

CAREY THEOLOGICAL COLLEGE
SYLLABUS
FORM 500 Character and Call of a Leader
Winter 2017 Hybrid

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Course: January 9–March 17, 2017
Intensive: January 17–20, 2017
8:30 am–4:30 pm
3 graduate credits

Course Description

The essential foundation of Christian ministry is one's "character and call." Skills, knowledge, ministry practices and spiritual gifts are built on this essential and personal core, which is the foundation for leadership. The purpose of this course is to assist you in discerning their call to vocational Christian ministry (inside and outside of the church) and to explore with them the essential spiritual, familial, personality, emotional and character issues that enable a lifetime of faithfulness and enjoyment of Christian ministry. As such, the course serves to focus and strengthen you in ministry/pastoral ethics. Our learning will be highly personal, dialectic and discovery focused, where more than academic competency is required.

Character and Call is divided into two courses: FORM 500 and FORM 501. There are no prerequisites to either class and students may choose to enroll in FORM 501 without having taken FORM 500. Though taking both classes is recommended, students are not required to take both classes.

FORM 500 focuses on the shaping of the "Ministry Leader as a Person." FORM 501 focuses on the shaping of the "Health of the Minister and the Health of the Ministry."

Learning Outcomes

"The Character and Call" is a shaping and learning experience focusing on the person of the Christian leader. Through participation, research, writing and discerning, you will be able to:

1. Discern your particular identity from God's calling and in relationship to significant others.
2. Discover a deeper kind of understanding of one's way in the world, including one's inner world of motivations, assumptions, emotions, hopes, and expectations and how these more unconscious aspects of one's life interact with character and call.
3. Demonstrate self-awareness and emotional maturity sufficient for Christian ministry.

Required Reading

These books are the foundation for our class. Some of these books are a quicker read than others. It is expected that you will have read the first four books by the time our intensive begins.

DePree, Max. *Leadership is an Art*. Dell, 1989. (148 pages)

Fee, Gordon D. *Paul, the Spirit, and the People of God*. Hendrickson, 1996. (208 pages)

Nouwen, Henri. *In the Name of Jesus*. Crossroad, 1999. (81 pages)

Peterson, Eugene. *Working the Angles*. Eerdmans, 1995. (192 pages)

Everyone will read Friedman on “A Failure of Nerve” as the structure of our Web-Based Dialogue. You will also integrate the other Recommended Readings with Friedman in a series of structured questions that will be provided online.

Friedman, Edwin. *A Failure of Nerve: Leadership in the Age of the Quick Fix*. New York: Seabury Books, 2007. (260 pages)

Course Requirements

1. Psycho-Social Commentary on the book of Ephesians

Read prayerfully and carefully through the New Testament book of Ephesians commenting on the “character and call” of leadership in Christ’s church (not necessarily your leadership but an understanding of what leadership in the church can be). You may do this in point-form format rather than essay format if you choose. Please source your references and provide a bibliography for resources cited in your work. You may use a digital Bible to transcribe the text (<http://www.biblegateway.com/>) though including exhaustive text reduces the space needed to demonstrate your understanding. You may use any translation (or several translations) as long as you indicate the translation. An inclusive language Bible is preferred (as in the TNIV) as one of your translations.

This is not a devotional assignment nor is it a “spiritual formation” assignment. We are specifically looking for your thoughtful interaction around Scripture, the course content (e.g., Family Systems Theory and other course learnings) and your reasoning/thinking about character and call. The intersection of these three components (imagine three circles overlapping as in a Venn diagram) is to focus your creativity on psycho-social integration.

The following are *possible* items to discuss (these are illustrative only and not exhaustive)

- What calling is (Ephesians 1)
- Empowered leadership and followership (Ephesians 2)
- The petitions and prayers of leaders (Ephesians 3)
- How to live with and use your emotions (Ephesians 4)
- How change and growth happens (Ephesians 5)
- What it looks like to be filled with God’s Spirit (Ephesians 5)
- Everyday marriage and family (Ephesians 5-6)
- Character and call when life gets hard (Ephesians 6)

Advice: do **not** do this assignment in one sitting. Read the Biblical text often (it will only take you 30 minutes in each reading, so you could read it every day for a week or so), then write and reflect. Then come back to it later and read and rewrite again. Do this several times and over several weeks.

Note: To understand more of Family Systems Theory see The Bowen Center web site at: <http://www.thebowncenter.org/pages/theory.html>. You may also wish to read Roberta Gilbert, "The Eight Concepts of Bowen Theory" (see Bibliography).

Another note: 12 pages, double spaced. All assignments are to be submitted online through Assignments in your course (Blackboard).

Due: February 15, 2017

2. Stranger Interviews

Please interview 7 or more people on their "call" to their occupation, vocation or avocation (and please know the difference!). We are not assuming that this is a "clerical calling" or that the person is necessarily a follower of Jesus Christ. You may find yourself interviewing a bus driver; a graduate student unable to complete her PhD work; a father or a mother who would like to be married one day; a pastor or a deacon who are in conflict over "blended worship"; a police person or server at the Cactus Club. The position is not as important as the experience of "call" and the meaning of "vocation."

In doing your interviews, pick those that are outside your cultural/Christian constituency. It is best to interview strangers but it is acceptable to interview a few (not mostly) acquaintances. Do not interview family members or friends. Be careful about interviewing just one constituency (e.g. mostly Christian, mostly Asian, mostly single, mostly in the 30s or 40s, etc.). Do not focus on interviewing members of your church though it would be good to interview peers at your work (assuming this is outside of the church or parachurch). Interviewing couples and families (which counts as 1 interview) is a good idea too. (One student from 2011 interviewed 10 "beggars" on the Granville mall, took their photographs for the assignment and gave them each \$10 for the 10 minutes it required! Another student posted a sign at Starbucks that said, "FREE COFFEE – for a 5 minute talk." He was tossed out of the café!)

Please ask your interviewees the following questions (or design your own questions) and record their responses. Ask the same set of questions of all your interviewees.

- Have you experienced a call to do something or to be someone? What was the experience like? Who do you think was the "caller"?
- What is the relationship between that call and personal character? Does your call require a particular character commitment? Has your call impacted your life?
- Do you feel that you are doing what you have been designed to do? Are you living your call?
- Do you have and use a code of ethics in your life (e.g. the Beatitudes) and in your work (e.g. BC Medical Assoc. statement of ethics) and is it relevant to what you do?
- Are you able to say "no" to a call? Under what circumstance would you say "no"?
- Does the call produce "passion" in you? Does the call affect your character formation?

In your write up, define the context of the interviews and the relation of the interviewee to you (e.g., stranger on the downtown East-side of Vancouver, a worker pushing a broom at the bus depot, a student at SUB of UBC, etc.). In your summary of the interviews, think Biblically while referencing your readings and learning modules from the class. In the concluding pages, tabulate (use a simple table) your observations as an appendix.

Note: Your document should be double spaced and 12 pages including your tabulation. All assignments are to be submitted online.

Due: March 13, 2017

3. Web-based Dialogue

The 8 weekly online discussions for each session require an average of 4-5 hours to complete (a total of 45 hours of online work). The interaction will integrate and reference course readings as well as other knowledge. Students will respond to the initial discussion question by midnight of every Wednesday and respond to peer-discussions of each unit by midnight of every Saturday. Each student will interact with at least two other student postings for each unit. The postings and the responses to postings are to reflect scholarly learning and are to be academically referenced. To manage the amount of online reading, your postings (initiating and responding) should be no more than 250 - 350 words in length.

Due: Every Wednesday and Saturday

Evaluating Online Discussions

The web-based discussion exercise is designed for students to engage in thoughtful and prayerful reflection with the reading assignments and to engage an online community for learning and discovery. Discussions will be graded on the depth of thinking, the quality of challenge to thinking and learning, the ability to integrate reading materials with life applications as well as Biblical theology, and fresh insights that enrich the community experience.

Grading	This is your contribution to the discussion
5.0	Exceptional in all respects, demonstrating strong integration of reading and application with respectful and informed challenge.
4.5	Very good work – well-directed, relevant and thoughtful contributions with referenced readings appropriate to the topic.
4.0	Solid work – quite thorough and informed contributions and interaction with the topic and other students.
3.5	Good in general but weaker in some or several areas – e.g. application, depth of understanding, integration with reading or Scripture.
3.0	More minimal contribution, lack of challenge or lack of thoughtful integration with readings. Needs improvement – see parameters above.
0.0	Unexcused late work or inadequate contribution.

Please note that a grade of “5” shows exceptional work and a grade of “4” is work well done. Obtaining a grade of “5” is difficult. Also note that each student does an “IP” (initiating post) and 2 “RPs” (responding posts) where each post is graded as above. Therefore, there are 3 opportunities on each forum to determine one’s grade.

During some of the discussion posts, students will be asked to give input on their grade or the grades of others as well.

COMPLETION DATE: March 18, 2017

Daily Structure of the Intensive (Approximate)

- **8:30 am:** Welcome, book discussion, instruction and dialogue. (2 hours)
- **10:30 am:** Instruction and dialogue. (2 hours)
- **12:30 pm:** Lunch break.
- **1:30 pm:** Discussion re-assessments and readings. (1½ hours)
- **3:00 pm:** Small group dialogue. (1½ hours)
- **4:30 pm:** Conclusion for the day and further assignments for the coming day.

Note: we may adjust the schedule based on the needs of the students and the time required for after class assignments.

Course Outline

The class is built around daily assignments (several of them questionnaires) and readings that are to be completed prior to each day of the class (this means that there will be about an hour of “after class” work to be completed for each day of the course). Each assignment will supplement the instruction and provide opportunity for personal reflection and dialogue with fellow students. These assignments are not to be submitted during class time. They may assist you in other assignments and in your consideration of your life’s call.

In addition to the reading and other assignments, each student will view “Boyhood” (2014) directed by Richard Linklater. Video viewing is to be done prior to the intensive and will be discussed during the intensive.

Reflect on how the movie speaks to topics of character, call, and leadership as it relates to family systems, personhood, and ministry. This can be written down in bullet point form and will not be handed in.

Note: FORM 500 focuses on the shaping of the “Person as Minister.” FORM 501 focuses on the shaping of the “Health of the Church and the Minister.”

Day 1 – Shaping God’s Story:

- Assignment due: Describe (in narrative form), outline (through bullet points), or draw a picture of the shape of the Story of God, from Genesis to Revelation. We are not looking for a “right answer” (though good theology is important), nor are we expecting you to include all the books of the Bible. We would like a summary of Scripture that is authentic to your understanding of how it unfolds. Be creative. Imagine telling the Story

of God to a child. Or, pick five major themes in Scripture and explain how they are central to the Story. Or, draw an interpretation of creation, cross and consummation. This should be done in one page.

- Discussion: *Paul, the Spirit, and the People of God* (Fee); *Leadership is an Art* (DePree).

Day 2 – Shaping My Story:

- Assignment due: Conflict Styles Profile. This is an online inventory (cost = \$8) <http://www.riverhousepress.com/consultants/style-matters-online> (also Blackboard).
- Discussion: *In the Name of Jesus*. (Nouwen).

Day 3 – Shaping My Self:

- Assignment due: Complete a 3 generational family genogram of your growing up (family of origin) family. See the following for instructions on construction: <http://en.wikipedia.org/wiki/Genogram>. As well, there are many online examples and software programs to assist.
- Assignment due: Sexuality and Intimacy Boundary Questionnaire. See online (Blackboard).

Day 4 – Shaping Pastoral Integrity:

- Discussion: *Working the Angles* (Peterson).
- Discussion: *Boyhood* (Linklater).

Time Investment & Evaluation

1. Active Participation in the Intensive		28 hours
2. Psycho-Social Commentary (Ephesians)	30%	25 hours
3. Vocation and Call: Stranger Interviews	30%	35 hours
4. Online discussion: 1000 pages integrated into 8 discussions	40%	47 hours
	TOTAL:	100% 135 hours

Additional Administration

It is **important** that all materials should be submitted electronically to the professors online (Blackboard) and personal correspondence can be addressed to the emails listed on the first page. If your assignments are late, Blackboard may not accept them. For all assignments, please review the outline posted on Blackboard entitled “How to Write a Carey Theological College Paper” as well as formatting advice on the Carey Theological College web site. This applies to all assignments.

Academic Integrity

Please be familiar with the Carey Theological College's Academic Catalogue on "Academic Integrity." Plagiarism is a serious violation of the ethics and expressed faith of the College and will be treated seriously and may be grounds for dismissal.

Confidentiality and Other Ethics of our Time Together

As we speak about our friends, family and fellow worshippers, we will speak knowing that what we say has an impact on us, others and God. Hence, we will speak well of people and anything that might be said in error, we will correct. Also, we will not speak to others of what is personal to others in our class and when someone says, "This is confidential", we understand this to mean that we will not speak of this to anyone.

Bibliography

Recommended Readings

The following resources form the core academic learning of our course. Students are responsible to read approximately 500 pages from this list.

Anderson, Ray. *The Soul of Ministry*. Westminster: John Knox Press, 1997. (269 pages)

Dickson, John. *Humilitas: A Lost Key To Life Love and Leadership*. Zondervan, 2011. (144 pages)

Ford, David F. *The Shape of Living: Spiritual Direction for Everyday Life*. Baker Books, 1997. (205 pages)

Hardy, Lee. *The Fabric of This World*. Eerdmans, 1990. (231 pages).

Houston, James. *The Prayer: Deepening Your Friendship with God* David C. Cook, 2007. (312 pages).

Peterson, Eugene. *The Pastor: A Memoir*. HarperCollins, 2011. (320 pages)

Richardson, Ronald. *Becoming Your Best: A Self-Help Guide for Thinking People*. Augsburg, 2008. (184 pages)

Stackhouse, John. *Making the Best of It: Christ in the Real World*. Oxford, 2008. (384 pages)

Steinke, Peter L. *How Your Church Family Works: Understanding Congregations as Emotional Systems*. Alban Institute, 1993. (128 pages)

Taylor, Barbara Brown. *Leaving Church: A Memoir of Faith*. HarperOne, 2006. (235 pages)

Wright, N.T. *After You Believe: Why Christian Character Matters*. HarperOne, 2010. (305 pages)

At the conclusion of the course, each student will itemize the texts read as well as the total number of pages. This can be forwarded to the professors online. For additional recommended readings, please see Blackboard / Connect.

The following assignments are voluntary, but highly recommended. The Audit and Adjunct Counselling are offered in both FORM 500 and FORM 501. Please speak to the Professors about these opportunities.

Psycho-Social Audit

The purpose of the Psycho-Social Audit is to give the student a third party and more objective perspective on “your way in the world” (your aspirations, emotions, personality, interests and the like). You will find these perspectives “friendly” – they are not primarily diagnostic nor do they qualify you or disqualify you for pastoral ministry. The Psycho-Social Audit is confidential to you.

Adjunct Counselling

It is recommended that each student engage a personal counsellor or therapist for 5 or more counselling sessions between during the time that they are taking FORM 500 and FORM 501.

(Note: this person is to be a credentialed therapist, social worker, psychologist and not primarily a pastor, friend, spiritual director, elder or other.).

Academic Policies

Please see Academic Catalog: <http://www.carey-edu.ca/wpcontent/uploads/2016/09/Academic-Catalog-2016-2017-FINAL.pdf>

Course Attendance

Students are expected to attend all scheduled class sessions in order to fulfil degree requirements. This includes any on-line webinars/live-streamed portions of courses.

Course Withdrawal Policy

After the period for which tuition refunds are available, a “W” will be placed on the transcript of a student who withdraws from any course within the first half of the course. Beyond those dates, an “F” will be recorded on the student’s transcript.

Extensions

Extensions for course work will only be granted in exceptional circumstances. If a student requests an extension that will make it impossible for the professor to submit the final grade no later than one month following the final assignment, the student must petition the Registrar’s Office. If the Registrar’s Office grants such a request, the extension deadlines will be clearly established and will be final. Work granted an extension may receive a grade reduction of up to one-third of the final mark.

Academic Integrity

Academic integrity is honest and responsible scholarship. Students are expected to submit original work and give credit to other peoples' ideas. Academic dishonesty is acting in a manner to gain unearned academic credit. Examples of academic dishonesty are:

- Plagiarising by misrepresenting the work of another person (in whole or in part) as a student’s own work or failing to give credit for either wording or ideas that belong to another.

- Submitting the same material for credit in more than one course (whether the earlier submission was at Carey or another institution).
- Using unauthorized aids of any sort in examinations, completing work in unauthorized collaboration with others, or the unauthorized recording and use of class lectures are all examples of breaches in academic integrity.

Penalty for a lack of academic integrity may include a failing grade in the assignment, examination or course, depending on the severity of the offense. All students are responsible for knowing and practicing academic integrity. Students are expected to become familiar with the Plagiarism Resource Centre for students at: <http://help.library.ubc.ca/planning-your-research/academic-integrity-plagiarism/>

Gender Language

As language usage changes over time, the church must discern where its own language must change in order to continue to bear witness faithfully to the gospel. Modern English usage has moved away from using masculine terms to refer to groups that include women. The continued use of such terms in worship, writing, or conversation miscommunicates the invitation of the gospel and the nature of the church. Assignments that don't conform to the gender language policy will be returned to the student for resubmissions.

This policy refers to humankind. Examples of inclusive language for persons can be found in the NRSV and the TNIV translations. In regards to Scripture texts, the integrity of the original expressions and names of God should be respected. The language of previous eras and other authors need not be rewritten to conform to contemporary usage. It is expected that inclusive language will be used in written work, publications, and classroom conversation at Carey Theological College.

Carey Grading Scale

CERTIFICATE IN MINISTRY, DIPLOMA IN MINISTRY, MASTER OF PASTORAL MINISTRY, MASTER OF DIVINITY & MASTER OF ARTS IN CHRISTIAN MINISTRY

NOTE: 3 credit hours require 118 hours of work at the undergraduate level and 3 credit hours require 135 hours of work at the graduate level.

A	4.00	Exceptional in all respects
A-	3.70	Excellent in most respects
B+	3.30	Very good work
B	3.00	Good solid work
B-	2.70	Good in most respects
C+	2.30	Acceptable in all areas
C	2.00	Acceptable in most areas
C-	1.70	Pass only
S	Satisfactory	Completion where letter grade is deemed inappropriate
IP	In process	Student is in process with course

AG	Aegrotat	Granted by the Registrar under exceptional circumstances only
W	Withdraw	Official withdrawal from course
F	Fail	Unacceptable or incomplete work

DOCTOR OF MINISTRY

(3 credit hours requires 150 hours of work)

A	4.00	Exceptional in all respects
A-	3.70	Excellent in most respects
B+	3.30	Very good work
B	3.00	Good solid work
B-	2.67	Good in most respects
S	Satisfactory	Completion where letter grade is deemed inappropriate
IP	In process	Student is in process with course
AG	Aegrotat	Granted by the Registrar under exceptional circumstances only
W	Withdraw	Official withdrawal from course
F	Fail	Unacceptable or incomplete work

REFERENCE

NA	Not applicable
R	Registered for upcoming course