

SYLLABUS (03/26/2018)

MAKING DISCIPLES: AN INTRODUCTION TO ECUMENICAL MISSION **A fall 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 five 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 from a wide variety of Christian traditions who are doing evangelism well in their communities.

Student Learning Objectives

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

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 lesson plan that you prepare and present with your small group that focuses both on pedagogy and on identifying critiques and insights from the texts (course requirement #2 below) and through class participation (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.

For M.Div. students the focus will be on two M.Div.LPTS Student Learning Objectives:

- # 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, and
- QEP # 3 on developing a capacity for ecumenical and interreligious relationships.

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 will also meet the requirement for an ecumenical/interfaith course in the new curriculum and can be adapted to serve as an Advanced Placement course in the Doctor of Ministry curriculum.

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 five 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.

Harmon, Steven R., *Ecumenism Means You, Too: Ordinary Christians and the Quest for Christian Unity*. Eugene, OR: Cascade Books, 2010.

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*, 2nd edition, St. Louis, Chalice Press, 2008.

In addition to these core texts shorter pieces from websites, chapters of books, documents from the recent World Mission Conference of the World Council of Churches, or pamphlets may be assigned for particular sessions. Some of these are noted in the schedule.

Course Requirements

1. Conscientious attendance, preparation, and participation in discussion, including reading the 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. 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. You should identify questions for discussion in class and facilitate dialogue on the relevance of the text for congregational mission and evangelism. (see appendix one) This lesson plan is due to the instructor before you teach the class. (33%)
3. A short paper (10+/- pages) due by the eleventh class session on 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

Week One

INTRODUCTION AND CONTEXT

We will explore 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/](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)

Five Problems with Christian Evangelism (and What to Do Instead)

[\(https://www.huffingtonpost.com/christian-piatt/five-problems-with-christian-evangelism-and-what-to-do-instead_b_7267044.html\)](https://www.huffingtonpost.com/christian-piatt/five-problems-with-christian-evangelism-and-what-to-do-instead_b_7267044.html)

Students will 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

Week Two

GROUP DISCUSSION AND PREPARATION ON *TRANSFORMING MISSION* BY DAVID BOSCH

In the small groups (see below and Appendix One) students will discuss and prepare to share with the class the “golden thread” (the primary thesis/argument) of your assigned chapter, your critique of this biblical foundation for mission and evangelism, and its implications for our practice of mission today. You should also prepare a couple of questions to stimulate class discussion. The four chapters (in David Bosch’s *Transforming Mission*) are:

- Chapter One – “The New Testament as a Missionary Document”
- Chapter Two – “Disciple Making, Matthew’s Model of Mission
- Chapter Three – Transcending Class and Ethnicity, Luke’s Model of Mission
- Chapter Four – Mission in the Grace Period, Paul’s Model of Mission

Preparation for teaching and discussion will be done by each group – with the group numbers matching the chapter numbers for this assignment (Group One preparing for Chapter One, Group Two preparing Chapter Two, etc.)

Advance reading:

Bosch, David J., *Transforming Mission: Paradigm Shifts in a Theology of Mission*, Maryknoll, Orbis Books, 2011, pp. 15-181 (The New Testament as a Missionary Document) and 543-551.

Week Three

BIBLICAL FOUNDATIONS FOR MISSION AND EVANGELISM

Each group will use 30 minutes to teach and lead discussion around the chapter which they have been assigned on the biblical foundations for mission and evangelism in David Bosch’s *Transforming Mission*. At the conclusion of this session, the professor will share some summary comments on the biblical foundations for mission and evangelism.

Work again in your groups of four to start the process of developing brief lesson plans to teach the primary text(s) assigned to your small group during the balance of the course.

Week Four

MISSIONOLOGIES FOR THE 21ST CENTURY

This session on “Missiologies for the 21st Century” with a special focus on Together Towards 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 and the world. (to be taught by group one)

Advance reading:

Together Towards Life, WCC (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/>

Week Five

GRACEFUL EVANGELISM

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

Advance reading:

Adeney, Frances, *Graceful Evangelism: Christian Witness in a Complex World*.

Grand Rapids, Baker Academic 2010. The primary focus for our course will be on Part IV of the book (*Can We Craft a Graceful Evangelism?*) Specific readings for the course: pages xi-xviii, 1-13, 55-66, 99-107, 129-160, and 174-185. (to be taught by group two)

Week Six

FIRST FIELD TRIP – EVANGELISM IN MULTICULTURAL CHURCHES

Visit with pastors and lay leaders of multicultural or emerging immigrant congregations that are growing in numbers, spiritual vitality, Christian witness, and active discipleship. We will visit a church in Louisville with multiple “congregations” representing many different nationalities and cultures and worshipping in multiple different languages.

Week Seven

RESEARCH AND STUDY WEEK

Week Eight

THE NEW EVANGELICALISM

Evangelism from the perspective of emerging multicultural and new immigrant churches. (to be taught by group three)

Advance reading:

Rah, Soong Chan, *The Next Evangelicalism: Freeing the Church from Western Cultural Captivity*, Downer's Grove, Intervarsity Press, 2009, pages 11-45 and 143-208.

Week Nine

SECOND FIELD TRIP - DIALOGUE WITH THE 1001 NEW WORSHIPPING COMMUNITIES

Conversation with Vera White and colleagues who lead the 1001 New Worshipping Communities movement for the PCUSA about fresh approaches to mission and evangelism. Examples will also be shared from other communions.

Advance Viewing:

View and be prepared to share what you learned from ten of the videos on new communities emerging from the 1001 New Worshipping Communities

(https://www.youtube.com/user/1001NewWorshipping/videos?disable_polymer=1)

Share the best of those videos with the class along with your analysis of why this is a faithful and effective mode of evangelism.

Week Ten

EVANGELISM AS STORY TELLING AND AS A SPIRITUAL PRACTICE

Resources for engaging in intentional congregationally based programs for congregational renewal and evangelism. Programs that will help your congregation become a missional church and a congregation that invites others to active discipleship. We will explore together models of evangelism through storytelling and through spiritual practices (taught by group four).

Advance reading:

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

Week Eleven

THIRD FIELD TRIP - MISSION AND EVANGELISM IN MAINLINE PROTESTANT CHURCHES

Visit and dialogue with the pastor and lay leaders of a mainline Protestant congregation that is growing in numbers, spiritual vitality, Christian witness, and active discipleship. Explore with them how mission and evangelism are finding expression in their congregation.

Week Twelve

FOURTH FIELD TRIP – MISSION AND EVANGELISM IN THE BLACK CHURCH

Dialogue with a pastor of an African American congregation that is growing in numbers, spiritual vitality, Christian witness, and active discipleship and that is reaching out to people in the neighborhood that they were never expected to reach.

Week Thirteen

SHARING HIGHLIGHTS OF STUDENT PAPERS WITH ONE ANOTHER

Pulling all of the threads together as we share our initial thoughts in the student papers to be developed over the last half of the course on the major insights from the course and 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, Beth Herrinton-Hodge (bherrintonhodge@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. 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 two absences may result in a low or failing grade in the course.

Appendix One

TEACHING AND LEARNING GROUPS

MAKING DISCIPLES: AN INTRODUCTION TO MISSION AND EVANGELISM, WM3113

Much of the teaching and learning for the course will be done through four groups.

These groups will have two primary assignments. First, in our second class session all groups will prepare and teach one of the chapters from David Bosch's *Transforming Mission: Paradigm Shifts in a Theology of Mission*. Students will discuss and prepare to share with the class the "golden thread" (the primary thesis/argument of your assigned chapter) and your critique of this biblical foundation for mission and evangelism and its implications for our practice of mission today. You should also prepare a couple of questions to stimulate class discussion. The four chapters (in David Bosch's *Transforming Mission*) and the groups to which they are assigned are:

- Chapter One (group one) – "The New Testament as a Missionary Document"
- Chapter Two (group two) – "Disciple Making, Matthew's Model of Mission"
- Chapter Three (group three) – "Luke-Acts: Preaching Forgiveness and Solidarity with the Poor"
- Chapter Four (group four) – "Mission in Paul: Invitation to Join the Eschatological Community"

Second, each group will be assigned to prepare and teach one of the other four principal themes and text(s) for the course.

Group One:

Theme: Missiologies of the 21st Century

Readings: 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/>

Teaching Session: Week Four

Group Two

Theme and Reading: Frances Adeney, *Graceful Evangelism*

Teaching Session: Week Five

Group Three

Theme and Reading: Soong Chun Rah, *The New Evangelicalism*

Teaching Session: Week Eight

Group Four

Theme and Reading: Martha Grace Reece, *Unbinding the Gospel*

Teaching Session: Week Eleven