	Project Sharing and Feedback workshop (readings – your peers' drafts)
December 7	Course wrap up and evaluation **Final papers due by start of class

Course Outcomes:

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

	Learn how to articulate the theological questions that rise out of my ministry practice...	...and how to answer those questions using the resources of my theological education...	...so that I learn how to use the goods of my theological education to face the challenges of my future ministry.
<u>Christian Faith and Heritage</u>	...that are engaged with the theological questions with which historical and contemporary Christian communities have grappled...	...engaged with the un/satisfactory ways Christians have answered my questions, or questions like it, throughout history...	...so that, while I don't have all the answers, I can still engage Christian traditions for understanding my contemporary context...
<u>Culture and Context</u>	...and in dialogue with careful, contextual analysis of the ministry sites out of which the question surfaces and the broader culture in which they are situated, to...	...in dialogue with the needs and hopes of the ministry context in which I currently live and work, and the broader culture in which that context is situated...	...in ways that help bring the wisdom of those traditions to bear on a contemporary context that could benefit from their wisdom...
<u>Spiritual and Vocational Formation</u>	...cultivate theological imagination so that I desire, rather than fear, engagement with the challenges of being a Christian in the contemporary world...	...so that my theological education serves to bolster, rather than damage, my faith...	...so that, having developed skills and instincts (rather than simply answers), I can face the joys and challenges of ministry in the 21 st century...
<u>Practices of Church Leadership</u>	...so that I can help the communities I serve cultivate a similar desire.	...so that I can trust that those I serve will also benefit from questioning and seeking.	...and so that I have a sense of how to lead others in doing the same.