



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

PS6103 DE Pastoral Theology: Pentecostal Perspectives DE

3 credit hours. Prerequisites: None.

Interim Syllabus for Summer 2021
Distance Education Course

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Course Goals

Introduction

“Pastoral Theology. Is it an oxymoron?” Is it possible to have ‘practice’ without ‘theology’ or theology without practice? The tension between theory and practice is not new in the Church. Chris Simon (Alphacrucis College, Australia) explains,

Pastoral Theology presents, in many ways, the most important continuing challenge to the church! For it is the integration of theory and practice. Too much theory, and the church can become a sterile place marked by 'head knowledge'. Alternatively, too much practice and the church can become a pragmatic institution ruled by societal trends -if it works, it must be good. Pastoral Theology seeks to wed the two aspects of Christian ministry.

Some argue that it is in the ‘practice’ of theology that theological ‘enquiry’ is validated. J. Rodman Williams (*Renewal Theology*) divides theology into its four traditional formats: systematic, biblical, historical, and practical. He defines ‘practical theology’ as “the way Christian faith is practiced: through preaching, teaching, counseling, and the like.” Pentecostal ministry has great interest in the actual daily practice of the faith life. Early pentecostals were even ‘suspicious’ of too much ‘head knowledge’ being a deterrent to a full life in the Spirit.

Jurgen Moltmann affirms the need for a holistic Pentecostal perspective of the Christian life when he, speaking from within a mainline theological tradition, addresses the heart of Pentecostalism. Moltmann speaks directly to the integration of theory and practice, affirming that Christians need to express ‘a theology of life’ based on their understanding of how the Cross and the Resurrection flow into Pentecost. He says,

Pentecost, as Christians call this event, is not an appendix nor a supplement to ‘Good Friday’ and ‘Easter’, but the objective of Jesus’ self-sacrifice in his death on the cross and the goal of his resurrection. . . The theological commitment that comes with the experience of Pentecost should make possible an integrated

theology of life. . .The first Christian Pentecostal congregation (Acts 2.17-21) understood what occurred to them as the fulfillment of the prophecy of Joel 2.28-32. (Moltmann, “A Pentecostal Theology of Life”)

Course Description

This course is a study of pastoral ministry within the context of pastoral theology. It examines biblical aspects of pastoral identity, elements of worship services and pastoral leadership of such elements from a Pentecostal perspective, and aspects of church organization and culture that impact Pentecostal pastoral ministry.

Relationship to Horizon’s Mission

As a course directed specifically towards growth in awareness and leadership ability for Pentecostal pastoral ministry, *Pastoral Theology: Pentecostal Perspectives* supports Horizon’s mission to “prepare competent Christian leaders for Spirit-empowered life and ministry.”

Learning Outcomes

Student learning outcomes for this course include:

1. Explore distinctive characteristics of ‘the world of the pastor’ and elements of pastoral identity
 - *Assessment:* Written review and critical response to Fisher textbook including field interviews with pastors
2. Reflect on personal spiritual life within the context of desire to serve Christ as a shepherd to His people
 - *Assessment:* Apply concepts within Nouwen textbook to personal life
3. Create a model for organizing and implementing a worship service in a Pentecostal or other local church context (either a written report or an actual church service video recorded)
 - *Assessment:* Use Hunter’s textbook as a springboard to analyze elements of traditional and contemporary approaches to worship in the community of God’s people
4. Examine aspects of Pentecostal church organization and culture that impact the role and functions of pastoral ministry
 - *Assessment:* Written review of selected topics from Trask textbook
5. Cultivate a professional lifestyle of continuing education in areas relevant to pastoral ministry
 - *Assessment:* Written review of book of personal choice relevant to pastoral ministry

Course Work

Required Textbooks

Fisher, David. *The 21st century pastor: A Vision Based on the Ministry of Paul*. Grand Rapids: Zondervan, 1996.

Hunter, Todd. *Giving Church Another Chance: Finding New Meaning in Spiritual Practices*. Downers Grove: IVP Books, 2010.

Nouwen, Henri. *In the Name of Jesus: Reflections on Christian Leadership*. New York: Crossroad, 1996. Other editions are also available.

Trask, Thomas., ed. *The Pentecostal Pastor: A Mandate for the 21st Century*. Springfield, MO: Gospel Publishing House, 1997. Also available in Kindle edition 2012. [Selected

readings from this text].

Additional Required Reading

Select one book of your choice related to some aspect of pastoral theology and/or pastoral ministry. You may have a relevant book that has been sitting unopened on your shelf for some time. Check with me to approve your choice in advance of using it.

Supplementary Materials

For students who intend to pursue credentials with the Pentecostal Assemblies of Canada (PAOC), the following denominational documents from the PAOC are available free of charge at www.paoc.org:

- *General Constitution, By-laws and Essential Resolutions*
- *Statement of Fundamental & Essential Truths*
- *Local Church Constitution*

You should purchase the following reference materials (or comparable titles) if you are planning for vocational ministry that includes conducting meetings and providing pastoral services:

- Jones, O. G. *Parliamentary Procedure at a Glance*. New York: Penguin, 1971. A handy edition to keep at your side during formal meetings so as to ensure that the meeting follows *Robert's Rules of Order* properly.
- A Minister's Service Manual compatible with your church traditions. This handbook will be a resource for a variety of ministerial functions (e.g., marriages, child dedication, water baptism, funerals)

If this course is being taken as part of qualification for ministry credentials in another denominational group, contact me to discuss the potential of substituting alternate, denomination-specific pastoral theology materials.

Course Assignments and Activities

1. Response to Fisher's *The 21st Century Pastor* (35%)

a. Critical Review of Part 1: Four Crucial Questions for Pastors

- Length: 4 pages (one page for each of the four questions raised by Fisher). Note: All written assignments in this syllabus are to use the format of 300 words per page, 12-point Times New Roman font.
- Include in your report two or three questions for each of the four chapters. These are questions to use in your interview with a pastor.

b. Personal Reflection on Part 2: A Portrait of a Pastor

- Length: 7 pages. Write one page for each of the 7 'portraits' described by Fisher.
- Include in your report two or three questions for each of seven pastoral images. These are questions to use in your interview with a pastor.

Note: See definitions of 'Critical Review' and 'Personal Reflection' later in this syllabus.

c. Interview of a Pastor, Written Summary, and Oral Debrief

- After completing parts a. and b. above, arrange for an interview with an experienced pastor (minimum of 5 years of pastoral experience) to ask him/her for responses to the questions you have prepared.
- Send me a draft of your interview questions prior to holding the interview and schedule a conversation with me to talk about how you are preparing for the interview.
- Make brief written notes on the pastor's responses to your questions then write a 2-page summary of personal learning from the interview.
- Schedule an oral debrief session with me so you can share your results and summary.

- Related learning outcome: #1.
- **Assignment Length:** See details above. **Due date:** TBA

2. Personal Reflection on Nouwen's *In the Name of Jesus* (10%)

- Immediately after reading Nouwen's book, write your Personal Reflection. Respond to the following statement:

“In his book, *In the Name of Jesus: Reflections on Christian Leadership*, Henri Nouwen sets out three temptations that may arise in the life of a pastor and/or leader. Discuss the temptations in such a way as to demonstrate your understanding of the principles that Nouwen is trying to share in this book and the value of what he says for becoming a more effective pastor.”

- Arrange an oral debrief session with me to share highlights of your experience of reading and reflecting on the book.

- Related learning outcome: #2.
- **Assignment Length:** The number of pages you can write in about an hour –legibly of course!
- Note: I would prefer if you actually write this response rather than type it. **Due Date:** TBA

3. Practical Application of Hunter's *Give Church a Chance* (30%)

- Prepare a report (written or video) that offers a comprehensive model for pastoral leadership of the congregation on Sunday (or alternate day) worship. Use this format for the report:
 - Dissect the elements of a church service (Hunter examines nine elements in his book)
 - Reflect on the nature, purpose and modalities for each element, and
 - Propose effective approaches giving pastoral leadership to each element within a Pentecostal/charismatic order of service.

Note: As stated below, be sure to read and include reference to the Ellington article, “The Costly Loss of Testimony.”

- Related learning outcome: #3.
- **Assignment Length:** Negotiable. When you have finished reading the book and have thought about how you wish to frame your response, contact me to discuss whether the assignment response will be totally written, partially oral, and/or visually demonstrated (in an actual service).
- **Due date:** TBA

Hunter describes elements of church service practices used in various combinations by different

church groups: Going to church; quiet prelude; singing the doxology; Scripture reading; hearing the sermon; following the liturgy (within a Pentecostal context this item would include what we call the ‘worship and praise’ elements of a service); giving an offering; taking communion; and receiving the benediction.

This assignment is an opportunity to reflect on your perceptions of any elements of Pentecostal worship that may have changed for the better or worse over succeeding generations. For example, Scott Ellington laments “The Costly Loss of Testimony” in his article of that title. Read this article (available on Populi) and be sure to comment on it in your response. [You don’t have to agree with Ellington. The article is intended to stimulate your thinking towards the issues being raised by this assignment].

4. Critical Review of Trask’s *The Pentecostal Pastor* (15%)

- Trask’s book is organized into six sections (which he calls ‘Units’) that deal with different aspects of pastoral theology. Articles in each of the Units are anywhere from 4 to 15 pages in length. Select 50-60 pages to read in each of the six sections. The purpose is to ‘fill in the gaps’ of aspects of pastoral theology that you perceive would be valuable for your understanding and practice of Pentecostal pastoral ministry.
- Write a Critical Review of your readings in each of the six sections. Your review should also include more of the personal responses described under Personal Reflection.
- Related learning outcome: #4.
- **Assignment Length:** 2-3 pages for each of the six sections of reading. **Due Date:** TBA

The Trask text is an expansive book published by the Assemblies of God in the U.S. that covers many aspects of Pentecostal pastoring. [It is unfortunate that they have not undertaken an update since 1997]. If you are so inclined, you have an option to delete assignment 5 and expand the Trask reading accordingly. Consult with me if you are interested in this option.

5. Book of personal choice (10%)

- Select a book that relates to the course (most likely from your own bookshelf if you have been collecting for any length of time).
- Write a Critical Review that draws the content and value of the book into your personal ministry landscape (i.e., your present context, past experience, and thoughts about future ministry).
- Related learning outcome: #5.
- **Assignment Length:** 3-4 pages. **Due Date:** TBA

As stated above, you have an option to collapse this assignment into a larger reading of the Trask material.

What is a *Critical Review* and a *Personal Reflection*?

A *critical review* is a more objective response to a book, article, or conference session where you complete the following:

- Demonstrate your understanding of the author's purpose for writing and show a clear grasp of the major segments of information and/or arguments used to support his/her views.
- Interact with the material in a manner that assesses:
 - the relevance and significance of the material; in particular, what audience(s) might benefit most from the material and in what ways might they benefit
 - any perceived strengths and/or weaknesses you see in the author's views or conclusions
- Point out any highlight quotations from the content that really resonate with you and explain why. [But – do not quote extensively as I want to hear from YOU not just from the author]
- Raise any observations, questions, concerns, or issues that are evident as you work through the material.
- Share any suggestions you might have to add to or take away from how the author approached the topic and presented his/her material.
- Include enough of the *personal reflection* elements to show how the material has affected you personally.

A *personal reflection* is a more subjective response to a book, article, or conference session where you share:

- practical implications and applications of the material for life, work, and ministry,
- how the material has impacted you personally, and
- 'what if' everyone took this material seriously; how might it 'change the world'.

Both the more objective *critical review* and more subjective *personal reflection* must include enough summary information to give evidence that you have read the material or viewed the presentation. It is essential that you use specific details to illustrate points that you make about the reading/event and cover the full range of the content's major arguments or emphases. BUT - your writing cannot be just a summary of the material! I have read the book (or can view the video myself if needed) and don't need you to tell me the whole story over again. As stated earlier, my purpose is to find out what *you* have to say *about* the material.

Academic Policies

General Guidelines for the Submission of Written Work

Formatting Papers

- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the [Horizon Format Guide](#) consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

Submitting Your Assignments

Assignments should be submitted via [Populi](#). The resource at this link

<https://support.populiweb.com/hc/en-us/articles/223792507-How-to-submit-work-for->

[assignments](#) explains how to submit assignments on Populi (the link to the video is also available on the info tab of the Populi course page).

Late Assignments and Extensions

All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-79%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the Seminary [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Horizon’s Dean of Students, Associate Dean of Students, or Academic Coach.

Class Attendance

Students should attend all classes in order to optimize their learning experience. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances.

Campus Health Policy

While on campus, please maintain 2 metres of physical distance between yourself and others. Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session, extending the gift of full engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography

A Bibliography and list of selected Web Resources are available on the Populi website for this course.