

# BRIERCREST

## THEO 754 Shepherd the Flock: Theology of Preaching, Pastoral Care, Baptism, and Lord's Supper Winter 2019

**Professor:** Dale Dawson, ThD (University of Toronto)

**Email:** ddawson@briercrest.ca

**Phone:** 905-904-0595

**Course Dates:** April 8-12, 2019

3 Credit Hours

### COURSE DESCRIPTION

This seminar will dialogue with Scripture, theological texts, and peers on four critical aspects of a theology of ministry: preaching, pastoral care, baptism, and the Lord's Supper. Special attention will be given to establishing a theology of ministry founded upon a doctrine of the Church's union with God.

### COURSE INTEGRATION

This course will take the form of a guided conversational forum designed to facilitate the integration of theology and practice, with a particular focus upon the common pastoral practices of preaching, pastoral care, baptism, and the Lord's Supper. The more clearly we understand the theological nature of ministry as arising out of our union with God in Christ, the more consistently it will inform and support our pastoral practice. This is not a course on pastoral method (i.e., it is not about the mechanics of preaching, pastoral care, administration of ordinances/sacraments), but rather a learning process through which students are encouraged to work through their own theology of ministry as we contemplate these vital pastoral practices in the context of Scripture and important theological texts. I pray we will learn to say with Paul: "[Christ] is the one we proclaim, admonishing and teaching everyone with all wisdom, so that we may present everyone fully mature in Christ. To this end I strenuously contend with all the energy Christ so powerfully works in me." (Col. 1:28-29 NIV)

### COURSE TEXTS

**Note:** Please read these texts in the order listed as they represent the order in which we will discuss them in class.

- 1) Purves, Andrew. *Reconstructing Pastoral Theology: A Christological Foundation*. Louisville, KY: Westminster John Knox, 2004. (232 pages)
- 2) Hunsinger, Deborah Van Deusen. *Pray without Ceasing: Revitalizing Pastoral Care*. Grand Rapids: Eerdmans, 2006. (244 pages, including Appendices)

- 3) Willimon, William H. *Proclamation and Theology*. Nashville: Abingdon Press, 2005. (100 pages)
- 4) Vander Zee, Leonard J. *Christ, Baptism, and the Lord's Supper: Recovering the Sacraments for Evangelical Worship*. Downers Grove: InterVarsity Press, 2004. (245 pages)

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>; cf. <http://briercrest.ca/online/canvas>) and their myBriercrest.ca email account.

## COURSE OUTCOMES

It is my prayer that students who successfully complete this course will:

1. (Re)orient themselves to thinking and speaking about Christian ministry from the perspective of the doctrine of Christ's vicarious ministry to God (Christologically-centred) on our behalf and as a participation in that ministry through the power of the Holy Spirit (pneumatologically-energized);
2. Consider theological critiques of the contemporary dominance of therapeutic conceptions of pastoral care without undermining genuine anthropological insight from fields such as psychology, sociology, pastoral counselling, etc.; (i.e., anthropologically-sensitive)
3. Have a renewed understanding of the practice of prayer in the ministry of pastoral care;
4. Develop a clearer theological understanding of the nature and task of preaching and teaching as "passing on" that which has been delivered to us in the Gospel of Christ Jesus, especially in light of the use of modern technology and media;
5. Re-emphasize the importance of Church's practices of baptism and the Lord's Supper for both individual and corporate maturity;
6. Develop a clearly articulated and well researched statement on one aspect of their personal theology of ministry in unity with a Christ-centred ministry practice.

## COURSE OUTLINE AND CONTENT

Note: This course will involve intensive reading and dialogue, consisting of a series of "agenda setting" lectures by the instructor and student-led theological discussions, based upon course readings and reflections. Thus, the success of the course will depend to a large degree on students having read carefully and thoroughly the assigned textbooks before the course begins and coming to class prepared to discuss. The topics listed below are suggestive starting points. Actual discussion will vary on the basis of students' "discussion papers" (see pre-course assignments). The outline below is subject to change depending on the number of students enrolled. (Sections may be further subdivided to accommodate the number of students presenting.)

Date	Topic	Student Presentation
April 8 am	<ul style="list-style-type: none"> <li>Introduction/Syllabus</li> <li>A Christologically-Centred, Pneumatologically-Energized, Anthropologically-Sensitive Theology of Ministry—What Does It Look Like? (Lecture/Discussion)</li> </ul>	None.
April 8 pm	<ul style="list-style-type: none"> <li><i>Imitatio vs. Participatio</i>--Assessing the Basic Models of Pastoral Theology (Lecture/ discussion of concepts from Purves)</li> </ul>	Discussion Papers: <ol style="list-style-type: none"> <li>Purves, Preface through Chapter 3.</li> <li>Purves, Chapters 4-6.</li> </ol>
April 9 am	<ul style="list-style-type: none"> <li>Union with Christ: Ministries of Word ("In Christ") and Grace ("Communion")</li> </ul>	Discussion Papers: <ol style="list-style-type: none"> <li>Purves, Chapters 7-8.</li> <li>Purves, Chapters 9-10.</li> </ol>
April 9 pm	<ul style="list-style-type: none"> <li>Pastoral Care: Aligning Humans with God, Aligning Anthropology with Theology</li> </ul>	Discussion Papers: <ol style="list-style-type: none"> <li>Hunsinger, Chs 1-4.</li> <li>Hunsinger, Chs 5-9.</li> </ol>
April 10 am	<ul style="list-style-type: none"> <li>"Thus says the Lord": The Ministry of Proclamation</li> </ul>	Discussion Papers: <ol style="list-style-type: none"> <li>Willimon, Intro. through Chapter 2</li> <li>Willimon, Chs 3-4</li> </ol>
April 10 pm	<ul style="list-style-type: none"> <li>Preaching and the "Powers"</li> </ul>	Discussion Papers: <ol style="list-style-type: none"> <li>Willimon, Chs 5-6</li> </ol>
April 11 am	<ul style="list-style-type: none"> <li>Sacraments? Ordinances? Does it matter?</li> </ul>	Discussion Papers: <ol style="list-style-type: none"> <li>Vander Zee, Chs 1-5</li> </ol>
April 11 pm	<ul style="list-style-type: none"> <li>Water Baptism: One Baptism--Really?</li> </ul>	Discussion Papers: <ol style="list-style-type: none"> <li>Vander Zee, Chs 6-8</li> </ol>
April 12 am	<ul style="list-style-type: none"> <li>The Lord's Supper: An Ironic Obstacle to the Unity and Mission of the Church (Lecture/discussion)</li> </ul>	Discussion Papers: <ol style="list-style-type: none"> <li>Vander Zee, Chs 9-12</li> </ol>

## ASSIGNMENTS

### *Pre-Course Assignments:*

#### 1. Theological Self-Assessment – Part 1 (10%) – Due: April 8, 2019, submitted to Canvas

##### **[THIS MUST BE DONE FIRST]**

Before beginning any course work or reading, please answer the following in no more than one page (300 x 5 = 1500 words) for each question:

- What is your role and what is God's role in the practice of "ministry"?
- What is your understanding of the concept "pastoral care"?
- What do you understand as the meaning of "preaching" and why is it necessary?
- What is the purpose and meaning of baptism, and what makes a baptism "valid"?
- What is the purpose and meaning of the Lord's Supper, and who *specifically* ought to participate in it?

The purpose of this assignment is simply to give you an opportunity actively to reflect upon where you are at theologically and biblically on these four fundamental areas being

covered in the class and in your reading *before* you start the class. This is **NOT** a research paper and you should not start your textbook reading or engage in additional research before you write it. You may cite Scripture in your answers as you see fit. This assignment should take no more than an hour or two at the most to complete.

(Learning outcomes 3, 4 and 5)

## 2. Textbook Reading - Due: April 8, 2019

Read all four textbooks prior to coming to class in the order listed above. You will be asked to report on your reading the first day of class. There are no marks given for pre-reading, but 2% of your total grade for the course will be docked for every 100 pages (rounded to closest 100 pages) of incomplete reading up to a maximum of 8%.

(Learning outcomes 1 to 5)

## 3. Discussion Papers and Presentations (2 x 20% = 40%)

Sign up to prepare two interactive reading essays arising out of your reading of the textbooks by Purves, Hunsinger, Willimon, and/or Vander Zee (choose two). There will be time periods designated (as per outline above) to present and discuss your papers. Depending on the number of students in the class, you will need to present at least once, but probably twice.

(Learning outcomes 2-5)

The sections for which you can sign up are as follows:

1. Purves, Preface through Chapter 3
2. Purves, Chapters 4-6
3. Purves, Chapters 7-8
4. Purves, Chapters 9-10
5. Hunsinger, Chapters 1-4
6. Hunsinger, Chapters 5-9
7. Willimon, Introduction through Chapter 2
8. Willimon, Chapters 3-4
9. Willimon, Chapters 5-6
10. Vander Zee, Chapters 1-5
11. Vander Zee, Chapters 6-8
12. Vander Zee, Chapters 9-12

**VERY IMPORTANT:** Beginning on March 1, 2019 and no later than April 1, 2019, please email the instructor at [ddawson@briercrest.ca](mailto:ddawson@briercrest.ca) indicating your top four choices for the book portion on which you wish to present to the class. The instructor will attempt to give each student's first two choices, but no guarantee can be made that you will receive your first choice, or your preferred texts. Sign-ups will be on a "first come, first serve" basis. The instructor reserves the right to reassign one or two of your choices.

Each morning or afternoon session at least one student will be responsible to summarize, critique and lead a class discussion on the readings assigned for that session. Your presentation must include: i) a twenty (20) minute oral presentation introducing the major ideas and arguments propounded in the readings; ii) a two page (single spaced,

printed and distributed to each class member) critical summary of the key themes arising from the material; and iii) a facilitated discussion by means of questions and observations designed to guide the class progressively through the material (with the assistance of the instructor and the participation of class mates). Think of your discussion presentation along the lines of a “script” for a provocative or interesting interchange on the most important issues arising from the readings. Excellent discussion papers will be clear, informative, concise, creative, accurate (representing the material well), and worthy of debate!

Evaluation: Because these are meant to be papers designed to get the class talking about theological issues raised in the course texts, the marking will emphasize the effectiveness of the *presentation* and not just its written quality. Thus, 15/20 marks per paper will be on the presentation and 5/20 marks on the written paper itself. Consequently, it is just as important (if not more so) to think about *how* you are going to present your paper as it is *what* you are going to present. A portion of the presentation grade will be based on peer input. For papers that may end up not being presented orally, they will be marked as a normal paper (20 marks), looking for clarity, a compelling presentation and theological insight.

**Due Dates:** Papers are due at the time scheduled for presentation.

***Mid-Course Assignments:***

**1. Presentations.**

All students will be presenting their discussion papers once or twice during the week, depending on the number of students enrolled.

***Post-Course Assignments:***

**1. Post-Course Theological Self-Assessment – part 2 (10%)**

**Due: April 19, 2019, submitted to Canvas**

Review the pre-course theological self-assessment answers you wrote before the course in the week following the course. In 1- 2 pages for each question, explain whether there have been any changes in your perspective on the issue and what those might be, whether it be a major change of opinion, or perhaps just a different way of putting it or new insights you have received that have helped you to clarify your own position.

Hand in this paper together with part 1 of the pre-course assignment. Make sure to label each part clearly.

**2. Theology of Ministry Paper (40%)**

**Due: June 7, 2019, submitted to Canvas**

Write a “theology of ministry” paper on one of the following topics:

Theology of Preaching	Theology of Eldership
Theology of the Lord’s Supper	Theology of Teaching
Theology of Baptism	Theology of Visitation

Theology of Evangelism	Theology of Missions
Theology of the Diaconate	Theology of Testimony
Theology of Church Discipline	Theology of Intercession
Theology of Counselling	Theology of Public Scripture Reading
Theology of Political Engagement	Theology of Social Engagement
Theology of Sabbath/Rest	Theology of Marriage Counselling
Theology of Chaplaincy	Theology of Church Polity & Practice
Other? (as approved by instructor)	

The topics above are broadly conceived and you will obviously need to narrow the topic somewhat. However, **ALL** papers must demonstrate a level of interaction with Purves' book (*Reconstructing Pastoral Theology*). Beyond this minimal requirement, papers should seek to outline: 1) the biblical basis for the topic of consideration; 2) an assessment of major competing theological models/perspectives on the topic; 3) a delineation of how your theological understanding of the topic will guide you in specific concrete ministry contexts. This may also mean paying attention to the theology of the specific denomination in which you either are involved already, or may be planning to be involved in later.

Papers should be a maximum of 15 pages (4500 words) and must adhere to Briercrest Seminary Format guidelines (available online at the Briercrest Seminary website). Excellent papers are those that demonstrate evidence of significant research (i.e., not just made up in your head!), are biblically sound, are theologically coherent, and are able to unify theology and ministry (i.e., how theological reflection and pastoral practice are in alignment with each other). It is not necessary to gain advance approval of the topic, but you are welcome to "bounce your ideas" off the instructor.

## SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<https://www.briercrestseminary.ca/academics/calendar/>.

### ***Attendance Policy***

Students are expected to attend 100% of each modular for which they register. If this is impossible, arrangements must be made with the course professor. A maximum of 1 full day of class can be foregone. Students should request to withdraw from the course or move the course to an audit if additional time is missed.

### ***Course Schedules***

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

### ***Assignment Submission***

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will

state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

### ***Return of Graded Assignments***

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

### ***Academic Honesty***

Students are accountable to perform each task according to principles of academic honesty. Please refer to pages 24-25 in the [academic calendar](#) for more information.

### ***Academic Accommodations***

Any student with a disability, injury, or illness who may need academic accommodations should discuss them with the course instructor after contacting the Student Success Centre in person (Room #215), by telephone (1-306-756-3230) or by email ([studentsuccesscentre@briercrest.ca](mailto:studentsuccesscentre@briercrest.ca)).

## **SELECT BIBLIOGRAPHY ON PASTORAL THEOLOGY**

Note: Inclusion of a source in this bibliography does not represent endorsement! However, the following is a sample of both historic and contemporary pastoral theologies.

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- Anderson, Lynn. *They Smell Like Sheep: Spiritual Leadership for the 21<sup>st</sup> Century*. West Monroe, LO: Howard, 1997.
- Athanasius. *On the Incarnation*. Willits, CA: Eastern Orthodox Books, n.d.
- Baxter, Richard. *The Reformed Pastor*. Carlisle, PA: Puritan Paperbacks, 1999.
- Burtchaell, James Tunstead. *From Synagogue to Church: Public Services and Offices in the Earliest Christian Communities*. Cambridge, UK: Cambridge University Press, 1994.
- Calvin, John. *Institutes of the Christian Religion*. Ed. John T. McNeill. In two volumes, but especially volume 2. Louisville: Westminster John Knox, 1960.
- Chrysostom, St. John. *Six Books on the Priesthood*. Translated and edited by Graham Neville. Crestwood, NY: St. Vladimir's Seminary Press, 2002.
- Clowney, Edmund. *Called to the Ministry*. Presbyterian and Reformed, 1964.
- Culbertson, Philip L. and Arthur Bradford Shippee, eds. *The Pastor: Readings from the Patristic Period*. Minneapolis, MN: Fortress Press, 1990.
- Forsyth, P. T. *Positive Preaching and the Modern Mind*. Grand Rapids, MI: Eerdmans, 1969.
- Frye, John W. *Jesus the Pastor: Leading Others in the Character and Power of Christ*. Grand Rapids, MI: Zondervan, 2000.
- Gregory the Great. *Pastoral Practice: Books 3 and 4 of the Regula Pastoralis by Saint Gregory the Great*. Translated and edited by John Leinenweber. Harrisburg, PA: Trinity Press International, 1998.
- Gonzalez, Justo L. *The Story of Christianity: Volume 1, The Early Church to the Dawn of the Reformation*. New York, NY: HarperSanFrancisco, 1984.
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- Witness." *Comment Magazine*. 9 October 2014.  
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- Oden, Thomas C. *Pastoral Theology: Essentials of Ministry*. New York, NY: Harper and Row, Publishers, 1983.
- Peterson, Eugene H. *Working the Angles: The Shape of Pastoral Integrity*. Grand Rapids, MI: Eerdmans, 1987.
- \_\_\_\_\_. *The Contemplative Pastor: Returning to the Art of Spiritual Direction*. Grand Rapids, MI: Eerdmans, 1989.
- \_\_\_\_\_. *Five Smooth Stones for Pastoral Work*. Grand Rapids, MI: Eerdmans, 1992.
- \_\_\_\_\_. *Under the Unpredictable Plant: An Exploration in Vocational Holiness*. Grand Rapids, MI: Eerdmans, 1992.
- \_\_\_\_\_. *Take & Read: Spiritual Reading: An Annotated List*. Grand Rapids, MI: Eerdmans, 1996.
- \_\_\_\_\_. *Subversive Spirituality*. Vancouver, BC: Regent College Publishing, 1997.
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