



On-Campus Course Syllabus

THS 610 L00.A

Theology of Leadership

Spring 2019

Class Information

Day and Time: Monday, 7:00 p.m. – 9:30 p.m.

Room Number: e201

Contact Information

Instructor Name: Christopher Graham

Instructor Email: cgraham@criswell.edu

Instructor Phone: 214-818-1390

Instructor Office Hours: Monday: 1:30–2:30, 5:30–6:30; Tuesday: 10:00–11:00, 3:00–4:00

Course Description and Prerequisites

An advanced spiritual formation study of the theological aspects of leadership, including relevant material from the Old and New Testaments reflecting biblical perspectives on God's call to leadership, how to become, and what it means to be, a godly servant-leader particularly in the home, church, and public settings, as well as anticipated hindrances to the development and exercising of such biblically appropriate leadership.

Course Objectives

At the end of this course, the student should be able to . . .

1. incorporate biblically-based, theological thinking into his or her own model of leadership.
2. recognize how biblically-based, theological thinking influences his or her own development and practices as a leader.
3. critically engage historical and contemporary Christian articulations regarding leadership.
4. value sympathetic but critical interaction with the legacy of leaders within the Church who have been intentional about the subjective and objective role of theology in leadership

Required Textbooks

1. Andrew Purves, *Reconstructing Pastoral Theology: A Christological Foundation*. Nashville: Westminster John Knox, 2004.
2. Gregory the Great, *Pastoral Care*. Translated by Henry Davis. New York: Paulist, 1978.
3. John Chrysostom, *Six Books on the Priesthood*. Translated by Graham Neville. Crestwood, NY: St. Vladimir's Seminary Press, 1996.
4. Martin Bucer, *Concerning the True Care of Souls*. Translated by Peter Beale. Edinburgh/Carlisle, PA: Banner of Truth Trust, 2009.
5. Richard Baxter, *The Reformed Pastor*. Edited by William Brown. Edinburgh/Carlisle, PA: Banner of Truth Trust, 1974.
6. A Systematic Theology text (to be determined in consultation with the professor by the second week of class, **February 4th**).
7. A contemporary book on leadership written from a Christian perspective (to be determined in consultation with the professor by the sixth week of class, **March 4th**).
8. *Criswell College Manual of Style*, 3rd ed. Dallas: Criswell College, 2010. (Available on-line at <http://criswell.edu/Current Students/Student Life/Student Resources>.)

Course Requirements and Assignments

1. Reading Assignments (20%):

The first six required texts (i.e., Purves, Gregory the Great, Chrysostom, Bucer, Baxter) are the basis for class discussion; therefore, reading must be completed prior to the class session in which it will be discussed. During the course of the class discussion, students should be able to articulate information about the author and terminology encountered in the reading to provide working definitions of all words. The professor reserves the right to administer quizzes to ascertain whether students are reading with sufficient attention to these matters.

Reading from the required texts specified in the syllabus will be reported at the beginning of each class session. Any student who has not read at least 80% of the assigned reading from these texts will not be permitted to participate in the class discussion on that day. Students who are going to be absent should e-mail the percent of reading completed to the professor prior to the beginning of class. There is no credit for reading that is not completed and reported by the beginning of the class in which it is due.

2. Class Participation (20%):

Class sessions will be heavily dependent on the students' engagement with the required reading. Each student will come to each class with:

- The text containing the required reading for that week.
- A working knowledge of the author's historical situation and all vocabulary and terms encountered in the text.
- Whatever notes that will assist him or her in locating key places within the text during the class discussion.
- Five questions to catalyze discussion about the thesis/theses of the text, the flow of argument, and insight that the text offers with regard to the manner in which theological reflection informs a model of theological leadership as well as the nature and practices of the leader. A copy of the questions should be made available to the professor at the beginning of class. The questions will be typed on one page and contain as a heading the student's name, date, and the bibliographic data (author, title, pages) of the text covered by the questions.

Students who are going to be absent should e-mail their questions to the professor prior to the beginning of class. There is no credit for questions that are not submitted by the beginning of the class in which they are due. A student can receive up to 50% for days on which questions are submitted but the student is not present. The lowest three grades will be dropped.

3. Position Papers (30%):

Over the course of the semester, each student will write a total of six (6) Position Papers that will demonstrate a reflection on the manner in which specific theological loci contribute to one's model of leadership as well as the development and practice of a leader. The general question that will frame each assignment will be "How does the doctrine of _____ inform my theology of leadership?"; however, the paper/entry itself will focus on only one specific aspect of that doctrinal area. Each paper/entry is due at the beginning of class on the day specified in the course schedule below. No late papers/entries will be accepted.

Sources:

- The systematic text that he or she has chosen (in consultation with the professor) by the second week of class, **February 4th**. The student will read all of the section/s from that text relating to the theological area assigned for that paper in order to assist in completing each paper/entry. The student will indicate on the submitted paper/entry the pages that were read within the systematic theology to complete this assignment.
- The only source that should **not** be used in preparing the paper/entry is the contemporary book on leadership that will be used for the Research Assignment.

Form:

- Papers do not need a cover sheet; the date, student's name, Position Paper #, course #, and word count should be put in the upper right corner of the front page.
- Each paper will be 850–950 words.
- Each paper should be written in such a way as to make it suitable for posting on a blog, that is, to inform as well as to engage and elicit responses from readers. Given its informal nature, papers should include first-person and anecdotal information.
- The author should assume that the reader has not been exposed directly to the doctrine under consideration. This requires that the opening section of the paper informs the reader of the doctrine at stake and provides enough biblical and theological warrant to take a position on that doctrine.
- The remainder of the paper should answer the framing question: "How does the doctrine of _____ inform my theology of leadership?" This section should not seek or discuss abstract principles that can be employed by any leader in any context. It should focus on specific ways in which the truth explained in the doctrine chosen impacts the manner in which the student leads within a specific context. It can consider the way in which this doctrinal truth will change the student personally and how this change will then manifest itself in his or her leadership. It can consider specific ways in which the student can deliberately integrate or manifest this doctrinal truth in the leading of others.
- Any sources that are cited in the body of the paper should be properly identified within the body itself. Any sources that are consulted but not cited in the body of the paper may be attached in a separate bibliography.
- Papers will be graded on how well the paper communicates the points being made in terms of substantial clarity and logical coherency, as well formal attributes (e.g., use of paragraphs, grammar, syntax, capitalization, spelling, punctuation, typed, double-spaced, in 12-point font. No cover sheet is necessary.)
- Papers will be brought to class on the due date with enough copies for each member of the class. Each student will read aloud his or her paper and the class will assist in critiquing and refining the entry both formally and substantially. An initial grade will be given to the paper as it is presented. After incorporating revisions suggested by the professor and the class, the student may resubmit the paper to the professor and the new grade will replace the initial grade. If no revised paper is submitted within one week, the original grade will stand.

4. Research Assignment (30%):

The student will critically engage contemporary Christian thinking regarding leadership over the course of the semester by reading a contemporary work on leadership written from a Christian perspective and then critically interacting with that text by incorporating the insight gained over the course of the semester,.

Sources:

- The required texts from the class (except for the systematic theology text).
- A contemporary work written about leadership (to be chosen in consultation with the professor by the sixth class session, **March 4th**). Any changes must be approved by professor prior to completing the Paper.

Results of Research: A 11–13 page paper (excluding cover page and bibliography) that is due and will be presented (read aloud) at the final class session, **May 13th**.

Paper (90%): The paper may contain material from the position papers written over the course of the semester as appropriate. It will contain:

1. Review of the contemporary work including biographical information on the author (1–2 pages)
2. Identification of and critical interaction with five specific tenets of the model of leadership (10–11 pages). Each of the required texts from the course will be referenced either in the body or notes of the paper in a meaningful way.

The *Criswell College Manual of Style* (3rd ed) must be consulted for proper footnote and bibliographic forms. Spelling, grammar, and punctuation will also be included in the grading.

Class Presentation (10%): At the final class session, students will present (read aloud) their papers to the class. They will provide a handout to all members of the class. This handout may be an outline or summarization of the paper, pertinent extracts from the primary sources under consideration, or the entire paper. Students will then be ready to answer questions from the professor and class. (Note: Each student is responsible for making enough copies to distribute to all class members. If a student would like to have the professor make the copies of the handout and bibliography, it should be submitted no later than noon on Friday, May 10th).

Extra Credit: A student may earn up to 10 points of extra credit on the Research Assignment by contacting the author of the work and posing thoughtful, insightful questions that arose during the course of reading the book. A record of the correspondence must be submitted to the professor to receive the extra credit.

Late Research Assignment: A student receives an automatic penalty of 15 points for a paper that is not submitted on time with an additional 10-point deduction for every day thereafter. Late papers should be e-mailed to the professor. A response will be provided within 24 hours indicating receipt of the paper. If the student does not receive a receipt message from the professor, it is up to the student to contact the professor to arrange for delivery.

5. Extra Credit

- .5 point added to final grade: to students who indicate by the second week of the semester that they intend to not use Canvas for tracking grades in this course.
- 2 points added to final grade: to students who complete the semester without utilizing Canvas to access their grades in this course.
- .5 point added to final grade: to students who complete a short survey at the end of the semester regarding their experience tracking grades either with or without Canvas.

Rationale for this extra credit: More and more institutions and professors are using Learning Management Systems such as Canvas as a depository for student grades. I believe this is an unhelpful trend and counterproductive for student success. First, it encourages the student to obsess about the number grade on any given assignment rather than the content that resulted in that grade. It encourages the student to focus on the course grade rather than the learning objectives. Second, it discourages students from staying in contact with the course professor or grader.

I believe that my approach for providing grades is better for your success in this course. I grade your work myself and return that work to you through the semester with the intention that you use that work to learn and grow further. I encourage you to contact me directly at any point (or points) through the semester regarding grades. I will provide you with your current grades and, more importantly, I will help you project your grades through the end of the semester given a number of scenarios.

Course/Classroom Policies and Information

Recording: Students may not record class sessions in any media. If a student desires to record a class session, written permission must be obtained in advance of the recording. Please submit a written request explaining the purpose of recording and the extent of use of the recording. Under no conditions may recordings be duplicated, given, or lent to anyone who has not been granted permission by the professor.

Textbooks: The selection of textbooks should not be interpreted as implying the professor's endorsement of any of the views of the authors. Textbooks are selected for their perceived value in helping to meet the course goals and objectives.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Attendance does not directly affect course grades in THS 610. Attendance records will be used as a diagnostic tool to assist students in meeting course objectives. The names of students who are absent more than two consecutive classes may be forwarded to appropriate personnel in the student services office for follow-up.

Grading Scale

A	97-100	4.0 grade points per semester hour
A-	93-96	3.7 grade points per semester hour
B+	91-92	3.3 grade points per semester hour
B	88-90	3.0 grade points per semester hour
B-	86-87	2.7 grade points per semester hour
C+	83-85	2.3 grade points per semester hour
C	80-82	2.0 grade points per semester hour
C-	78-79	1.7 grade points per semester hour
D+	75-77	1.3 grade points per semester hour
D	72-74	1.0 grade point per semester hour
D-	70-71	0.7 grade points per semester hour
F	0-69	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and CAMS: Criswell College uses Canvas as its web-based learning tool and CAMS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number twenty-four hours a day. Students needing help with CAMS should contact the Campus Software Manager at bstifle@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through Dr. Jeff Campbell, Dean of Students, at jcampbell@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Study Discipline/Library Time: I will lead a time in Wallace Library (3rd floor) to help students in disciplining their academic time. We will read through Colossians aloud and pray as a group. Students are then encouraged to take advantage of the library's space and resources for working on assignments in this or other courses being taken this semester. Monday, Tuesday and Thursday (7:30–8:00 a.m.); Wednesday (9:00–9:30 a.m.)

Course Outline/Calendar (Original-28 January 2019)

(This course schedule is subject to revision during the semester. Any revisions made to the course schedule will be announced in class and a revised schedule will be distributed.)

DATE	Required Reading/ Class Discussion	Position Paper/ Systematic Theology Text reading
1-28	Introduction	
2-4	Purves: 1–149	
2-11	Purves: 151–232	
2-18		Doctrine of Christ and Leadership
2-25	Chrysostom: 1–79	
3-4	Chrysostom: 80–160	Doctrine of God and Leadership
3-11	Spring Break – No Class	
3-18	Gregory the Great: 20–88	Doctrine of Anthropology and Leadership
3-25	Gregory the Great: 88–237	
4-1		Doctrine of Sin and Leadership
4-5	Last Day to Withdraw	
4-8	Martin Bucer: 1–96	
4-15	Martin Bucer: 97–210	Doctrine of Salvation and Leadership
4-22	Richard Baxter: 53–172	
4-29	Richard Baxter: 173–256	
5-6		Doctrine of the Church or Eschatology and Leadership
TBA	Course Evaluations Open	
5-13	Final Presentations	