Course Description:
This course helps participants engage their ministries in the complex matrix of roles, responsibilities, and relationships. It begins by understanding the important character qualities of a minister and identifying what excellence in ministry looks like. From there, the course explores the relationship between the minister and the congregation. The course also addresses church governance and ministry in the Stone-Campbell tradition and considers issues of gender and diversity in the church setting. A good portion of the class covers best practices in traditional congregational responsibilities such as pastoral care and administration, and practical concerns such as ministry finances, conflict management, and weddings and funerals.

Outcomes
Students will:
- Be able to integrate the scriptures and theological tradition with diverse contemporary cultural contexts.
- Demonstrate knowledge and competencies associated with providing ministerial leadership for churches and communities.

Credit Hour Workload
For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Textbooks
Textbooks can now be ordered through a link on the HST website. The Textbooks tab can be viewed on the navigation bar on any page of the website. Check the book list provided under the Textbooks tab (http://hst.edu/students/textbook-services/) for correct ISBN’s and editions to insure correct ordering. A link provided there will take you to Amazon where you will only need to enter the ISBN to order your books. By going through our website, HST will receive some credit from the order. Thanks for your support.
Students with Disabilities
It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Steve McLeod, the Associate Dean, at 901-761-1353.

Library Resources
If you have not taken 5990 (Advanced Theological Research) or 5770 (Research in Counseling), or took either class more than a year ago, go to the HST Web site (www.hst.edu) for information concerning library services to students. Under the “library” tab you will find a link to and instructions for searching the HST online catalog. There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, PsycINFO, and Religious and Theological Abstracts. Contact the library for passwords to these databases. Also available are the research guides distributed in 5990 and 5770. These annotated bibliographies list basic tools you will find helpful in your research.

Academic Integrity
Academic dishonesty in all its forms is inconsistent with Christian faith and practice, and will result in penalties which could include a failing grade for the assignment, a failing grade for the course, dismissal from the course, and even dismissal from the school.

Accessibility
HST professors are accessible to local and distance students. Please use the following to arrange appointments with me (in person or by phone):
Email: dbland@harding.edu
Office Phone Number: 901-432-7722

Canvas On-line Learning System
In addition to the live video platform Zoom.us (see below), this course uses Harding’s Canvas Online Learning System, which is accessed at http://elearning.harding.edu. If you have problems gaining access to Canvas, contact HU technical support (501) 279-4545. You will need your HST username and your password to log into Harding Pipeline. These are the same credentials you use to register for classes via Pipeline.

When you need to contact your professor via email about a class related issue, always use the email system contained in the Canvas learning management system. This provides a secure convenient means of tracking communication between you and your professor.
Harding University gives each student an email address that also utilizes your user name. Many students use other email addresses as their preferred address. You can set your Harding G-mail account to forward messages to an alternative email address if you want; however, it is your responsibility to check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent.

**HST LIVE via Zoom Pre-Class Communication**

Although this intensive course is not offered via HST LIVE, we will use the HST LIVE (via Zoom) format one or two times prior to the intensive course week. This is for the purpose of introducing yourselves to one another and getting to know the different ministry contexts in which you serve.

For new Zoom platform users, go to [https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started](https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started) for helpful video tutorials about using this platform. The HST Live/Zoom Meeting ID for this course is [https://zoom.us/j/9014327722](https://zoom.us/j/9014327722).

**Equipment Requirements for LIVE Sections:**
- Internet access using a latest version of a web browser such as Firefox (preferred).
- Latest version of Zoom software. This changes periodically without notification. If you already have Zoom, use that account. Basic Zoom.us is available free.
- Laptop or tablet with camera or desktop computer with camera.
- Additional monitor – Live video conferencing is best facilitated with two monitors.

**Course Requirements**
1. Required Textbook Reading
   a. Basic Texts:
   b. Two Book Reviews
• Book reviews of two required texts: *Accompany Them with Singing* and *Women in Ministry*.

• Review format: Use the IDeA format for doing the review:
  o Devote a paragraph to Identify (identify the author, similar books author’s written, and the context of the book, i.e., a series, a follow-up, etc.), one page to Describe (or summarize) and two pages to Assess (or evaluate).
  o Limit to no more than four pages double-spaced.
  o Use three other reviews on the books to aid you in your critique.
    1) Review is to be 3-4 typed pages in length (double-spaced)
    2) *Accompany Them* is due **June 29**
    3) *Women in Ministry* is due **July 13**

c. Summary and Assessment of two required texts

• *Leading the Congregation* (two different assessment papers)
  o First paper: read chapters 2–7. Submit a three to four-page summary and assessment. One page should be devoted to a summary of these six chapters. Then the remaining two to three pages must be devoted to assessing the material, especially in light of your own ministry and congregation. You should identify a few principles or models or ideas from these chapters and use them to assess yourself, ideas that will be most helpful to you in your ministry, and/or your congregation. The paper should reflect a clear understanding of what was read and a substantive engagement/interaction with the material as you assess. **The paper is due June 1. Submit the paper on the canvas home page.**
  o Second paper: Read chapters 8–11 and 13–16. Follow the same instructions for this paper as you did the first. **The paper is due June 15. Submit the paper on the canvas home page.**

• *Hidden Lives of the Congregations* (two different assessment papers)
  o First Paper: Read Parts One & Two. Submit a three to four-page summary and assessment. One page should be devoted to a summary of these two parts. Then the remaining two to three pages must be devoted to assessing the material, especially in light of your own ministry and congregation. You should identify a few principles or models or ideas from these chapters and use them to assess yourself, ideas that will be most helpful to you in your ministry, and/or your congregation. The paper should reflect a clear understanding of what was read and a substantive engagement/interaction with the material as you assess. **The paper is due July 20. Submit the paper on the canvas home page.**
  o Second Paper: Read Part Three: Follow the instructions for writing this paper as outlined for the first paper above. **The paper is due July 27. Submit the paper on the canvas home page.**

d. Special articles assigned through the course of the semester (These articles are found on the Canvas homepage. You will be held accountable for them on the
first day of class (multiple choice test). See study guide at the end of the syllabus.


e. Final Exam— Taken on the last day of class. Covers class lectures. The majority of the exam is multiple choice.

Grading
A. Book Reviews
1. 75 points each Xs 2 reviews
2. Total = 150 points
B. Summary and Assessment Papers
   1. 100 pts each, Xs 4
   2. Total = 400
C. Exams
   1. Articles = ca. 100 pts
   2. Final Exam = ca. 100 pts
## Tentative Schedule
### July 9–14, 2018

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Mon Morn</td>
<td>Syllabus, assignments, introductory matters Exam over Articles</td>
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<tr>
<td>Afternoon</td>
<td>The Character of the Minister The Role of the Minister as Sage</td>
<td>Highfield (2008)</td>
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<tr>
<td>Afternoon</td>
<td>Minister’s Relationship to Church And Academy</td>
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<tr>
<td>Wed Morn</td>
<td>Conflict Management</td>
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<tr>
<td>Thurs Morn</td>
<td>Financial Responsibility of the Minister Responsible Use of Authority</td>
<td>Mahan (2012)</td>
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<tr>
<td></td>
<td><strong>Read the following article at this web link:</strong></td>
<td></td>
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<tr>
<td>Afternoon</td>
<td>Women in Ministry, Discussion</td>
<td></td>
</tr>
<tr>
<td>Sat Morn</td>
<td>Final Exam</td>
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Study Guide Questions from Articles by Marrs, Thompson, Crisp, Coco, Foster, Mahan

1. What are several goals implicit in Micah’s ministry as identified in the article by Marrs?
2. Where, according to Marrs, does Micah take his stand in ministering to the people?
3. According to Foster et. al. what was Campbell’s view of the whole “clergy” system?
4. According to Foster, what did Stone believe about a congregation having an elder, bishop, or pastor?
5. Foster: What did Campbell believe about who should preach in a congregation?
6. Foster: What was at the root of the division between Disciples and Christian churches?
7. Foster: In the early part of the 20th century, what was one feature that characterized Churches of Christ?
8. According to Thompson, what is the missing dimension in ministry today?
9. Thompson: What is Paul’s goal in ministry?
10. Thompson: In 1 Corinthians 3, when Paul talks about God’s building, to what is he referring?
11. What is one reason Thompson gives for why those causing division in the Corinthian church (the partisans) had a faulty perspective?
12. Thompson: What is Paul’s ultimate ambition?
13. Thompson: What is the church to become? What is the church designed to be?
14. Mahan: what is the tension leadership theories wrestle with?
15. Mahan: What is the distinction between positional and personal power?
16. Why does Mahan believe John 10:2–15 is a good model for leadership?
17. Mahan: What is the best image to use for biblical ecclesiology?
18. Mahan: In terms of ecclesiology world view, which tradition do we align most closely with?
19. What does Mahan say is the biblical structure of the church?
20. Crisp believes that ministry is in danger of becoming a helping profession. Why?
21. What does Crisp mean by "apostolicity"?
22. Crisp uses Richard Niebuhr’s taxonomy of four things that are necessary for a church to have a clear understanding of ministry. The ministers Crisp interviewed had only one of those four. What was the one? Did Crisp view this as a danger sign?
23. What should provide the framework for doing ministry according to Crisp?
24. Be able to identify an example of indirect compensation Coco gives.
25. What are the factors that contribute to ministerial compensation, according to Coco?
Questions from Articles by Ferguson, Flatt, and Willis

1. In the article on elders by Tim Willis, of the three types of authority (charismatic, traditional, and legal-rational) which did Willis believe was representative of the way we in the Church of Christ view the basis for the authority of elders? Why?

2. How does Willis believe the phrase in Hebrews 13:17 "obey your leaders" should be translated? Why?

3. What is the authority of the elder-led communities according to Willis?

4. Ferguson, in his article "Authority and Tenure of Elders," speaks of the interrelationship of three items in the NT that relate to one being qualified to serve as elder. What are they and how are they interrelated?

5. According to Ferguson, what kind of authority does an elder have?

6. What does Ferguson have to say about the different kinds of organizational structures that were known to the ancient world? How does the organization of the church fit into and compare with these structures?

7. What does Ferguson have to say about assigning stipulated terms to elders?

8. What does Bill Flatt maintain is the primary issue behind sexual exploitation of women?
Books and Articles for Congregational Ministry


