

## **Evangelism Today - EM3163**

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

**Room/Date/Time:** Mondays: 2:00pm-4:50pm

**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 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. Evangelism Among African American Presbyterians - Marsha Snulligan Haney

#### **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)

- **Research Paper: Locating evangelism in my tradition and culture** – A 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. (30%)
- **Project and Presentation** – Design a project outlining a unique approach/opportunity for contextual evangelism for and with

congregations. 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 2000-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 final project will be presented in class. Rubric shared in class. (40%)

**Class Participation** – Students are expected to read the assigned readings, participate in discussions, and attend each class on time. (30%)

### **ATTENDANCE POLICY:**

Attendance is mandatory and it counted towards the 30% participation grade. Any absence that is not documented with a physician's note will incur a 10% reduction in the final grade. According to the Seminary catalog, students are expected to attend class meetings regularly. Six or more absences (1/4 of the course) may result in a low or failing grade in the course.

### **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:**

### **Feb 8: Introductions and Syllabus Overview**

### **Feb 15: Defining Evangelisms**

Readings: Adeney, Part 1(pgs 1-52), Haney, Ch. 1(1-36) and Ch. 3(47-77).

### **Feb 22: Theologies of Evangelism**

Readings: Adeney Part 2(55-95), Haney – Ch. 4, Chilcote and Warner, Ch. 1-2 (4-32),

### **Feb 29: Decolonizing Evangelism**

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), (CAMS) Ezigbo and Williams - *Converting a Colonialist Christ: Toward an African Postcolonial Christology*(88-101)

**March 7: Evangelism and Discipleship** – Chilcote and Warner, Ch. 6(73-92), 15(219-234), Haney Ch. 9(185-202)

### **March 14: NO CLASS - Research and Study Week**

### **March 21: Evangelism and Felt Needs – RESEARCH PAPER DUE**

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

### **March 28: Evangelism and Ecumenical and Interreligious Communities**

Readings: Haney, Ch. 10(203-210), Chilcote and Warner Ch. 38(328-339), (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)

### **April 4: Evangelism and Church Planting – Guest Lecturer - TBA**

Readings: TBA by Guest Lecturer

### **April 11: Evangelism in Context**

Readings: Adeney Ch. 10(118-126), Chilcote and Warner Ch. 27(384-404), (CAMS)  
Soong-Chan Rah – In *The Next Evangelicalism: Freeing the Church from Western Cultural Captivity*, Ch. 7-9(143-199).

**April 18: Evangelism and Challenges to Sharing Faith**

Readings: Haney Ch.8(161-183), Adeney Ch. 12-14(140-173)(CAMS) Smith,  
*Embracing the Other: A Vision for Evangelical Identity*(197-210)

**April 25: Student Project Presentations**

**May 2: Student Project Presentations**