

Anglican School of Ministry
Course Description and Syllabus (4/15/09)

Course Title: MIN 501: Ministry of the Deacon.

Course Texts:

Diaconate Reader. Compiled by Mark A. Quay. Anglican School of Ministry-Little Rock, 2008. This includes:

Kevin F. Donlon. *A Brief Outline on the Diaconate.*

Mark A. Quay. *The Pastoral Ministry of the Deaconess in the Eastern Church: From the First to the Fifth Centuries.*

John Rodgers. *A Report of the Study Concerning the Ordination of Women Undertaken by the Anglican Mission in America.*

The *Reader* is available only from the ASM office and costs \$10.00 including shipping and handling. Students enrolling in this course should include this cost with the course fee (thus \$160.00).

Two of the following texts:

Barnett, James. *The Diaconate: A Full and Equal Order.* London: Continuum International, 1995.

Brown, Rosalind. *Being a Deacon Today.* Harrisburg: Morehouse, 2005.

Collins, John. *Diakonia: Reinterpreting the Ancient Sources.* Oxford: Oxford University, 1990.

Collins, John. *Deacons and the Church: Making Connections between Old and New.* Harrisburg: Morehouse, 2003.

Hughes, Alfred C., Frederick F. Campbell and William T. Ditwig. *Today's Deacon: Contemporary Issues and Cross-Currents.* New York: Paulist Press, 2006.

Additionally, the students are strongly encouraged to read the following primary sources, available on the Christian Classics Ethereal Library (www.ccel.org):

The Letter of Clement of Rome to the Corinthians, especially 40:1-44:6

The Letter of Ignatius of Antioch to the Magnesians, especially 6:1-7:2;13:1-2

_____ *to the Trallians*, especially 3:1-2; 7:1-2

_____ *to the Philadelphians*, especially 4; 7:1-2; 10:2

_____ *to the Smrnaeans*, especially 8:1-2; 12:1-2

_____ *to Polycarp*, 6:1-2

The Shepherd of Hermas, 13:1-5; 103:1-8

The Didache, 15:1-2

Apostolic Constitutions, Books II:3-7, Elucidation; III:1-2; VI-3; VII-2; VIII:1-5; Ecclesiastical Canons

The Divine Liturgy of St. Mark

The Divine Liturgy of St. James

The Liturgy of the Blessed Apostles

The Teachings of the Apostles, XV

Philip Schaff, *Introductory Notice to Early Liturgies*

Faculty: The Rev. Don Shepson. Rev Shepson is a presbyter in the Anglican Mission in America. He is currently teaching full-time at Montreat College near Asheville, NC and is an assistant priest at St. Paul's Church in Asheville. He is a graduate of several schools, including Wheaton College, Gordon

Conwell Theological Seminary and Talbot School of Theology, and holds a master's degree in divinity and a doctorate in educational ministries (anticipated, May 2010).

Course Perspective: This course will be taught from an Evangelical Anglican perspective. Among other things, this means a belief that ...

1. The Scriptures are the ultimate rule of faith and life for humanity. Nothing ought to be taught as a matter of faith or morals which cannot be proved from the Bible. Creeds and confessional statements are useful and necessary for the clarity of the church's teaching, but only so long as they conform to the teachings of the Scriptures.
2. The three ecumenical creeds: Apostles', Nicene, and Athanasian, are accurate summaries of the teaching of the Holy Scriptures.
3. The Anglican Reformation was a biblical, evangelical attempt at reforming the Catholic Church of England. The godly heritage of this effort resulted in a church which is simultaneously catholic and evangelical and offers a balance of Word and Sacrament.

Please note: The Anglican formularies, that is, the Book of Common Prayer, 1662 (and its ordinal), the Articles of Religion, and the Chicago-Lambeth Quadrilateral are the doctrinal standards for this course.

Course Purpose: This course is an introduction to the biblical and theological basis for, the historical usage, and the liturgical functions of the office of deacon. Special consideration will be given to the importance of the female deacon/deaconess. It is a required course for the Certificate in Diaconal Studies.

Course Goals:

1. The student will gain a deeper understanding of the office of the deacon in its biblical, historical, and theological context.
2. The student will be able to articulate the Anglican perspective of the office of the deacon.

Course Objective: Using a Bible and other available resources, the student will be able to write essays on problems/issues arising from this course's study of the office of the deacon. These essays should demonstrate an interaction between Scripture, theology (from an AMiA perspective), history, and practice.

Course Assessments:

1. Two-page book reviews/outlines of the two required texts and John Rodgers' study. Write a three-five paragraph summary on Donlon's and Quay's essays. Standard for successful completion of this assessment: Pass/Fail.
2. Weekly journaled discussions on the course materials with the student's mentor. The journal entries must include specific topics discussed and relate these topics back to the course's goals and objectives. Copies of the journal entries are to be submitted at the end of each month. Standard for successful completion of this assessment: Pass/Fail.
3. A short term paper of six to eight pages on one of the following topics:
 - The Vocational Diaconate—How would changing the church's typical perception of the diaconate as a transitional office (to the priesthood/presbyterate) to an office of equal value and function benefit the church?
 - Female Deacons/Deaconesses—What is the biblical, historical, and theological rationale for ordaining women to the office of deacon? How would you address the objection that ordination of women to the office of deacon implies their suitability of being ordained to the

priesthood/presbyterate?

- The AMiA Dilemma—The Anglican Mission in America only ordains women to the diaconate, while the Anglican Coalition in Canada, the Anglican Coalition in America, and the Province of the Anglican Church of Rwanda ordains women to the priesthood/presbyterate. With the joining of the two coalitions and the AMiA into the Anglican Mission in the Americas, does this represent a substantial conflict? Be sure to present all positions fairly.
- Liturgical and Pastoral Ministry—Describe in detail the liturgical and pastoral functions of the office of the deacon. Provide support for each function using the Anglican “three legged stool”: Scripture, Reason, and Tradition.

The paper is to be written according to MLA or Turabian format. A brief summary of MLA formatting can be found at <http://www.ccc.commnet.edu/mla/index.shtml>. A minimum of five sources must be used. Standard for successful completion of this assessment: 85%.

An open book final exam (to prepare for the ordination exams). Standard for successful completion of this assessment: 85%.

4. All assessments are to be mailed to the Instructor.

Course Timetable: This course is available during the Summer 2009 term, May 15-August 15, 2009. All course work is to be completed by the end of the term, August 15, 2009. The student may apply for a one month extension.

Course Seminars: This course is taught at the first-year graduate level (as are all 500-level courses) to adult students, for whom the participatory model, rather than lectures, better serves to convey learning. Therefore, the students will prepare a presentation, a book summary, or a debate in one of the subject areas listed below. The instructor will assign the topic in conjunction with the student. Students are advised to obtain their texts as soon as possible in order to have sufficient material to address their assigned seminar presentation or debate. Presentations should take approximately 40-45 minutes (so they need to be clear and concise). Book summaries will need to be roughly 30-35 minutes each. Debates will take about 50-60 minutes each. Those who participate in the debates will receive 3 points extra credit on their term paper (however, no grade higher than 100 will be awarded for the paper). Each presentation number represents a teleconference meeting, so there will be 7 meetings.

The Biblical Origins of the Diaconate (Presentation 1a)

1. Origins and History: Acts 6:1-6
2. Characteristics of a Deacon: I Tim. 3:8-13
3. The Duties of a Deacon: Acts 6:2-4
4. The Position of Deacons: Phil. 1:1, Rom. 16:1&2

History of the Deacon

1. Early Church (Presentation 1b)
2. Eastern Church: Medieval-Modern (Presentation 2a)
3. Western Church: Reformation-Modern (Presentation 2b)

Charisms of the Deacon (Presentation 3a)

1. Servant
2. Leader
3. Teacher
4. Pastor
5. Liturgist

Book Summaries

Barnett (Presentation 3b)

Brown (Presentation 4a)

Collins, *Diakonia* (Presentation 4b)

Collins, *Deacons and the Church* (Presentation 4c)
Hughes (Presentation 4d)

Debates

- The deaconess is a separate office from that of the deacon (Presentation 5a-d)
- To call the deacon a minister of the Word and Sacrament is inaccurate (Presentation 6a-d)
- Lay people involved in ministry functions typically performed by the laity (e.g., youth ministry, music, charity, administration) should be strongly encouraged to seek ordination as a deacon (Presentation 7a-d)

The debate format follows that of the American Parliamentary Association. Points of order and information may be used sparingly.

- Pro 1: 7 minute presentation in which the proposition is stated, key terms are define, and evidence in offered
- Prep time: 2 minutes
- Anti 1: 8 minute presentation in which pro position is refuted and alternative definitions and evidence are offered
- Prep time: 2 minutes
- Pro 2: 8 minute presentation in which Pro 1's position is expanded, Anti 1's position statements are refuted, and additional evidence is offered
- Prep time: 2 minutes
- Anti 2: 8 minute presentation in which Anti 1's position is expanded, Pro 2' position statements are refuted, and additional evidence is offered
- Prep time: 1 minute
- Anti 1: 4 minute summary in which Pro 1's and Pro 2's case is refuted and Anti 1's and Anti 2's case is summarized—no new evidence may be offered
- Prep time: 1 minute
- Pro 1: 5 minute summary in which Anti 1's and Anti 2's case is refuted and Pro 1's and Pro 2's case is summarized—no new evidence may be offered

In order to facilitate cooperation between members of the teams, they should either meet together in the same location or use some type of internet messaging software (like AOL Instant Messenger).