

SYLLABUS

MAKING DISCIPLES: AN INTRODUCTION TO MISSION AND EVANGELISM A January term (2018) course at Louisville Presbyterian Theological Seminary Clifton Kirkpatrick, Professor

Course Description

This course on “making disciples” will explore the who, what, how, and why of mission and evangelism in the 21st century.

It will explore the need for all the people of God – the who – to be engaged in evangelism in an era where the “nones” are the largest religious group and the complexion of the church more and more has its roots in Asia, Africa, and Latin America.

The course will explore the biblical and theological roots of evangelism for our time. It will look afresh at new patterns for sharing the Good News and inviting people to be disciples of Jesus Christ in our time (the what). It will look at a number of contemporary strategies for being a missional church, at the heart of which is the commitment to evangelism (the how). All of this will be centered in the “why” of evangelism – because we have received the love of God in Jesus Christ, not to keep it to ourselves, but to share it with the world.

We will do this through a unique pedagogy where students (working with the professor) will do much of the teaching, where the focus will be on six primary books that are among the most helpful for delving more deeply into evangelism in our time, and where we will not only study about successful approaches to evangelism but will actually visit with those who are doing evangelism well in their communities.

This course will have two tracks: one for M.Div. students and another for D.Min. students where the students in the two degree programs help one another to explore aspects of mission and evangelism most related to the degree goals of their program. M. Div. students will take the lead in teaching the course texts, while D. Min. students will teach the prospectus or draft for their D. Min. project and receive helpful insights for moving to their final drafts from the M.Div. students in the course.

Student Learning Objectives

Upon completion of this course students should be able to do the following:

M.Div. Students:

1. Demonstrate knowledge and understanding of the biblical and theological foundations of the practices of mission and evangelism. This learning objective will be assessed

through the short paper on critiques and insights from the texts (course requirement #2 below) and through class participation (course requirement # 1).

2. Be able to teach and demonstrate practices and insights for mission and evangelism, done with enthusiasm and effectiveness, to congregations. The primary assessment of this objective will be made based on the assessment done by other students of the class when each M.Div. student teaches one of the major texts (course requirement # 3)

D.Min. Students:

1. Through class participation and through the short paper on insights and critiques relative to the mission and evangelism texts, be able to demonstrate skills and competencies in mission and evangelism that have an integrity of their own and that are a renewing force in the life of congregations (course requirements # 1 and # 3).
2. Be able to teach and inspire others with the insights of your D.Min. project so that they may have a deeper theological understanding and a more faithful practice of strategies for mission and evangelism. The evaluation of this objective will be based on an assessment done by other members of the class at the conclusion of the session in which the student presents and teaches his or her D.Min. project/prospectus (course requirement # 2)

For M.Div. students the focus will be on Student Learning Objective # 5 on the development of knowledge and skill sets necessary for the practice of Christian ministry with a special focus on inviting others into being disciples of Jesus Christ. For D.Min. students this course should address all five of the D.Min. Student Learning Objectives with a focus on an advanced theological understanding of mission and evangelism and a stronger ability to lead congregations and groups in this important dimension of Christian ministry.

Course Credit

This course is for three credit hours for M.Div. students. It meets the Mission and Evangelism requirement for M.Div. students at LPTS and can serve as one of the required courses by the United Methodist Church in Mission and Evangelism. It also serves (following the procedures in this syllabus for D.Min. students) as an Advanced Practice of Ministry course.

Bibliography

One of the goals of this course is to acquaint students with the most relevant texts for mission and evangelism in the 21st century. Therefore, this course will place high value on reading and teaching critically the following four texts:

Adeney, Frances, *Graceful Evangelism: Christian Witness in a Complex World*, Grand Rapids, Baker Academic, 2010.

Bosch, David J., *Transforming Mission: Paradigm Shifts in a Theology of Mission*, Maryknoll, Orbis Books, 2011, pp. 1-181. (the section on the New Testament as a Missionary Document) and pp. 543-551.

Rah, Soong Chan, *The Next Evangelicalism: Freeing the Church from Western Cultural Captivity*, Downer's Grove, Intervarsity Press, 2009, pp. 11-23 and 143-208.

Reece, Martha Grace, *Unbinding the Gospel: Real Life Evangelism*, St. Louis, Chalice Press, 2006.

In addition to these core texts shorter pieces from websites, chapters of books, or pamphlets may be assigned for particular sessions, and they are noted in the schedule

Course Requirements

1. Conscientious attendance, preparation, and participation in discussion, including reading the six core texts. (33%). Showing up with your reading done is an important component of your work in this course. Lack of attendance and of thorough and timely class preparation will adversely affect your course grade.
2. Preparation and implementation of a lesson plan to teach the text that will be assigned to you (or the D.Min. project that you will teach). This plan should use approaches that engage the class. You should also identify the major strengths of the text you are presenting and major critiques you have of that text. This lesson plan is due to be shared with the instruction at least 24 hours before you teach the class. (33%)
3. A short paper (7-9 pages) due within ten days after the end of the class identifying how your heart/mind may have changed as a result of this course along with identifying three new insights and three critiques you have of what we have studied and learned. (33%)

Schedule

Day One (January 16, 2018)

9:00 – 10:45 am

The changing context for mission and evangelism in the USA and around the globe – presentation by professor followed by group discussion.

Advance Reading:

“Nones on the Rise” from the Pew Research Center

(<http://www.pewforum.org/2012/10/09/nones-on-the-rise/>)

Clifton Kirkpatrick, “Changes in the Global Church: What We Can Learn” in *The Thoughtful Christian*, Louisville: 2012 (on CAMS)

11:00 – 12:45 pm

Students to share with one another how mission and evangelism is being lived out in their local congregation or agency and any issues they hope will be addressed in the course.

Advance Preparation: If you have evangelism policies and descriptions of evangelistic programs in your congregation, please bring enough copies to share with the class

12:45 – 2:00 pm

Lunch Break

2:00 – 3:15 pm – FIRST STUDENT TAUGHT SESSION

Biblical foundations for mission/evangelism and the New Testament as a missionary text

Advance reading:

Bosch, David J., *Transforming Mission: Paradigm Shifts in a Theology of Mission*, Maryknoll, Orbis Books, 2011, pp. 1-181 (The New Testament as a Missionary Document) and 543-551.

3:30 – 4:45 pm – SECOND STUDENT TAUGHT SESSION

Missiologies for the 21st Century with a special focus on Together Toward Life (World Council of Churches) and the Joy of the Gospel (Pope Francis). Exploration of these recent documents for mission and evangelism in North America.

Advance reading:

Together Towards Life (on CAMS)

Pope Francis, The Joy of the Gospel (on CAMS)

Mission and Evangelism: An Ecumenical Affirmation (on CAMS)

Turn to the Living God: A Call to Evangelism in Jesus Christ’s Way,

<https://www.pcusa.org/resource/turn-living-god-call-evangelism-jesus-christs-way/>

Day Two (January 17, 2018)

9:00 – 10:45 am – THIRD STUDENT TAUGHT SESSION

The theology and practice of Christian witness – Where have we been? Where are we now?

Advance reading:

Adeney, Frances, *Graceful Evangelism: Christian Witness in a Complex World*. Grand Rapids, Baker Academic 2010. Parts 1 and 2, pp. 1 – 98.

11:00 – 12:45 - FOURTH STUDENT TAUGHT SESSION

The theology and practice of Christian witness – Where have we going?

Advance reading:

Adeney, Frances, *Graceful Evangelism: Christian Witness in a Complex World*. Grand Rapids, Baker Academic 2010. Parts 3 and 4, pp. 99-185.

12:45 – 2:00 pm

Lunch break

2:00 – 4:00 pm – FIRST FIELD TRIP

Visit with pastor and lay leaders of an African American congregation that is growing in numbers, spiritual vitality, Christian witness, and active discipleship

Day Three (January 18, 2018)

9:00 – 10:45 am – FOURTH STUDENT LED SESSION

Evangelism from the perspective of emerging multicultural and new immigrant churches.

Advance reading:

Rah, Soong Chan, *The Next Evangelicalism: Freeing the Church from Western Cultural Captivity*, Downer's Grove, InterVarsity Press, 2009.

11:00 am – 12:45 pm - Conversation with leaders in Evangelism for the PCUSA at the Presbyterian Center about fresh approaches (such as 1001 Worshipping Communities) to evangelism for mainline churches.

12:45 – 2:00 PM

Lunch Break

2:00 – 4:00 pm – SECOND FIELD TRIP

Visit with pastors and lay leaders of a mainline Protestant congregation that is growing in numbers, spiritual vitality, Christian witness, and active discipleship.

Day Four (January 19, 2018)

9:00 – 10:45 am – FIFTH STUDENT LED SESSION

Resources for engaging in intentional congregationally based programs for congregational renewal and evangelism. Programs that will help your congregation become a missional church and one that invites others to active discipleship.

Advance reading:

Reece, Martha Grace, *Unbinding the Gospel: Real Life Evangelism*, St. Louis, Chalice Press, 2008.

11:00 – 12:45 pm – FIRST D.MIN. PROJECT SESSION

One of the D.Min. students will teach and engage in dialogue with other students around their prospectus or draft D.Min. project. Together they will identify important insights and strategies for evangelism, how this project might impact both the church being addressed and other congregations, and offer further critique and suggestions as the D.Min. student moves toward completion of their work.

12:45 – 2:00 pm

Lunch Break

2:00 – 4:00 pm - THIRD FIELD TRIP

Visit with pastors and lay leaders of a multicultural or emerging immigrant congregation that is growing in numbers, spiritual vitality, Christian witness, and active discipleship.

Day 5 (January 20, 2018)

9:00 – 10:30 am – SECOND D.MIN. PROJECT SESSION

One of the D.Min. students will teach and engage in dialogue with other students around their prospectus or draft D.Min. project. Together they will identify important insights and strategies for evangelism, how this project might impact both the church being addressed and other congregations, and offer further critique and suggestions as the D.Min. student moves toward completion of their work.

11:00 – 1:00 pm – FINAL SESSION

Pulling all of the threads together as we share student papers on the major insights from the course and the major critiques of evangelism efforts in the 21st century.

LPTS CLASSROOM POLICIES:

As with all LPTS classes, this course will honor these Seminary policies:

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 Code of Student Conduct, 6.11; the Student Handbook, p. 19.

Citation Policy

Citations in your papers should follow the Seminary standard, which is 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.

Special Accommodations

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) during the first two days of class (or, even better, before the class begins) and should speak with the instructors 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 instructors.

Attendance Policy

According to the Seminary catalog, students are expected to attend class meetings regularly. This is especially important in the J-term when we only have a few days of class. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. More than one absence may result in a low or failing grade in the course.