

## **Evangelism Today - EM3163**

### **Louisville Presbyterian Theological Seminary Spring 2016**

**Room/Date/Time:** J-Term January 17-21<sup>st</sup>, 9:30am-5:00pm

**Instructor:** Rev. Christine J. Hong, Ph.D.

**E-mail:** cjhong@lpts.edu

**Office Hours:** by appointment

#### **COURSE DESCRIPTION:**

This course surveys perspectives, histories, and theologies of evangelism rooted in the cultural and ecumenical diversity of Christian communities. Leaning on these broad perspectives and utilizing a de-colonial gaze, the course explores diverse histories, and contemporary approaches to evangelism including: discipleship, advocacy and service, church planting, contextualization, and the challenges of ecumenical and interreligious life and learning. Taking into account the knowledge gained from the course and lived experience, students will study their own contexts of evangelism and design careful and practical approaches to evangelism for and with congregations.

#### **STUDENT LEARNING OUTCOMES:**

Successful completion of this course will enable students to:

- (SLO 2, 3) Understand and appreciate the different perspectives, histories, and approaches to evangelism rooted in diverse Christian communities.
- (SLO 3, QEPSLO2) Critically examine problems and possibilities of/for evangelism within diverse cultural contexts with particular attention to de-colonial approaches to and perspectives in mission and evangelism
- (SLO 4, 13) Design appropriate and careful approaches for evangelism within the student's chosen contexts.

#### **REQUIRED TEXTS:**

1. Graceful Evangelism: Christian Witness in a Complex World - Francis Adeney
2. The Study of Evangelism - Paul W. Chilcote and Lacey C. Warner
3. Readings posted to CAMS

#### **STRUCTURE OF THE COURSE:**

This course includes lectures, seminar style discussions, group work and projects, and

field study.

### **GRADING SCALE:**

A 90-100%                    x7-x9 = + (there will not be an A+)

B 80-89%                    x0-x2 = -

C 70-79%

D 60-69%

F 59% -

### **ASSIGNMENTS:**

All written work is to be submitted in Times New Roman 12-point font and double-spaced. Document margins should be 1.25" for left and right margins and 1" for top and bottom margins. **All bibliographical references and in paper footnotes should be in Chicago Style.** For instructions and details on Chicago Style visit this webpage for a brief and handy guide.

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

Reading that is part of each assigned topic and day is

- **Research Paper: Locating evangelism in my tradition and culture** –1000-word research paper on the student's own tradition of evangelism. The report should explore the student's own Christian tradition and practices of evangelism as well as the intersections of culture and other pertinent aspects of the student's social location. Paper should include citations from readings and outside research. Rubric shared in class. Due January 19<sup>th</sup> at the beginning of class. Be prepared to discuss. (30%)
- **Project Presentation** – Design a project outlining a unique approach/opportunity for contextual evangelism for and with congregations or other worshipping communities. Unpack the significance of your approach for your chosen context (inclusion of histories and perspectives are key), provide theological support and rationale for your chosen approach and design, and develop a strategy for congregational implementation. The project should include a 4000-word report. Students are encouraged to include examples of curriculum design, long-term missional plans (including funds development), descriptions of appropriate mission partnerships, etc. The project in progress will be presented in class for feedback from your colleagues. This preliminary presentation is an opportunity to garner critique and constructive ideas for your project and incorporate it into your final project. Rubric shared in class. Due February 9<sup>th</sup>(40%)
- **Class Participation** – Students are expected to read the assigned readings, participate in discussions, and attend each class on time. The reading assigned for each day may or may not be discussed in an overview by

the instructor. In this graduate level, J-Term course, it is understood that the reading informs and supplements the different discussions and perspectives shared in the classroom without having to spend time in overview of the required readings. (30%)

### **ATTENDANCE POLICY:**

Attendance is mandatory for this intensive course. Missing even part of one class is the equivalent of missing weeks of coursework. Attendance is counted towards the 30% participation grade. Any repeated absence, tardiness, or early departures in this intensive course will result in a low or failing grade.

### **LATE PENALTIES:**

Written assignments are due at the beginning of class in hard copy. A 10% grade deduction incurs per assignment for each day it is late. No extensions on assignments, please do not ask. There are instances where personal crises and medical emergency may arise. It is the student's responsibility to inform the professor of the situation and work with the professor to negotiate due dates, etc. Any medical emergencies must be documented.

### **USE OF INCLUSIVE LANGUAGE:**

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. For more information see: <http://lpts.libguides.com/content.php?pid=469569&sid=4083885> Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God.

### **ACADEMIC HONESTY:**

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For more information, see the Policy for Academic Honesty in the Student Handbook.

### **SPECIAL ACCOMODATIONS:**

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center ([kmapes@lpts.edu](mailto:kmapes@lpts.edu)) during the first two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

### **CITATION POLICY:**

Citations in your papers should follow Seminary standards, which are based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2010.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 8th ed. Chicago: University of Chicago Press, 2013.

*The Chicago Manual of Style*. 16th ed. Chicago: University of Chicago Press, 2010.

Copies of these guides are available at the library and in the Academic Support Center.

### **COURSE SCHEDULE:**

#### **January 17: Laying the groundwork for diverse perspectives in Evangelism**

Part 1: Introductions and Syllabus Overview

Part 2: Defining Evangelisms

Part 3: Histories and Theologies of Evangelism

Readings: Adeney, Part 1 (pgs 1-95), Chilcote and Warner, Ch. 1-2 (4-32)

#### **January 18: Inward and Outward Postures of Healthy Evangelisms**

Part 1: Decolonizing Evangelisms

Part 2: Evangelisms and Church Planting in Context – Guest Lecturer, Rev. Juan Sarmiento

Readings: Chilcote and Warner, Ch. 25-26(352-383), (CAMS)Hawk and Twiss – *The Only Good Indian is a Dead Indian*” to Better: “Kill the Indian Save the Man” to Best: “Old things pass away and all things become White!”(47-60). Ezigbo and Williams - *Converting a Colonialist Christ: Toward an African Postcolonial Christology*(88-101), Branson - Warnes Chapters 1,2 and 4.

#### **January 19: Evangelisms and Relationships - RESEARCH PAPER DUE**

Part 1: Evangelisms and Discipleship – Guest Lecturer, Rev. Marcia Morton

Part 2: Evangelisms and Felt Needs

Readings: In Chilcote and Warner, Ch. 6(73-92), 13(185-204), 15(219-234), Ch. 28(409-415), Ch. 29(416-423), Adeney Ch. 8-9(99-117)

### **January 20: Evangelism in a Pluralistic and Intercultural World**

Part 1: Evangelism and Ecumenical and Interreligious Communities

Part 2: Evangelism and Challenges to Sharing Faith

Part 3: Project Preparation

Readings: Chilcote and Warner Ch. 27(384-404), 38(328-339), Adeney Ch. 10, 11-14, (CAMS) Yong Ch. 2 – “As the Spirit Gives Utterance...”(37-53), Ch. 3 – “A P(New)matological paradigm for Christian Mission in a Religiously Plural World(55-74), (CAMS) Soong-Chan Rah – In *The Next Evangelicalism: Freeing the Church from Western Cultural Captivity*, Ch. 7-9(143-199). (CAMS)Smith, *Embracing the Other: A Vision for Evangelical Identity*(197-210), Together Towards Life - WCC

### **January 21: Student Project Presentations and Feedback Roundtable**

The class time will be devoted to sharing our community evangelism projects and offering feedback to our colleagues.