Moral Issues in Christian Life and Ministry  
(THE673)

Fall 2015 (9/9-12/17), Fri. 8:30 am-11:20 pm  
Grand Rapids Theological Seminary (Wood Bldg.), Room 102  
Instructor: Dr. Byard Bennett  
Office phone: 222-1568  
Office hours: By appointment, Tues. 2:50-4:00; Fri. 11:20-12:00  
E-mail: byard.bennett@cornerstone.edu  
Website: http://www.didymus.org  
Course Prerequisites: Systematic Theology I & II (THE540 and THE 640)

I. Course Description and Goals
Christian ethics is a division of theology. Like theology, it begins with a certain knowledge of God and ourselves and aims to understand correctly the obligation of the human will to the will of God (cf. Belgic Confession, art. 25: "to regulate our life in all honesty to the glory of God, according to his will").

The study of ethics reminds us that Christian belief must always be related to action. In Phil. 1:9-10, Paul encourages Christians to acquire knowledge and discernment so that they might approve what is excellent and be pure and blameless for the day of Jesus Christ. In the same way, he exhorts Timothy: "Teach and urge these duties, that the name of God and the teaching [about Jesus] may not be defamed" (1 Tim. 6:1).

Through critical reflection and detailed analysis, Christian ethics aims to arrive at a deeper and more discerning understanding of the relation between Christian conversion and redemption and the Christian moral life. Some of the questions we will explore will be methodological:

- What role does Scripture play in Christian ethics? How does the Bible function as a source and an authority?
- What role does the person of Christ play in determining the character of the Christian life?
- What roles do community and tradition play in ethical reflection? What role do they play in the interpretation of Scripture? Who speaks for the tradition?
- To what extent are the same ethical insights accessible to Christians and non-Christians?
- Do Christians have an ethics peculiar to themselves or does a Christian ultimately arrive at the same ethical views as everyone else in the end?

We will also reflect upon some particular moral issues, including the following:
- Lying, Truthfulness and Truth-Telling
- Confidentiality and the Duty to Disclose
- Is It Right (Moral) to Forgive?
- Right and Wrong Uses of Power in Pastoral Ministry
- Creating Healthy Personal and Professional Boundaries in Pastoral Ministry
Sexuality, Marriage, Divorce and Remarriage

II. Learning Outcomes
At the completion of this course, having reflected critically upon the assigned readings, you will be required to show that you can explain:

1. several models for moving from the text of Scripture to normative theological ethics;
2. the relation of retribution to proportional justice, how forgiveness is related to justice, and when and why forgiveness can be regarded as morally justifiable;
3. the elements of repentance and the distinction between contrition and attrition, as well as the relevance of these distinctions to pastoral care and pastoral counseling;
4. when and why information revealed in pastoral counseling should be kept confidential and when disclosure is necessary;
5. the theological significance of spiritual friendship and its relevance to persistence and well-being in pastoral ministry;
6. the basic biblical/theological principles that must define Christian approaches to power and the resolution of conflict;
7. the precursors, defining features and consequences of pastoral sexual misconduct and the forms of pastoral care that will need to be extended to the victim, the offender, the offender’s family and the congregation;
8. the ethical and psychological issues involved in proposing to restore offending clergy to positions of congregational leadership.

You should also be able to develop persuasive arguments from Scripture as to what Christians should believe concerning singleness, marriage, divorce and remarriage, with a view to providing appropriate pastoral care.

The achievement of these learning outcomes will be assessed primarily through the writing of the research paper and the final exam required in this course and secondarily through class discussion of the assigned readings.

III. Required Course Texts
All required readings that are prefixed by an asterisk (*) in the course syllabus are available on electronic reserve through Miller Library. Instructions about how to access e-reserve readings will be sent separately by email.

The following required course texts may be purchased from the seminary Book Room, directly from the publisher, or from one of the discount online retailers of new or used books listed at http://used.addall.com.
Books


*Short, Inexpensive Booklets*


**IV. Course Assessment**

- 20% Completion of Reading Assignments and Informed Participation in Discussion Group
• 30% Case Study on Pastoral Sexual Misconduct and Aftercare (8-12 pages; due Mon. 11/16—submit online through Moodle course page)
• 50% Research Paper on Marriage, Divorce and Remarriage (15-20 pages; due 12/11—submit online through Moodle course page)

For a detailed account of the criteria by which essays will be assessed and grades assigned, please see the attached supplement to this syllabus.

Completion of Reading Assignments and Informed Participation in Discussion Group (20%):

• CU/GRTS Attendance Policy: Students are expected to attend all classes. Students wishing to receive credit for the course may miss no more than the equivalent of two weeks’ class time.

Each week will focus on a particular ethical theme (e.g. confidentiality in pastoral counseling).

Class will typically begin with a 10-minute discussion, examining why that particular theme is practically relevant to the Christian life and how this peculiarly Christian approach to faith and life contrasts with the alternative approaches taken by the prevailing secular North American culture or other major world religions. The lecture (60 minutes or so) will then examine the biblical basis, historical development, and basic concepts pertinent to the ethical theme being discussed that week.

The second half of the class will begin with a brief discussion, identifying some practical problems that commonly arise in connection with the ethical theme being examined that week. The class will then discuss a case study and selected questions on the case study, which are connected with the theme of the readings assigned for the week. You are expected to have completed all the readings assigned for the week and be able to contribute in an edifying and collegial manner to the discussion of the questions relating to these texts. At the end of the small group discussion time, the members of each group will be asked to fill out a form indicating whether they completed all the assigned readings for that week and contributed to the small group discussion.

Case Study on Pastoral Sexual Misconduct and Aftercare (8-12 Pages) (30%) (Due Mon. 11/16—Submit Online to http://www.turnitin.com):
In the readings and class discussions for 10/23-11/13, we will discuss a number of different factors that can contribute to sexual misconduct by pastors.

• In the first third of your paper (2 ½ -3 pages), identify the factors or causes leading to sexual misconduct which
  o you believe are most important and
  o were present in the majority of the personal stories you read.

• In the remainder of your paper, please analyze the case study on pastoral sexual misconduct which is available online at http://www.didymus.org/case-study-on-pastoral-sexual-misconduct.html.
  o Explain what specific contributing factors the pastor in this story brings to this relationship and why each of these factors is important. (This may link back to some of the factors you discussed in the first third of your paper.)
o Explain what specific contributing factors the counselee in this story brings to this relationship and why each of these factors is important. (Again, this may link back to some of the factors you discussed in the first third of your paper.)

o Explain how power is structured in this story.
  - Pastor → Counselee
  - Pastor → Church/Denomination
  - Counselee → Church/Denomination
    - How do these differences in power affect the progression of events in the story?
    - How could these differences in power affect possible outcomes for the story (i.e. what comes next)?

o Explain what, in your view, would be the best way for denominational leaders to respond to
  - The pastor
    - Should he be disciplined or removed from office? Why or why not? What specifically would this involve?
    - Could he be restored to ministry? Why or why not? If yes, when and under what conditions and what specifically would this involve?
    - What kinds of communication and care should be extended to the pastor’s family?
  - The counselee
    - How should denominational leaders communicate with the counselee and what should they say?
    - What, if anything, should they ask of the counselee or offer to the counselee?
  - The church
    - What should be said to the church? Why?
      - What limitations would or would not be justifiable in regard to what is said to the church about the pastor and/or his sexual misconduct?
    - What, if anything, should be asked of the church or offered to the church?
      - What forms of aftercare should be offered to the church?

Research Paper: Christian Teaching on Marriage and the Permissibility of Divorce and Remarriage (15-20 Pages) (50%) (Due Dec. 11—Submit Online to http://www.turnitin.com):

You are required to submit one research paper for this course.
Drawing upon the readings listed below, explain the Christian teaching on marriage, divorce and remarriage, addressing the following questions:

1. According to the Scriptures and the Christian tradition, what is the nature of the marriage covenant and are there any conditions under which it may legitimately be dissolved?
2. What rights and protections are to be afforded to the woman in the marriage covenant and in the event of divorce?
3. Is the remarriage of divorced persons permissible and, if so, in what circumstances and for what reasons?

Please bring a draft of your essay to class on 12/4, which will facilitate class discussion of the topic the next week, allow you to check your own perceptions of the material and see what areas of the essay might require further development.

Required Readings (115 pp., all of which are separately listed as required reading for class on 12/11):

- *David Clyde Jones, Biblical Christian Ethics* (Grand Rapids: Baker, 1994), 188-204

Format Required in the Paper

  - The *Grand Rapids Theological Seminary Guideline for Papers* (which is dependent upon Turabian) can be found online at [http://portal.cornerstone.edu >GRTS >All Docs>Information](http://portal.cornerstone.edu >GRTS >All Docs>Information)
  - The “Citation Help” (Turabian) page on the library website also contains useful resources:
    - [http://library.cornerstone.edu/content.php?pid=322881&sid=2753960](http://library.cornerstone.edu/content.php?pid=322881&sid=2753960)

Format Required in the Paper

1. The paper must begin (first sentence of the first paragraph) with a thesis statement, indicating what precisely you intend to prove in the essay.
   - Papers that lack a clear and well-defined thesis statement will be returned to the student for revision.
2. In the next three to four sentences of the first (thesis) paragraph, explain specifically what major arguments you intend to advance in support of this thesis and how these arguments will be ordered and presented in the body of the paper.
(3) The body of the paper should include a concise summary and explanation of the most important arguments advanced by the writer. Your presentation should proceed sequentially and logically, explaining first the most important point or assumptions, then using this basis to explain further arguments that depend on this.

(4) There must also be a concluding (last) paragraph at the end of the paper (typically a mirror image of your thesis paragraph) which summarizes the thesis defended in the paper and the principal arguments advanced in the body of the paper to establish/prove this thesis.

DO NOT regurgitate what is in the assigned texts or simply take over those writers' language, arguments or conclusions.

Instead, I want to know what you think about these issues after having read all the assigned material and spent some time digesting it and critically and synthetically reflecting upon it. Take a position you feel is defensible and, using your own words, give good arguments (developed in sufficient detail) to support it.

- Please use inclusive language in writing your essay, e.g. “humanity” instead of “man,” where the question of gender is not explicitly in view.
- Your paper should be carefully proofread prior to submission so that it is free of errors in spelling, grammar or syntax.
- Paper that do not evidence careful preparation and revision and lack detailed, well-organized arguments will not receive a passing grade. For a detailed description of the criteria by which papers will be graded, see the “Marking Standards” sheet attached as a supplement to the syllabus.
- Further information about how to research, organize, outline and write term papers can be found in Bennett, “Research and Writing in Theological Studies” (attached at the end of this syllabus).
- All papers are due at the indicated time on the due date. No late papers will be accepted; please plan accordingly.

Academic Integrity
Plagiarism and cheating, like other forms of academic dishonesty, are always serious matters. Any work submitted for this course that reproduces without proper citation material from any other writer (including an Internet source) will result in a failing grade (F) being given for the assignment and the academic dean and faculty will be notified. A second instance of plagiarism during one’s degree program will result in a failing grade in the course and suspension from seminary studies. For further details, please see the “Academic Integrity” section of the most recent version of the GRTS Academic Catalog.
- Do not reproduce any written material of any kind (including passages from the required readings for the paper) without proper citation (footnote or endnote), with quotation marks precisely indicating the extent of the quotation).
• Do not consult or reproduce any Internet materials when researching and writing the essay.
• Unauthorized copying or use of copyrighted materials and/or unauthorized downloading of files can also result in criminal charges and fines. For further information, please see “Copyright, Fair Use and Plagiarism” on Miller Library’s website:
  o http://library.cornerstone.edu/copyright

It is required that you submit a copy of your essay electronically, using the “Submit Course Essay” link at the top of the Moodle course page. All essays will be uploaded to Turnitin, an electronic course management database which screens submitted essays for unacknowledged citation of written material from other writers (plagiarism). Failure to submit one’s essay to the site will result in an incomplete (I) grade being issued for the course.

V. Technology Policy
In the last three years I have received an increasing number of complaints from students regarding the distractions created in the classroom by other students’ use of laptops/phones/messaging devices for non-class related purposes. I am sympathetic to these concerns; I also personally find it distracting when students text in class and withdraw from engagement with the class and their classmates to pursue other activities.

To minimize distraction and to increase classroom participation and engagement, I do not allow the use of computers, mobile phones, BlackBerries or other PDAs, iPods or any other kind of electronic device during class.

Each of you should use a paper notebook or binder to organize your notes, handouts and assignments for this course. Your desks should be free from any and all electronic devices – including cell phones – during class.

If you need to receive or send communications, please leave the classroom to do so. If I observe a student receiving or sending communications during class, I will ask them to leave the classroom and, if this behavior persists, the student will be asked to attend a meeting with myself and the dean of students to further discuss this issue.

Students who have official documentation from the Learning Center that recommends the use of technology to accommodate verified learning needs can use computers; if this applies to you, please see me to discuss your particular needs (see VI. below).

Students who wish to understand and further discuss my reasons for setting this technology policy are invited to read the following articles and to schedule a meeting with me:
http://www.psychologytoday.com/blog/hot-thought/201007/banning-laptops-in-classrooms-0
VI. GRTS Statement concerning Disability Accommodation
Cornerstone University/Grand Rapids Theological Seminary does not discriminate on the basis of race, national origin, sex, age or disability in any of its policies and programs and will make all reasonable accommodations for students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

The purpose of accommodation is to provide equal access to educational opportunities to students affected by disabilities and the university does not intend that the standards be altered, nor that the essential elements of programs or courses be changed. Students having documented disabilities may apply for accommodations through Student Disability Services (SDS), which is part of the Cornerstone University Learning Center located in Miller Hall on the main campus. Those needing accommodation are asked to notify the professor of this need during the first class.

In the event that students have questions regarding whether they are eligible for accommodations, how they might provide appropriate documentation of disabilities, or how they might handle a disagreement with a professor over questions of accommodation, the Director of Academic Support should be contacted immediately at (616) 222-1956 or via email at learningcenter@cornerstone.edu. Further information about applying for and utilizing accommodations is provided in the Student Handbook and on the university’s website.

VII. GRTS Statement concerning Email Communication
Email is the official means for communication with every enrolled student. Students are expected to receive and read those communications in a timely fashion. Since the seminary will send official communications to enrolled students by email using their Cornerstone University email addresses (i.e., first.last@cornerstone.edu), students are expected to check their official email addresses on a frequent and consistent basis to remain informed of seminary communications.

Students can access their Cornerstone University email account as follows:
  o Go to gmail.cornerstone.edu
  o Enter CU username (e.g., n0236522) and password
Students can forward or IMAP their “@cornerstone.edu” email to a preferred address as follows:
  o Log into CU email
  o Select “Settings” in the upper right hand corner
  o Select “Forwarding and POP/IMAP”
  o Follow the on-screen instructions
Students are responsible for any consequences resulting from their failure to check their email on a regular basis for official seminary communications.

VIII. GRTS Statement concerning Student Course Evaluation
In the last week of each resident course, all students are expected to complete a course evaluation (IDEA Form). This paper-based assessment form will be distributed and completed in class. In Ministry Residency, Counseling Practicum and Counseling
Internships, and for all online courses, student evaluations will be completed within Moodle (see final week of course in Moodle). These assessments provide an opportunity for students to offer feedback to professors on the quality of the learning experience, feedback that informs future offerings of the course. More information about these evaluation processes will be provided late in the given semester.

IX. Mandatory Disclosure Statement: Confidentiality and Disclosure
Students may request that information shared with a faculty or staff member in individual settings remain confidential, except under the following circumstances:

- There has been serious harm or threat of harm to self or others.
- There is reasonable suspicion of abuse of a child, elder or vulnerable person.
- There is a court order mandating disclosure of information.
- There has been a dispute between a student and a faculty/staff member and disclosure is necessary for resolution.
- The faculty or staff member seeks appropriate consultation with CU faculty and/or administration.
X. Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/11</td>
<td></td>
</tr>
<tr>
<td>• The Call (Vocation) to Be a Pastor</td>
<td></td>
</tr>
<tr>
<td>• What Pastors Are Called to and What Authority They Possess</td>
<td></td>
</tr>
<tr>
<td>• The Goal of Pastoral Work: Helping People to</td>
<td></td>
</tr>
<tr>
<td>o Know Jesus Christ as a Risen Savior</td>
<td></td>
</tr>
<tr>
<td>o Receive the Forgiveness of Sins</td>
<td></td>
</tr>
<tr>
<td>o Be Reconciled to God and to Others</td>
<td></td>
</tr>
<tr>
<td>o Experience Inner Freedom and</td>
<td></td>
</tr>
<tr>
<td>o Grow in Faith, Hope and Love</td>
<td></td>
</tr>
</tbody>
</table>

*Required Reading* (59 pp. total; complete by 9/11):
- *What is the Gospel We Proclaim?: Reconciliation to God*  
- *Confession: Pursuing Reconciliation with God and Neighbor*  
  --*Ted Kober, Confession & Forgiveness: Professing Faith as Ambassadors of Reconciliation,* St. Louis: Concordia, 2002, 7-55

9/18

• Repentance and Its Significance for the Christian Moral Life
  o Sorrow for Sin: Contrition vs. Attrition
  o Confession and Apology (Without Excuses or Shifting of Blame)
  o Restitution and Restoration

*Required Reading* (150 pp. total; complete by 9/18):
--*Ted Kober, Confession & Forgiveness: Professing Faith as Ambassadors of Reconciliation,* St. Louis: Concordia, 2002, 56-188
--*Martin Luther [quotations on confession and forgiveness]* in Uuras Sarnivaara, *The Power of the Keys,* 2 ed., Hancock, MI: Finnish Lutheran Book Concern, 1945, 10-27

9/25

Telling the Truth

• Truthfulness, Integrity, Trust and Things That Undermine Trust

Confidentiality and Disclosure in Pastoral Counseling and Spiritual Direction

• Why Pastoral Counsel and Spiritual Direction Are Necessary
  o Do Religious Beliefs Affect One’s Behavior? If Not, Why Not?
Self-Interest, Self-Deception and Moral Hypocrisy
The Resulting Disconnect Between Professed Religious and Moral Beliefs and What One Actually Does in Practice
Confession, Pastoral Counseling and Spiritual Direction as Necessary to Recover an Accurate Perception of Ourselves, Our Character and Our Motives in Relation to God

- Why Personal Information Revealed In Pastoral Counseling or Spiritual Direction Should Be Kept Confidential Unless This Would Support or Lead to Serious Harm to the Counselee or Other Persons
- When Confidentiality Can Enable Pathological and Destructive Behavior
- Defamation and Invasion of Privacy in the Church’s Public Communications

Required Readings (198 pp.; complete by 9/25):

- Truthfulness, Integrity, Trust and Things That Undermine Trust

- Confidentiality in Christian Counseling and the Duty to Disclose
  --William W. Rankin, *Confidentiality and Clergy: Churches, Ethics and the Law* (Harrisburg, PA: Morehouse Publishing, 1990), Most of this book may be read rapidly (esp. ch. 3, which discusses various views on confession and confidentiality from the English Reformation to the present), but please read very carefully and reflectively pp. ix, 7, 47-57, 63-79, 100-104, which contain the heart of the author’s argument.

10/2 Is It Moral to Forgive Wrongdoers?
Retribution, Revenge, Punishment and the Demands of Justice

Required Reading (115 pp.; complete by 10/2)

10/9 Friends and Enemies

- Friendship
  - Friendship as Preferential (But Not Exclusive or Restrictive) Love
  - Friendship and Moral Influence
  - True Friendship as a Necessary Condition for Moral and Spiritual Growth
  - Spiritual Friendship as a Precondition for Christian Marriage
  - Spiritual Friendship as Necessary for Persistence and Well-Being in Pastoral Ministry
- Dealing With Enemies
"A Charitable Esteem of Our Neighbors": Charitable Judgment Even of Enemies' Actions

Power, Aggression and Conflict Resolution in Christian Leadership

Non-Retaliation and Reconciliation in the Teaching of Jesus

Reconciliation in Pauline Theology

Paul and His Enemies: A Case Study in Dealing With Opposition

Required Readings (198 pp.; complete by 10/9):

Friends as Necessary for One’s Well-Being and Moral and Spiritual Growth


Developing Circles of Friendship and Support with Other Pastors


Enemies: Dealing Rightly With Enmity, Aggression and Conflict


In class we will also discuss the following study available online:

“What Pastors Need to Know About Managing Conflict”
http://enrichmentjournal.ag.org/200502/200502_022_crossfire.cfm

Although this is not part of the required readings, it might be helpful to look at it prior to our discussion.

10/16 The Use and Abuse of Power in Christian Leadership

- Power and the Pastoral Office
- The Lust for Power and Spiritual Abuse by Christian Leaders
  - Shaming, Manipulation and Attempts to Coerce and Control in Ways that Promote the Leader’s Interests at the Expense of the Follower’s Basic Interests and Well-Being
- Forced Exits: When the Pastor is Fired or Forced to Resign
Required Readings (195 pp.; complete by 10/16):
Power and Its Abuse in Christian Leadership
--*Paul Beasley-Murray, Power for God's Sake: Power and Abuse in the Local Church* (Carlisle: Cumbria, 1998), pp. 7-10,126,136-141,153-154,158-163
--*Guy Greenfield, The Wounded Minister: Healing from and Preventing Personal Attacks* (Grand Rapids: Baker, 2001), pp.149-166 (abuses of power by senior pastors in team ministry situations)

In class we will discuss the following study of pastors forced out of churches during a conflict and it would be helpful if you skimmed/highlighted the text in advance:
10/30 Pastoral Power and Sexual Misconduct (II)

- The Importance of Creating and Maintaining Healthy Interpersonal Boundaries

Required Readings (179 pp.; complete by 10/30):

Family Dynamics, Two-Dimensional Relationships, and Missing or Unhealthy Boundaries in Sexual Compulsivity
-- Patrick Carnes, David L. Delmonico and Elizabeth Griffin with Joseph M. Moriarty, In the Shadows of the Net: Breaking Free of Compulsive Online Sexual Behavior, 2 ed. (Center City, MN: Hazelden, 2007), pp. 186-209

Family Dynamics, Idealizing Spiritual Teachers and Problems with Setting Boundaries

Boundaries and Boundary Violations in Counseling and Pastoral Care
--*Earl Wilson, Steering Clear: Avoiding the Slippery Slope to Moral Failure (Downers Grove, IL: InterVarsity Press, 2002), pp. 110-111
11/6 Pastoral Power and Sexual Misconduct (III)

- Looking Back: Stories from Clergy Who Crossed Boundaries

Required Readings (200 pp.; complete by 11/6):


11/13 Pastoral Power and Sexual Misconduct (IV)

- Looking Back: Stories from Those Wounded by a Pastor’s Sexual Misconduct
- Picking Up the Pieces after Trust Has Been Destroyed by Clergy Sexual Misconduct—Aftercare for the Victim(s), the Congregation, the Offender and the Offender’s Family

Required Readings (143 pp.; complete by 11/13):

The After Effects: Impacts on Victims of Clergy Misconduct

--*Jane Anderson, Priests in Love (New York: Continuum, 2005), pp. 110-111

The After Effects: Congregational Minimization, Anger and Defeatism and the Need for Aftercare

The After Effects: Shock, Minimization and Denial by the Offending Pastor’s Spouse

The After Effects: Offending Clergy, the Refusal of Discipline and Demission from Ministry
---Voyle A. Glover, Protecting Your Church Against Sexual Predators (Grand Rapids: Kregel, 2005), pp. 43-44

Optional Reading (Case Study)

CASE STUDY ON PASTORAL SEXUAL MISCONDUCT AND AFTERCARE DUE MON. 11/16

11/20 Marriage
- Singleness and Marriage
- Faithfulness in Marriage

Required Readings (134 pp.; complete by 11/20)
---Jade G. Stone, Grounds for Marriage: A Fresh Starting Point for Couples in Crisis, Eugene, OR: Wipf and Stock, 2011, pp. 6-14, 47-61

11/25-11/27 THANKSGIVING BREAK (NO CLASS)

12/4 Unfaithfulness: When Marriages Break Down
Required Readings (184 pp.; complete by 12/4):
--*Jade G. Stone, Grounds for Marriage: A Fresh Starting Point for Couples in Crisis, Eugene, OR: Wipf and Stock, 2011, pp. 18-22

BRING A DRAFT OF YOUR DIVORCE/REMARriAGE ESSAY TO CLASS

12/11 Divorce and Remarriage
Required Readings (118 pp.; complete by 12/11):
--*David Clyde Jones, Biblical Christian Ethics (Grand Rapids: Baker, 1994), pp. 188-204

DIVORCE/REMARriAGE ESSAY DUE 12/11

12/14-12/17 Final Exam Week (No final exam in this course)
Some Books That May Prove Useful in the Future Study of Ethics


--David W. Augsburger, "Ethical and Moral Issues in Counseling across Cultures" in Augsburger, *Pastoral Counseling Across Cultures* (Philadelphia: Westminster Press, 1986) (pp. 244-256 of this article are well worth reading)


-------------------


-------------------

--Paul Helm (ed.), *Divine Commands and Morality* (Oxford: Oxford Univ. Press, 1981) (Collection of some of the most important essays on this topic)


--David Clyde Jones, *Biblical Christian Ethics* (Grand Rapids: Baker, 1994) (Sets the task of ethics within a conservative Reformed theological framework)


--Living in a World of Wealth and Poverty: How to Manage Your Resources with Compassion and Integrity, wkbk. ed. (Nashville: Thomas Nelson, 1995)

--Daniel C. Maguire, *The Moral Core of Judaism and Christianity* (Notre Dame, Indiana: Univ. of Notre Dame Press) (Popular, readable treatment by a contemporary liberal Catholic ethicist interested in social justice issues; the chapter on justice is worth reading)


virtue ethics but is also influenced by a number of other sources, incl. Augustine, Aquinas and C.S. Lewis)

-------------------

Bioethics: A Primer for Christians (Grand Rapids: Eerdmans, 1996)
(Excellent introduction to the subject from a relatively traditional Christian perspective)
--Scott B. Rae and Paul M. Cox, Bioethics: A Christian Approach in a Pluralistic Age
(Grand Rapids: Eerdmans, 1999)
--Scott B. Rae and Kenman L. Wong, Beyond Integrity: A Judaeo-Christian Approach to
Business Ethics (Grand Rapids: Zondervan, 1996) (Introductory textbook on business
ethics which offers brief treatments of corporate responsibility, labor and product issues,
and spirituality and work)
and Herder, 1973) (Older treatment by a leading Roman Catholic New Testament scholar
that still has merit)
--Timothy F. Sedgwick, The Christian Moral Life: Practices of Piety (Grand Rapids:
Eerdmans, 1999) (Contemporary Anglican approach to moral theology and ethics)
--Lewis B. Smedes, On Being Truthful (Wheaton, Ill.: Center for Applied Christian
Ethics, 1991)
--J. Philip Wogaman, Christian Ethics: A Historical Introduction (Louisville:
Westminster: John Knox, 1993) (Good brief introduction to the history of Christian
ethics)
--Ronald Wallace, Calvin's Doctrine of the Christian Life (Edinburgh: Oliver and Boyd,
1959)
--Christopher J.H. Wright, An Eye for an Eye: The Place of Old Testament Ethics Today
(Downers Grove, Ill.: InterVarsity Press, 1983)
--idem, Walking in the Ways of the Lord: The Ethical Authority of the Old Testament
--John Howard Yoder, The Politics of Jesus (1994) (Mennonite writer examines the
political implications of Christ's life and teaching, esp. in regard to non-violence)
Suggestions for Further Reading in Pastoral Ethics

Pastoral Ethics and Its Historical Development

A. Recommended Reading


-- Henlee H. Barnette “The Minister as a Moral Role-Model,” *Review & Expositor* 86 (Fall 1989), pp. 505-516 (in the wake of neo-orthodoxy and secularization, the minister is primarily understood as a moral leader and role-model within the Christian community)


-- James Nuechterlein, “Pastoral Concerns,” *First Things* 77 (1997), pp. 8-9 (the decline of the ministry and role anomie)

-- Ian R. Boyd, “What Are the Clergy For?: Clerical Role Uncertainty and the State of Theology,” *Theology* 98 (May-June 1995), pp. 187-196 (role anomie and attempts to reinvent ministry within the constraints of a post-modern society)


-- Urban T. Holmes, “The Strangeness of the Seminary,” *Anglican Theological Review Supplement Series* 6 (June 1976), pp. 135-149 (the seminary should communicate a clear conception of pastoral office and provide the moral and spiritual formation necessary to perform the duties of the pastoral office)


B. For Further Reading


It can also be interesting to read older books on pastoral ethics in practice, which are generally linked to broader questions about pastoral identity and pastoral spirituality. Even where the language and the society may have changed, some of the spirit and interest of pastoral work still comes through in these books. The following works (mostly from a evangelical Baptist or holiness perspective) are worth a quick look:

It is also interesting to look at the codes of professional conduct in ministry recently produced by a number of denominations and ministries:

-- Anglican Church of Australia, Diocese of Sydney, Faithfulness in Service: A National Code for Personal Behavior and the Practice of Pastoral Ministry by Clergy and Church Workers, Sydney: Anglican Church of Australia Trust, 2004 (repr. 2005)


-- Uniting Church in Australia, Orientation to the Code of Ethics and Ministry Practice in the Uniting Church of Australia: A Resource for Pastors and Other Ministers, Sydney, N.S.W.: Uniting Church in Australia, 2008

The Use of the Bible in Christian Ethics

A. Recommended Reading

Confidentiality and Disclosure of Information in Christian Ministry

A. Recommended Reading
Confidentiality in Christian Counseling and the Duty to Disclose
--Ronald K. Bullis, Sacred Calling, Secular Accountability: Law and Ethics in Complementary and Spiritual Counseling (Philadelphia: Brunner-Routledge, 2001), pp. 99-100,121,124-129 (Difficult reading. Pages 99-100,121,124 discuss confidentiality in counseling and the duty to disclose so as to prevent harm in contemporary legal practice. Pages 124-129 provides background to Rankin's discussion concerning boundaries of clergy privilege permitting non-disclosure of confessions received in sacrament of penance, as contrasted with the obligation to disclose in open court information obtained in private professional counseling)
--Jerry Gentry, “‘Don’t Tell Her She’s On Hospice’: Ethics and Pastoral Care for Families Who Withhold Medical Information,” Journal of Pastoral Care and Counseling 62:5 (supp.) (2008): 421-426
When the Control of Information and the Keeping of Secrets Leads to the Suppression of the Truth and Supports and Enables Pathological and Destructive Behavior
--Kevin A. Miller, “Dealing with Deception,” Leadership 7:4 (Fall 1986), pp. 116-129 (very useful extended case study)
--Kibbie Simmons Ruth and Karen A. McClintock, Healthy Disclosure: Solving Communication Quandaries in Congregations (Herndon, VA: Alban Institute, 2007) (A very interesting book which pastors should read; I considered using it as a textbook in this course, but ultimately decided against this only because the book’s focus is more on reading power and communication systems in congregations than explicitly ethical issues)
--Kenneth L. Swetland, Facing Messy Stuff in the Church: Case Studies for Pastors and Congregations (Grand Rapids: Kregel, 2005), pp. 151-161 (case study)
--Mark A. Weitz, Clergy Malpractice in America: Nally v. Grace Community Church of the Valley (Lawrence, KS: University Press of Kansas, 2001)

Confidentiality and Church Discipline

Defamation and Invasion of Privacy in the Church’s Public Communications
--Kibbie Simmons Ruth and Karen A. McClintock, Healthy Disclosure: Solving Communication Quandaries in Congregations (Herndon, VA: Alban Institute, 2007), pp. 127-147
B. For Further Reading

Confidentiality
--Marshall Huey, “Is the Church Really a Sanctuary?: The Pastor on the Witness Stand—The Clergy-Penitent Privilege,” Honors Paper—School of Theology, University of the South (Sewanee, TN), 2001
--Nicholas A. Smith, “Confidentiality in Spiritual Direction: An Overview of Law and Liability,” School of Theology, University of the South (Sewanee, TN), 2000

The Morality of Forgiveness

A. Recommended Reading
--Catherine Clark Kroeger, Nancy Nason-Clark and Barbara Fisher-Townsend (eds.), *Beyond Abuse in the Christian Home: Raising Voices for Change*, Eugene, OR: Wipf and Stock, 2008 (Dan Schaefer’s “Offering Violent Men Help” [pp. 61-79] and Barbara Fisher-Townsend, Nancy Nason-Clark, Lanette Ruff, and Nancy Murphy’s “I Am Not Violent” [pp. 78-99] have an excellent discussion of how abuser’s denial and minimization can be addressed and what a real repentance/apology/request for forgiveness must look like)


**Responding Rightly to Conflict in the Church**

**A. Recommended Reading**


--Guy Greenfield, *The Wounded Minister: Healing from and Preventing Personal Attacks* (Grand Rapids: Baker, 2001), pp. 82-87 (two good case studies that deal with enmity and conflict in the local church)


--Dean R. Hoge and Jacqueline E. Wenger, *Pastors in Transition: Why Clergy Leave Local Church Ministry* (Grand Rapids: William B. Eerdmans, 2005), pp. 76-114, 210-215 (study of types of conflict experienced by pastors with the congregations they serve and with the denominational leadership; includes interesting narrative reflections by experienced pastors)


--idem, “Forced Exits: High Risk Churches” available online at
**Friendship and Boundaries in Ministry**

**A. Recommended Reading**


--Janet Caldwell Reid, “Perspectives on Friendship and Their Relevance for Pastoral Ministry,” D. Min. thesis, Colgate-Rochester Divinity School, Crozer Theological School
There is also an interesting discussion thread on Tony Cooke Pastors’ Forum regarding the pastor’s friendship with members of his or her congregation and what this can be/should not be: http://www.tonycooke.org/forum/answers/friends/friends-1.html

Abuse of Power in Ministry

A. Recommended Reading
Abuse of Power
--Tom Marshall, “Christian Leadership and Power” (.mp3)
--Jeren Rowell, What’s a Pastor to Do? The Good and Difficult Work of Ministry (Kansas City, MO: Beacon Hill Press of Kansas City, 2004), pp. 33-34 (a helpful biblical manifesto on the right use of power entrusted to the minister)
--Roger E. Olson, “Pentecostalism’s Dark Side,” Christian Century 123:5 (Mar. 7, 2006), pp. 27-30 (pp. 29-30 discuss how power dynamics become distorted and lead to a lack of accountability in pastoral leadership)

Ethical and Legal Issues in Selection, Employment and Supervision of Church Staff and Church Workers
--Brooks Faulkner, “Ethics and Staff Relations” Review & Expositor 86 (Fall 1989), pp. 547-559 (may be read rapidly)

B. For Further Reading
Abuse of Power
--[Conférences de Lavigny], Églises et abus spirituels, Genève: Éditions Je sème, 2007
----Jorge Erdely, La explotación de la fe: Pastores que abusan sexual y económicamente, Barcelona: Ediciones B, 2008
--Martina and Volker Kessler, Die Machtfalle: Machtmenschen in der Gemeinde, 4 ed. (Gießen: Brunnen Verlag, 2012)
Pastoral Stress and Emotional Health

A. Recommended Reading

--Richard Exley, Mark Galli and John Ortberg, Dangers, Trials & Snares: Resisting the Hidden Temptations of Ministry (Sisters, OR: Multnomah, 1994), pp. 15-107
---Thomas C. Gutheil and Archie Brodsky, *Preventing Boundary Violations in Clinical Practice*, New York: Guilford Press, 2008 (although aimed at counselors rather than pastors, this book has a great deal of insight into vulnerabilities and emotional deterioration among helping professionals and shows clearly how and where this leads to misconduct)
---Frank Schaefer, "Self-Care Tips for the Clergy Family", available online at [http://desperatepreacher.com/pastorcare/intro_clergyfamily.htm](http://desperatepreacher.com/pastorcare/intro_clergyfamily.htm)

**B. For Further Reading**
---Peter Robert Brain, "Care and Support for the Pastor in Ministry, With Special Emphasis on the Pastor’s Self-Care,” D.Min. thesis, Fuller Theological Seminary, 1994 (based on research conducted on Australian Anglican pastors; discusses the various and competing roles and responsibilities which the pastor is expected to fulfill, time pressures and their effect on the pastor’s family, anger, depression, inappropriate risk-taking behavior, sexual temptation and the conflicting demands of the ministry)
---Steven Fredrick Carter, “Spiritual Preparation Needed to Minister in an Environment of Change,” D.Min. thesis, Fuller Theological Seminary, 2001 (examination of pastoral stress and responses that tend to reinforce a false conception of oneself and one’s relationships, leading to inappropriate risk-taking behavior, abuse of power and sexual misconduct; also a treatment of spiritual disciplines and withdrawal necessary to a more balanced, healthy inner life)
--Vasileos Thermos, *In Search of the Person: “True” and “False Self” According to Donald Winnicott and St. Gregory Palamas*, tr. Constantine Kokenes, Montreal: Alexander Press, 2002 (looks at how religiosity and religious language can be related to self deceit, how this supports a false conception of the self, and how this in turn leads on to misconduct)


**Pornography as a Contributing Influence in Clergy Sexual Misconduct**

A. Recommended Reading


--[Mennonite Central Committee, Women’s Concerns Program], *Pornography, the Secret Sin: Keeping Ourselves Pure* (Akron, PA: Mennonite Central Committee U.S., 2004) (within this collection of essays, see esp. Ron Vogt, “A Therapist’s Thoughts on Pastors and Vulnerability to Sexual Sin”)

**Recognizing and Addressing Addictive and Compulsive Patterns of Sexual Reflection and Activity**

[Besides the studies listed below, it is helpful to take the free, anonymous and confidential Sexual Addiction Screening Test (SAST) on Patrick Carnes’ Recovery Zone website: [http://www.recoveryzone.com]]

A. Recommended Reading


--Patrick Carnes, *Out of the Shadows: Understanding Sexual Addiction*, 3 ed. (Center City: Hazelden, 2001) (this book precedes Carnes’ *In the Shadows of the Net* and although its review of the literature has not been brought up to date, the discussion of levels of addiction and family systems is interesting and easy to read)

--idem, *Facing the Shadow*, 2 ed. (Carefree, AZ: Gentle Path Press, 2010) (Carnes’ most recent book discusses issues important in making progress away from compulsive sexual behavior and is accessible and easy to read)


--Richard Exley, Mark Galli and John Ortberg, *Dangers, Trials & Snares: Resisting the Hidden Temptations of Ministry* (Sisters, OR: Multnomah, 1994), pp. 121-139
--Mike Jones and Sam Gallegos, *I Had to Say Something: The Art of Ted Haggard’s Fall*, New York: Seven Stories Press, 2007

--Michael Leahy, *Porn Nation: Conquering America’s #1 Addiction* (Chicago: Northfield, 2008) (candid popular narrative, which is interesting primarily for incidental observations concerning how pornography changes one’s perceptions of oneself and others)


---

**Pastoral Sexual Misconduct (With Special Reference to Patterns Observed in Protestant Churches)**

[Besides the studies listed below, it is also useful to work through the following two self-tests, which identify personal vulnerabilities that can lead to pastoral sexual misconduct:

- The risk factor checklists in Dave Carder, *Close Calls: What Adulterers Want You to Know About Your Marriage*, Chicago: Northfield Publishing 2008. Discuss the results of these self-tests with someone you trust and with whom you are not romantically or sexually involved.]

---

*[Anglican Diocese of Adelaide/Zoë Morrison] “Reporting the Abuse of Child and Young People and Responding to Adult Sexual Assault: A Study into the Attitudes and Behaviors of Clergy and Church-Workers in the Anglican Diocese of Adelaide When Dealing with the Abuse of Children and Sexual Assault of Adults,” 2005 (available*


-- James T. Berry and Everett L. Worthington, Jr., “A General Model of Coping with Sexual Attraction in Professional Relationships: A Study of Psychologists, Ministers and Managers,” Marriage & Family: A Christian Journal 4:3 (2001): 285-308 (identifies factors which may increase one’s risk of acting on sexual attraction in a professional relationship, partially illustrating the structure of fantasies that are likely to lead to boundary violations)

-- Heather Block, Understanding Sexual Abuse by a Church Leader or Caregiver, Winnipeg, MB: Mennonite Central Committee Canada, 2003


-- Andrea Celenza, Sexual Boundary Violations: Therapeutic, Supervisory and Academic Contexts, Lanham: J. Aronson, 2007 (see the chapter “Sexual Misconduct in the Clergy”)


-- Richard Exley, Mark Galli and John Ortberg, Dangers, Trials & Snares: Resisting the Hidden Temptations of Ministry (Sisters, OR: Multnomah, 1994), pp. 111-120


-- Jeffrey Ferro, Sexual Misconduct and the Clergy (New York: Facts on File, 2005) (surveys legal aspects of pastoral sexual misconduct, e.g. legislation and lawsuits relating to sexual misconduct and lists of statute of limitations and mandatory reporting laws in each state plus lists of relevant organizations and agencies)


-- Beth Ann Gaede (ed.), When a Congregation Is Betrayed: Responding to Clergy Misconduct (n.p.: The Alban Institute, 2006), pp. 201-213 (“Appendix A: Resources”; gives a good bibliography of resources, books and organizations)
--Karin Erdevig Gedge, “Keeping Silence: Women and Clerical Sexual Misconduct in Nineteenth Century Trial Pamphlets.” Paper given at the 1995 American Society of Church History meeting (1995; Chicago, IL); (available from the Theological Research Exchange Network at [http:///www.tren.com](http:///www.tren.com); American Society of Church History Papers #SCH-15701
--Richard M. Gula, *Just Ministry: Professional Ethics for Pastoral Ministers* (New York: Paulist Press, 2010), pp. 120-188
--Karen A. McClintock, *Preventing Sexual Abuse in Congregations: A Resource for Leaders* (Herndon, VA: The Alban Institute, 2004), pp. 70-72, 97-98 (useful short case studies)
-- Anne Grace McWilliams, “Clergy Sexual Misconduct: A Study in Psychoanalytic Theory and Discourse Ethics,” Ph.D. diss., Vanderbilt Univ., 2001 (DAI v. 62 (2-A) Aug. 2001:626) (Examines transference and counter-transference to examine the communicative distortions that disclose the true desires and interests that move one to engage in misconduct; also prevalence, prevention and legal issues)
-- Thomas Craton Noyes, “Broken Vows, Broken Trust: Understanding Clergy Sexual Misconduct,” Ph.D. diss., The Union Institute, 1998 (DAI, 58, no. 12B [1998]: 6819) (predisposing factors include social isolation and lack of personal accountability for time and behavior, early sexual encounters and exposure to soft core pornography or pornographic magazines, cognitive distortions regarding the nature of their behavior, emotionally and/or physically absent fathers, limited formal or familial training and education regarding sexuality issues)

-- Patrick Parkinson, Kim Oates and Amanda Jayakody, Study of Reported Child Sexual Abuse in the Anglican Church, 2009 (available online at http://www.anglican.org.au/docs/Study%20of%20Reported%20Child%20Sexual%20Abuse%20in%20the%20Anglican%20Church%20May%202009%20Full%20Report.pdf)

-- Nancy Werking Poling, A Sacred Trust: Boundary Issues for Clergy and Religious Teachers, Seattle, WA: FaithTrust Institute, 2009 (89 min. training video with facilitator’s manual; not specific to the Christian faith)

-- Anne F.C. Richards, “Sexual Misconduct by Clergy in the Episcopal Church,” Studies in Gender and Sexuality 5:2 (Apr. 2004), pp. 139-165 (discusses healthy pastoral functioning, factors contributing to pastoral sexual misconduct and also examines certain flaws in the ordination selection process in the Episcopal and Roman Catholic churches that are relevant to future pastoral misconduct)


-- Linda Hanson Robison, “The Abuse of Power: A View of Sexual Misconduct in a Systemic Approach to Pastoral Care,” Pastoral Psychology 52:5 (May 2004), pp. 398-399 (good case study of a youth pastor committing boundary violations that are the precursors to pastoral sexual misconduct)


---- Rita Sommers-Flanagan, Becoming an Ethical Helping Professional: Cultural and Philosophical Foundations (Hoboken, NJ: Wiley, 2007), pp. 135-159 (clear summary of boundaries and transference/counter-transference from a secular counseling perspective)

-- David H. Sorensen, Moral Failure: Its Cause—Its Prevention, Duluth, MN: Northstar Ministries, 2005 (conservative independent Baptist perspective)

-- James T. Stout, “Got Boundaries?: Setting and Maintaining Boundaries to Protect and Improve Your Life and Ministry,” Ministry Enrichment Seminar, Office of Field Education, Fuller Theological Seminary, 2008 (2 CDs)


-- Kenneth L. Swetland, The Hidden World of the Pastor: Case Studies on Personal Issues of Real Pastors (Grand Rapids: Baker, 1995), pp. 19-37 (useful case study on pastoral sexual misconduct and its consequences); 95-103, 137-146 (useful case studies on financial stress in pastoral ministry and the problems this creates)

-- Kenneth L. Swetland, Facing Messy Stuff in the Church: Case Studies for Pastors and Congregations (Grand Rapids: Kregel, 2005), pp. 35-45 (case study of sexual harassment by an elder in the local church)
--Gabrielle Syme, *Dual Relationships in Counselling and Psychotherapy: Exploring the Limits* (London/Thousand Oaks, CA: Sage Publications, 2003) (explores the debate about dual relationships in counseling and how to draw and maintain appropriate interpersonal boundaries so as to avoid the development of a sexual relationship with a counselee; see the chapter “Challenging the Limits: Dual Relationships in Small Communities and Pastoral Relationship”)


--John Thoburn and Jack O. Balswick, “An Evaluation of Infidelity Among Male Protestant Clergy,” *Pastoral Psychology* 42:4 (Mar. 1994), pp. 285-294 (examines as predisposing factors personal adjustment factors including mistrust for others, feelings of rejection, feelings of shame, consumption of pornography, and family of origin issues; marital adjustment, including level of spousal intimacy, and satisfaction with marital sex; and factors embedded in the ministerial role, including attraction and arousal with regard to church members, church staff and counselees. The profile of a pastor who is at risk for extramarital sexual activity seems to be that of a person with low self-esteem coupled with an image consciousness.)


--Laurie Willis, *Sexual Predators*, Social Issues Firsthand, Detroit: Greenhaven Press, 2008 (see the first-person narratives in pp. 54-89 (“Clergy as Sexual Predators”)

--[Young Women’s Christian Association of Australia], *Why Does He Hug Us So Tightly: Sexual Abuse in Ministerial Relationships* (Melbourne: YWCA Melbourne, 1996) (a project of YWCA Melbourne; includes case studies)

---

**Aftercare Following Clergy Sexual Misconduct**

**A. Recommended Reading**

**The After Effects: Impacts on Victims of Clergy Misconduct**


**The After Effects: Offending Clergy, the Refusal of Discipline and Demission from Ministry**
Pastoral Sexual Misconduct and Demission from Ministry

- Five Case Studies on Failure of Discipline in Cases of Clergy Sexual Misconduct

--Alexandra Pelosi, *The Trials of Ted Haggard*, New York: HBO Video, 2009 (42 min. documentary, made before Haggard announced his own return to ministry)

Can Offending Clergy Be Restored to Pastoral Ministry?


--Warwick Middleton, “Boundary Violations,” *Australasian Psychiatry* 12:1 (2004), pp. 81-82 (helpful summary of principal issues that should be addressed if one is considering restoring offending clergy to ministry; complements the article by Davies in the required reading)

- A Case Study You Might Work Through Before You Decide to Restore:
Mike Fehlauer, “The Invisible Addiction: How One Pastor Defeated a Stronghold Through the Power of Jesus Christ” (available online at http://www.krowtracts.com/invisible_3.htm)


Roger Croteau, “Two File Suit After Pastor’s Affair with Church Member,” San Antonio-Express-News June 25, 2005 (available online at http://mysanantonio.com)

I also recommend looking at Tara Star Johnson, From Teacher to Lover: Sex Scandals in the Classroom, New York: Peter Lang, 2008. The ways Johnson’s interviewees (teachers who had romantic and sexual relationships with students) understand and process their world is very similar to patterns commonly seen in pastors who engage in sexual misconduct (diligent public performance, attrition of non-work relationships, emotional void, over-identification with persons to be helped through heroic, idiosyncratic approach, limited accountability for time or disclosure to peers, etc.). It is these factors that make returning offenders to their professional setting so dangerous, since they lack insight, full ownership and insightful remorse/aversion to the patterns which facilitated their prior offense and often intend to continue living in accordance with these same fundamental patterns.

B. For Further Reading
Aftercare Following Clergy Sexual Misconduct


--Norma Cook Everist, *Transforming Leadership: New Vision for the Church in Mission*, Minneapolis: Augsburg Fortress, 2008, pp. 128-129 (list of reasons victims give for neglecting and looking away from boundaries in the events that lead up to pastoral sexual misconduct)


--Richard Exley, Mark Galli and John Ortberg, *Dangers, Trials & Snares: Resisting the Hidden Temptations of Ministry* (Sisters, OR: Multnomah, 1994), pp. 141-156


-- The Healing Circle, Victims of Sexual Abuse by Clergy Share Their Stories (DVD) (Milwaukee: Marquette University Law School Restorative Justice Initiative, 2009) (can be purchased from http://www.healingcirclegroup.com)
-- Donna Prebble Huson, “Psychological, Sexual and Spiritual Effects of Clergy Sexual Abuse of Women,” thesis, Rosemead School of Psychology, Biola Univ. (DAI Section B: The Sciences and Engineering v. 63 (11-B) 2003: 5520)
-- Diane Langberg, “Ministry Challenges & Opportunities. Tape 2-3: Therapy with Survivors of Sexual Abuse” (St. Louis, MO: Covenant Seminary Media Ministries, 2001) (lecture given at the 2001 Family Nurture Conference, Harrington Lecture series)
-- Dee Miller, How Little We Knew (Lafayette, LA: Prescott Press, 1993)
study but mostly focuses on renewal through lay leadership identification, evaluation and training and cell groups)

--Nancy Werking Poling, *Victim to Survivor: Women Recovering from Clergy Sexual Abuse* (Cleveland, OH: United Church Press, 1999; repr. Wipf and Stock) (first-person narrative case studies of the impact on victims and the latter’s experiences of relating this abuse to significant persons in their lives and trying to secure appropriate investigation and action from sometimes recalcitrant ecclesiastical authorities; may be especially helpful to women who have been victims of pastoral misconduct and are still dealing with feelings of confusion, self-blame and self-condemnation)

--[Presbyterian Church (USA)], *Hearing the Silence, Healing the Pain: Stories of Professional Misconduct through Sexual Abuse in the Church*, 2 ed. (Louisville, KY: Women’s Ministries Program Area, Presbyterian Church [USA], 1999)


--Elke Rüegger-Haller, *Aufstehen und Heilen: Missbrauch und Exerzitien* (Würzburg: Echter, 2009) (biblical meditations on healing for women who have been abused)


--Randall Thomas Weisberg, “From Post-Mortem to a Strategic Paradigm for Ministry Health at Desert Hope Church (Arizona),” D.Min. thesis, Fuller Theological Seminary, 2002 (DAI, 63, no. 03A [2002], p. 994) (includes detailed case study)

--Jan Winebrenner and Debra Frazier, *When a Leader Falls What Happens to Everyone Else?* (Minneapolis: Bethany House, 1993) (Popular, easy to read treatment of the
consequences of pastoral sexual misconduct and the need for appropriate aftercare; may be especially helpful to women whose lives have been directly affected by pastoral sexual misconduct)


The following two books look at the connection between abuse of power and independence as lack of accountability in independent Baptist and fundamentalist churches and the challenges this raises for discipline/aftercare in those particular churches:

--Christa Brown, *This Little Light: Beyond a Baptist Preacher Predator and His Gang*, Foremost Press, 2009


**Can Offending Clergy Be Restored to the Ministry?**


--Bill Hybels *et al.*, “When a Staff Member Falls,” Defining Moments, Barrington, IL: Willow Creek Assoc., 2004 (1 CD)


--David J. Valleskey, “The Pastor Must Be ‘Above reproach’: An Examination of *anepilemptos* (1 Tim. 3:2) and *anenkletos* (Titus 1:6) with Applications to the Public Ministry of the Gospel,” *Wisconsin Lutheran Quarterly* 96:3 (Summer 1999), pp. 194-207 (helpful article which is indirectly relevant to this question)

“*What About the Falsely Accused?*”; Distinguishing False Memories/Accusations from Offender Rationalizations

--Constance Dalenberg, Eve Carlson, and O. Brandt Caudill Jr., “Treatment of Patients with Recovered Memories of Trauma and with False Memories,” in Steven F. Bucky,
Joanne E. Callan, and George Stricker (eds.), Ethical and Legal Issues for Mental Health Professionals in Forensic Settings, New York: Routledge, 2009, pp. 165-188


**Marriage, Adultery, Divorce and Remarriage**

**A. Recommended Reading**


--Kenneth L. Swetland, *Facing Messy Stuff in the Church: Case Studies for Pastors and Congregations* (Grand Rapids: Kregel, 2005), pp. 47-61 (case study on adultery, divorce and the complex pastoral issues that may accompany marital collapse and divorce)

**B. For Further Reading**

--Stephen Clark, *Putting Asunder: Divorce and Remarriage in Biblical and Pastoral Perspective* (Bridgend, Wales, Bryntirion, 1999)


of how a church policy should be developed to guide sound pastoral practice; available from [http://www.chpublishing.co.uk](http://www.chpublishing.co.uk)


--idem, *Divorce and Remarriage in the Church: Biblical Solutions for Pastoral Realities* (Carlisle: Paternoster, 2003) (discusses the conclusions of his larger study in an accessible manner and their pastoral implications)


**Homosexuality and Christian Ministry**

*A. Recommended Reading*


--Mark A. Yarhouse, Lori A. Burkett, and Elizabeth M. Kreeft, “Paraprofessional Christian Ministries for Sexual Behavior and Same-Sex Identity Concerns,” *Journal of Psychology & Theology* 30:3 (Fall 2002), pp. 209-227

*B. For Further Reading*

--W.P. Campbell, *Turning Controversy into Church Ministry: A Christlike Response to Homosexuality* (Grand Rapids: Zondervan, 2010) (primarily valuable for the pastoral approach to people, which often gets lost during the controversy)


--J. Edward Ellis, *Paul and Ancient Views of Sexual Desire: Paul’s Sexual Ethics in 1 Thessalonians 4, 1 Corinthians 7 and Romans 1* (T&T Clark, 2007)


--John F. Harvey, *The Truth about Homosexuality: The Cry of the Faithful* (Ignatius Press, 1996) (older Catholic work which is worth reading primarily for the underlying pastoral approach, which is rooted in the historic moral theology of the Church)

--Oliver O’Donovan, *The Church in Crisis: The Gay Controversy and the Anglican Communion*, Eugene, OR: Cascade Books, 2008 (hard to read and focused primarily on the Anglican Communion, but rightly sees that the question of gay acceptance rests on an
argument over how the modern liberal tradition and its anemic vestiges of morality ought to be interpreted and received within contemporary society)


**Taking Life: Suicide, Euthanasia and Abortion**

*A. Recommended Reading*

**Suicide**


--John R. Jordan and John L. McIntosh, *Grief after Suicide: Understanding the Consequences and Caring for the Survivors* (Routledge, 2010) (summary of issues that need to be addressed in caring for family and friends of a person who has committed suicide)

--*Robert C. Schwartz and James R. Rogers, “Suicide Assessment and Evaluation Strategies: A Primer for Counselling Psychologists,”* *Counselling Psychology Quarterly* 17:1 (2004), pp. 89-97

--Kenneth L. Swetland, *Facing Messy Stuff in the Church: Case Studies for Pastors and Congregations* (Grand Rapids: Kregel, 2005), pp. 15-33, 63-75 (two helpful case studies on depression leading to suicide and what moral and pastoral issues must be dealt with when responding)

--Mark A. Weitz, *Clergy Malpractice in America: Nally v. Grace Community of the Valley*, Univ. of Kansas Press, 2001 (legal aspects of dealing with potentially suicidal people)

**Euthanasia and Assisted Suicide**


Jans Jans, “Christian Churches and Euthanasia in the Low Countries: Background, Argumentation and Commentary,” Ethical Perspectives (available for download at http://www.ethical-perspectives.be)

Javier Lozano Barragán, Teologia e medicina, tr. S. Casabianca, Bologna: Edizioni Dehoniane Bologna, 2001 (This book asks some broader questions about what Christian care for the sick should look like in professional work and institutional, laying the basis for a culture of life in contrast to the secularizing society’s pragmatic culture of death)


Charles G. Vella, Ethics in the Service of the Sick: Reflections and Experiences of Life at the San Raffaele Hospital, Milan, tr. B. Garroni and G. Booker, Dublin: Veritas, 2009 (asks broader questions about what Christian care of the sick should look like in hospital settings)

Abortion and Pastoral Care

John Breck, The Sacred Gift of Life: Orthodox Christianity and Bioethics, Crestwood, NY: St. Vladimir’s Seminary Press, 1998, pp. 146-202 (abortion and related issues arising from the use of assisted reproductive technologies), 259-264 (Orthodox position papers on abortion)

Theresa Burke and David C. Reardon, Forbidden Grief: The Unspoken Pain of Abortion, Springfield, Ill: Acorn Books, 2002 (insights are helpful in providing sensitive pastoral care for women who have had an abortion)


Gilbert Meilaender, Bioethics: A Primer for Christians, 2 ed. (Grand Rapids: Wm. B. Eerdmans, 2005), pp. 25-37

The Secularization of Institutional Care and the Marginalization of Christian Belief and Practice
--Corinna Delkeskamp-Hayes, “The Price of Being Conciliatory: Remarks about Mellon’s Model for Hospital Chaplaincy Work in Multi-Faith Settings,” Christian Bioethics 9:1 (Apr. 2003), pp. 69-78 (Pages 72-78 can be read with profit after reading the following article by Engelhardt)

B. For Further Reading
Euthanasia and Assisted Suicide

End of Life Care and Aggressive Intervention to Extend Life: What Is Required? How Much is Appropriate and Why?

Christian Approaches to Money, Possessions and Their Right Use
A. Recommended Reading
--Kathryn D’Arcy Blanchard, “‘If You Do Nothing You Are Not Now a Christian’: Martin Luther’s Pastoral Teachings on Money,” Word & World 26:3 (Summer 2006), pp. 299-309
biblical and historical approaches to money, best practices in church budgets, fraud prevention, and the pastor’s personal finances; highly recommended)

--Sunni E. Mathew, *John Chrysostom on Wealth: Coenobitic Influence and Contemporary Relevance*, Delhi: ISPCK, 2005, pp. 49-76 (“Christian Response to Wealth in Chrysostom”) (available from ISPCK, Post Box 1585, 1654, Madarsa Road, Kashmere Gate, Delhi, India 110006; email: mail@ispck.org.in or ashish@ispck.org.in; website: [http://www.ispck.org.in](http://www.ispck.org.in))


**Economic Fraud in Christian Ministries**

* A. Recommended Reading

--Riggins R. Earl, Jr., “Cheap Grace,” *Christian Century* 114 (Nov. 5, 1997), pp. 996-998 (author argues that the Lyons scandal reveals a lack of professional ethics and practices in his denomination)


--N.M. Richardson, K. Williams and H.R. Harris, “The Business of Faith,” *Black Enterprise* 36:10 (May 2006), pp. 102-114 (ethical issues raised when the pastor of a church is also involved in business ventures)

**Business Ethics in the Workplace and Pastoral Counsel**

* A. Recommended Reading


**Christian Perspectives on Money, Property and the Right Use of Resources**

* Land, Property and Concern for the Poor


* Sharing Possessions: A Challenge to the Church

Economic Fraud in Christian Ministries

The Ethics of Borrowing and Lending: Debt, Impoverishment and Christian Microenterprise Development

A. Recommended Reading
Research and Writing in Theological Studies: Some General Guidelines

The Church today has an unprecedented need for Christian leaders who can clearly and accurately present the faith. Living in a culture that is aggressively secular, materialistic and inclined to trivialize religious claims, we must be able to articulate and defend the central claims of the Christian faith in a persuasive manner. In the course of our ministries, we will need both to carefully examine controversial issues within the Church and to address the competing claims made by groups outside the Church.

Theological writing must be carefully structured and critical in nature; a paper that merely summarizes the author’s argument or paraphrases the author’s own words is not acceptable and will not receive a passing grade. The process of researching and writing a theological paper can be broken down into the following steps:

Before Writing: Critical Reading of the Assigned Text and Note-Taking

Start reading the assigned text(s) four weeks before the assignment is due. While reading the text, take careful notes, being sure to

- identify the most important issue(s) at stake in the reading, the particular position the author is concerned to reject and the specific thesis the author is trying to defend, e.g.
  “In his Commentary on Galatians, Luther focused on the issue of justification by faith. Luther rejected the medieval Catholic view that one could be reconciled to God only when so much grace had been infused into one’s soul that one merited the favor of God. Drawing on arguments advanced by Paul in Romans and Galatians, Luther argued that while one was still a sinner, God favorably accepted him and justified him.”

- investigate and carefully define the key terms used by the author, e.g.
  “By ‘justification’, Luther means the act by which God moves a person from the state of sin (injustice) to the state of grace (justice).”

- indicate briefly why the author feels that this issue is important and is concerned to defend the specific thesis that he or she is advancing, e.g.
  “In discussing the issue of justification by faith, Luther felt that the freedom of the believer was at stake. He believed that the medieval Catholic understanding of justification left the believer constantly in fear as to whether he or she had attained sufficient merit through good works. This, Luther believed, undermined the believer’s confidence that he or she had been liberated from the terrors of sin, death and the Devil and left the believer subject to manipulation by unscrupulous ecclesiastical authorities.”

- outline the principal arguments by which the author tries to support his or her thesis, e.g.
  “In support of his thesis, Luther advanced three major arguments.” (Then one would present and explain these three arguments.)

- note the relative strengths and weaknesses of each of the principal arguments advanced by the author, e.g.,
  “Luther’s challenge was important because it caused the Church to reexamine Paul’s claim that in justification the human agent ‘does not work but trusts God...”
who justifies the wicked, his faith being credited as righteousness’ (Rom. 4:5 [NIV]). At the same time, by making a sharp distinction between justification and sanctification, Luther left himself open to the criticism that he had failed to appreciate the centrality of good works in Jesus’ teaching and the connection made by Jesus between good works, judgment and acceptance in passages such as Mt. 25.”

- As you read, jot down any questions you may have about the author’s arguments (no need to supply answers to these questions just yet). You will find these questions to be very helpful when you write the paper.

- If you are reading works by more than one author on a particular topic, write down the specific points on which the authors studied agree or disagree; these points can be tabulated under different headings. Why do the authors disagree? Do the authors agree about what the fundamental problem is? If so, why do they offer different solutions? Or do their different responses reflect the fact that they define the problem in a different way and are therefore proposing solutions to quite different questions?

- Carefully note down the bibliographic information (author, work, page number) of any material that you intend to quote or discuss within your paper. This bibliographic information must appear in the footnotes to your paper.

*Developing a Thesis Statement: Structuring the First Paragraph of Your Paper*

While you were taking notes on the assigned text, you noted that the author had a specific thesis which he or she was trying to defend. The author stated this thesis at the beginning of his or her work and then offered a series of arguments in support of that thesis.

When you analyze the author’s work, you also will need to develop a specific thesis of your own which you wish to defend and then offer an orderly sequence of arguments in support of that thesis. Your thesis statement should consist of a single sentence and normally will be the first sentence of the first paragraph of your paper. The thesis statement will reflect your considered judgment about the thesis and arguments advanced by the author(s) whose works you are reading. Your thesis statement should not be too broad in scope; make sure that it is sufficiently narrow and well defined that it can effectively be defended within the limits of a short essay. After the thesis statement, you should add three or four sentences which

(a) briefly indicate why the topic under discussion is important and should be of interest to the reader and

(b) concisely summarize the major arguments you will advance in the paper, showing how you will organize the discussion and indicating the conclusion you will draw.

After you have finished writing the first paragraph, reread the instructions for the assignment to make sure you are clear about what precisely is being required. Verify that the way you have set up the paper in the first paragraph (thesis statement and outline of arguments) answers the question(s) set by the instructor in the assignment.
Building the Argument: Organizing the Body of the Paper

Think carefully about what arguments could be given in support of the thesis statement you are trying to defend, jotting them down on a piece of paper. Now rearrange these arguments, putting them in an orderly sequence:

(a) Place first the arguments that are most important and most likely to be broadly accepted by readers of diverse backgrounds;

(b) Move from a general statement of the limitations of the author’s position to show the specific difficulties actually arising from the position he or she has embraced. Be sure to provide thorough and accurate documentation, quoting and closely analyzing key passages from the author’s work(s) and citing the relevant bibliographical information (author, work, page number) in footnotes;

(c) Does one argument depend upon another? If so, put the latter first.

If you are analyzing the works of more than one author, be sure to carefully compare and contrast alternative points of view, noting similarities and differences in how the various authors understand the problem and work toward a solution.

Conclusion

In the final paragraph, briefly summarize the major arguments advanced in the paper and conclude by reiterating the thesis statement which you defended in the paper.

Editing and Proof-Reading

- Read your paper out loud to yourself and rewrite any sentences which are too long, are confusing or sound awkward.
- Check carefully for errors in spelling and grammar and eliminate these before submitting your paper. If English is not your first language, use your word-processing program’s spell-check and grammar to check for errors and then ask a native speaker of English to read your essay.
- Remember that all papers submitted for this course must obey the conventions of formal written prose, e.g. one should not use contractions, colloquial expressions, first person discourse, emotional appeals, rhetorical questions, ad hominem arguments, unfair generalizations or a melodramatic style of presentation.