

BETHEL UNIVERSITY

**BETHEL
SEMINARY**

ML714

Contemporary Models of the Church

SYLLABUS

Professor: Andrew D. Rowell

Term: Spring 2014

Delivery: Fully Online

Day: Mondays (virtual class sessions)

Dates: Feb 3, Feb 10, Feb 17, Feb 24; Mar 3, 10, 17; Apr 7, 14, 21, 28; May 5, 12, 19. [We DO NOT have class Mar 24, 31].

Course credits: 1.5 or 3.0 credits

Enrolled: 5 students at 1.5 credits and 5 students at 3.0 credits

BETHEL SEMINARY

Bethel University

3900 Bethel Drive

St. Paul, MN 55112

Description

In order to plant a church or lead a church, it is enormously helpful to know what type of forms the church might take. This course will introduce and reflect theologically on different contemporary models of the church including multi-site megachurch, multi-ethnic, liturgical, small church, missional, intentional communities, and disciple-making models of the church. We will sharpen our analysis of these models with biblical, theological, historical, and sociological resources. The goal will be to appreciate the strengths of each model. Each week we will read a proponent of a contemporary model as well as read a theological treatment of the main emphasis of that model.

Instructor Communication Information

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Office: Seminary A207

In Moodle, I have chosen the option "forced subscription" for the "General Discussion Forum" so that you receive emails when I "add a new discussion topic" there as a class announcement. It is my way of emailing the class. You can also "reply" in case something needs clarification. Another student may be able to "reply" and help you or I will. These replies are sent an email to everyone since this is a "forced subscription." If you have a question or resource that all of us might benefit from, you can also post a "discussion topic" in the General Discussion Forum and everyone will be emailed. It is a way for you to email the whole class. If your question is more personal and does not need to be sent to the whole class, please feel free to use my email address: a-rowell@bethel.edu

I do not blog much and you should not feel compelled to watch what I am up to on Twitter or on the blog at all.

Twitter: <https://twitter.com/AndyRowell>

Blog: <http://www.andyrowell.net/>

Facebook: My current policy is not to be Facebook friends with students.

Email and voicemail turn-around times:

- I will return email messages within 48 hours. I would prefer that you not leave voicemails.

Grading turn-around times: I will try to return all assignments within 2 weeks.

General Activity Guidelines

Total hours:

120 hours (3.0 credits)

60 hours (1.5 credits)

Summary:

The typical week will include for 3.0 credit students: 5 hours of reading per week, 2 hours of writing, 1 hour of online interaction, and as much as $\frac{1}{2}$ hour of video watching so: 8.5 hours per week X 12 = 102 hours. The last week is 15 hours of writing + 1 hour interaction and $\frac{1}{2}$ hour video. The first week we just have 1 hr interaction and $\frac{1}{2}$ hour video. So $102 + 16.5 + 1.5 = 120$.

The typical week will include for 1.5 credit students: 2 hours of reading per week, 1 hour of writing, 1 hour of online interaction, and as much as a $\frac{1}{2}$ hour of video watching so: 4.5 hours per week X 12 = 54 hours. The last week is 3 hours of writing + 1 hour interaction and $\frac{1}{2}$ hour video. The first week we just have 1 hr interaction and $\frac{1}{2}$ hour video. So $54 + 4.5 + 1.5 = 60$.

Reading

60 hours (5 hours per week) (3.0 credits)

24 hours (2 hours per week) (1.5 credits)

Required resources for 3.0 credit students:

DeYmaz, Mark. *Building a Healthy Multi-Ethnic Church: Mandate, Commitments, and Practices of a Diverse Congregation*. San Francisco, CA: Jossey-Bass/John Wiley, 2007. \$16.70

Keller, Timothy J. *Center Church: Doing Balanced, Gospel-Centered Ministry in Your City*. Grand Rapids, MI: Zondervan, 2012. \$19.98

Liao, Yiwu. *God Is Red: The Secret Story of How Christianity Survived and Flourished in Communist China*. New York: HarperOne, 2011. \$10.40

O'Brien, Brandon J. *The Strategically Small Church: Intimate, Nimble, Authentic, Effective*. Minneapolis, Minn.: Bethany House, 2010. \$11.98

Smith, Efrem. *The Post-Black and Post-White Church: Becoming the Beloved Community in a Multi-Ethnic World*. San Francisco: Jossey-Bass, 2012. \$16.70

Stanley, Andy. *Deep & Wide: Creating Churches Unchurched People Love to Attend*. Grand Rapids, Mich.: Zondervan, 2012. \$16.98

Stone, Bryan P. *A Reader in Ecclesiology*. Farnham, Surrey, England; Burlington, VT: Ashgate, 2011. \$26.96

Because this is a book on Contemporary Church Models and is fully online, this course requires access to many books.

Required resources for 1.5 credit students:

Keller, Timothy J. *Center Church: Doing Balanced, Gospel-Centered Ministry in Your City*. Grand Rapids, MI: Zondervan, 2012. \$19.98

Stanley, Andy. *Deep & Wide: Creating Churches Unchurched People Love to Attend*. Grand Rapids, Mich.: Zondervan, 2012. \$16.98

Stone, Bryan P. *A Reader in Ecclesiology*. Farnham, Surrey, England; Burlington, VT: Ashgate, 2011. \$26.96

Students taking the course for 1.5 credits were originally told that they were only required to have Stone's book. However, it has become apparent that 1.5 credit students need to purchase Stanley's and Keller's texts as well. Selections from the other books above will be available on Moodle. However, it is recommended that 1.5 credit students buy the books above.

Articles and selections from the following books will be available on Moodle:

Banks, Robert J. *Going to Church in the First Century: An Eyewitness Account*. Auburn, Me.: Christian Books, 1990.

Barrett, Lois. *Treasure in Clay Jars: Patterns in Missional Faithfulness*. Grand Rapids, Mich.: Eerdmans, 2004.

Bell, Rob, and Don Golden. *Jesus Wants to Save Christians: A Manifesto for the Church in Exile*. Grand Rapids, Mich.: Zondervan, 2008.

Bellofatto, Gina A., and Todd M. Johnson. "Key Findings of Christianity in Its Global Context, 1970-2020." *International Bulletin of Missionary Research* 37, no. 3 (2013): 157-164.

- Bird, Warren, and Scott Thumma. *A New Decade of Megachurches: 2011 Profile of Large Attendance Churches in the United States*. Hartford, CT; Dallas, TX: Hartford Seminary; Leadership Network, 2011.
- Byassee, Jason. *The Gifts of the Small Church*. Nashville, TN: Abingdon Press, 2010.
- Chaves, Mark, Shawna Anderson, and Jason Byassee. *American Congregations at the Beginning of the 21st Century: National Congregations Study*. Durham, NC: Duke University, 2009.
- Claiborne, Shane, and John M. Perkins. *Follow Me to Freedom: Leading and Following as an Ordinary Radical*. Ventura, Calif.: Regal, 2009.
- Cleveland, Christena. *Disunity in Christ: Uncovering the Hidden Forces That Keep Us Apart*. Downers Grove, IL: IVP Books, 2013.
- Crouch, Andy. "Transmission Routes: World Christianity and American Churches." *Books and Culture* 16, no. 1 (2010): 11-12.
- DeYmaz, Mark. *Building a Healthy Multi-Ethnic Church: Mandate, Commitments, and Practices of a Diverse Congregation*. San Francisco, CA: Jossey-Bass/John Wiley, 2007.
- Fee, Gordon D. "Laos and Leadership under the New Covenant." In *Listening to the Spirit in the Text*, 121-146. Grand Rapids, Mich.: W.B. Eerdmans, 2000.
- Hadaway, C. Kirk. *Facts on Growth: 2010*. Hartford, CT: Hartford Seminary, 2011.
- Hatmaker, Brandon. *Barefoot Church: Serving the Least in a Consumer Culture*. Grand Rapids, Mich.: Zondervan, 2011.
- Johnson, Todd M. *Christianity in Its Global Context, 1970–2020: Society, Religion, and Mission*. South Hamilton, MA: Center for the Study of Global Christianity at Gordon-Conwell Theological Seminary, 2013.
- Keller, Timothy J. *Center Church: Doing Balanced, Gospel-Centered Ministry in Your City*. Grand Rapids, MI: Zondervan, 2012.
- Liao, Yiwu. *God Is Red: The Secret Story of How Christianity Survived and Flourished in Communist China*. New York: HarperOne, 2011.
- Lupton, Robert D. *Toxic Charity: How Churches and Charities Hurt Those They Help (and How to Reverse It)*. New York, NY: HarperOne, 2011.

Noll, Mark. "His Kingdom Stretch from Shore to Shore." *Books & Culture* 19, no. 6 (2013): 9-11.

O'Brien, Brandon J. *The Strategically Small Church: Intimate, Nimble, Authentic, Effective*. Minneapolis, Minn.: Bethany House, 2010.

Peterson, Eugene H. *Under the Unpredictable Plant: An Exploration in Vocational Holiness*. Grand Rapids, Mich.: W.B. Eerdmans, 1992.

Platt, David. *Radical: Taking Back Your Faith from the American Dream*. Colorado Springs, Colo.: Multnomah Books, 2010.

_____. *Radical Together: Unleashing the People of God for the Purpose of God*. Colorado Springs, Colo.: Multnomah Books, 2011.

Putman, Jim, Bobby Harrington, and Robert Coleman. *Discipleshift: Five Steps That Help Your Church to Make Disciples Who Make Disciples*. Grand Rapids: Zondervan, 2013.

Roozen, David A. *A Decade of Change in American Congregations 2000 to 2010*. Hartford, CT: Hartford Seminary, 2011.

Smith, Efreem. *The Post-Black and Post-White Church: Becoming the Beloved Community in a Multi-Ethnic World*. San Francisco: Jossey-Bass, 2012.

Stanley, Andy. *Deep & Wide: Creating Churches Unchurched People Love to Attend*. Grand Rapids, Mich.: Zondervan, 2012.

Stone, Bryan P. *A Reader in Ecclesiology*. Farnham, Surrey, England; Burlington, VT: Ashgate, 2011.

Surratt, Geoff, Greg Ligon, and Warren Bird. *A Multi-Site Church Roadtrip: Exploring the New Normal*. Grand Rapids, Mich.: Zondervan, 2009.

Van Gelder, Craig. *The Missional Church and Denominations: Helping Congregations Develop a Missional Identity*. Grand Rapids, Mich.: William B. Eerdmans Pub.

Webber, Robert, and Lester Ruth. *Evangelicals on the Canterbury Trail: Why Evangelicals Are Attracted to the Liturgical Church*. New York: Morehouse Pub., 2012.

Wilson-Hartgrove, Jonathan. *New Monasticism: What It Has to Say to Today's Church*. Grand Rapids, Mich.: Brazos Press, 2008.

Yoder, John Howard. "Sacrament as Social Process: Christ the Transformer of Culture." In *The Royal Priesthood: Essays Ecclesiological and Ecumenical*, edited by Michael G. Cartwright, 359-373. Grand Rapids, Mich.: Eerdmans, 1994. Reprint, Herald Press.

I do not ask students to inform me how much they have read. I expect that students may need to skim or omit reading under the pressure of time. The forum discussions will give some demonstration about the degree of the student's engagement with the reading.

Assignments

60 hours (3.0 credits)

39 hours (1.5 credits)

1. The forum discussions each week are to be:
 - a. 3.0 credits: 265-400 words (1 to 1.5 pages) (2 hours X 12 weeks = 24 hours allotted).
 - b. 1.5 credits: 200-265 word (3/4 – 1 page). (1 hour X 12 weeks = 12 hours allotted).
 - c. They are due 30 minutes before the online class session begins.
2. Final assignment: **Applying the semester's course materials to an issue of your interest.**

There will be no reading due the last week of class. But there is a “paper” (final forum discussion) due. I want it submitted as a forum post so that you all may learn from one another. We will discuss these papers in our discussion online together but if someone misses that discussion, they will need to write 8 replies.

The purpose of this assignment is to peruse back at all of the readings for this course and reflect how they shed light on an issue of personal interest to you. The hope is that this exercise of synthesis and personal application will cement what you learned in this course. It will also help other students review and recall what we have learned and will help them to see areas of application and depth.

- a. 1.5 credit students: 400 words (1.5 pages) (3 hours). Please briefly describe a question or interest you have (for example: church renewal, church planting, another book you read, a church leader you know, a church you visited, a Scriptural text that you think is relevant to our discussions, a theologian's perspective you find interesting, or a parachurch organization). Then write how a variety of course materials in this course speak address this issue from different angles. Half of the paper should describe your topic of interest and half should describe how the course material sheds light on that topic. Since you are 1.5 credits, no additional research is needed behind what we read for this course. The first section can be just off the top of your head. Just describe a topic of interest for yourself. The second half should note what light at least three of our course readings shine on it. Please refer to at least three of our course readings from the course. For the 1.5 students, this paper is worth the same as a regular forum post because your weeks will be 4.5 hours of work just like a normal week.
- b. 3.0 credit students: On the last day of class, the final forum post will be a 1855 word discussion (7 pages). (15 additional hours allotted). This paper (forum discussion)

should address a topic of your own interest and then analyze it with other course material. For example, you could:

- i. Craft some sort of plan about how a local church might be renewed. (Then use this course's readings to analyze your approach).
- ii. Reflect on how church planting is done currently. (Then use this course's readings to analyze this approach).
- iii. Read another book related to "Contemporary Models of the Church" and summarize it. (Then use this course's readings to further analyze this book).
- iv. Interview a local pastor or church leader about church leadership, organization, outreach, unity, denomination, and/or discipleship. (Then use this course's readings to analyze their approach).
- v. Visit a church that is different from the church you normally attend. (Use this course's readings to analyze this experience).
- vi. Do an exegetical study of a Scripture text that is important in conversations about ecclesiology. Read two-three commentaries on this text and report what you found. (Use this course's readings to put this text in context and reflect how it would be read by different church traditions).
- vii. Read more of a theologian in church history that we read in Stone's *A Reader in Ecclesiology*. Report what you found. (Use this course's readings to analyze this theologian's perspective).
- viii. Describe a parachurch organization that you think highly of. (Use this course's readings to analyze what this organization does).

Your paper should spend ½ of the space focused on your chosen interest and then the final ½ analyzing that topic in light of the course material. I would expect your paper to refer to at least four of our course readings. Therefore, your paper will be graded on your enthusiastic creative personal initiative in engaging in some topic (such as those named above) and your engagement with the full scope of the course's materials.

This final week's forum post will be worth roughly twice as much time as a normal week as you will be working 16.5 hours instead of your normal 8.5 hours. For 3.0 credit students, it would be wise to begin to work on this paper about half-way through the semester—completing the research on the topic of your personal interest—and then finishing the analysis the week it is due.

Additional requirements:

1. Participate in 14 one-hour class sessions online (through Adobe Connect or Google Hangouts). The first one out of the 14 is optional—no makeup work is necessary if it is

missed. If you cannot make a session or prefer not to interact online in this way, you will need to do 8 forum “replies” on the forum discussions of eight of your classmates in lieu of attending the session for that week. This will give you an opportunity to learn from your classmates. These eight replies should be completed 48 hours after the online class session concludes. Or, you may watch the recording of the Adobe Connect session write and write a 265 word response in lieu of the 8 replies. Points will be removed from your forum discussion grade for that week if you do not attend the online session, nor do the 8 replies, nor do the response to the recording. (14 hours allotted).

2. Video lectures. There may be as much as 30 minutes of video (narrated PowerPoint video) to watch per module. (7 hours allotted).

Criteria for forum discussion grading:

In some courses the forum discussions are less significant because they are not graded and the assigned papers are what is graded. People are free to interact casually in the forums. But in this course, I want everyone to learn from each other so I do not want to have long assigned papers that only the professor reads so the forum discussions in this course are more like “papers.”

I would just say for this course all of the initial discussions should be thought of as a “paper.” I would encourage people to write these discussions in Microsoft Word and make sure they are without grammatical errors and spelling errors so that they are clear. And I would encourage people to reinforce their points or assertions with either a very short quote (that captures exactly their point or question) with a citation/reference with page number or when they are commenting on a larger theme just put the citation/reference with page number without the quote.

An A forum discussion demonstrates that the person has read, understood, and either summarized, applied, asked a question, or connected an idea to each of the required resources. So on the one hand, I am looking for interaction with all of the required resources but I am also looking for whether they have drawn connections among the ideas presented in the required resources—that they have understood and wrestled with the main theme and its implications. If they have a question or concern, they attempt to suggest an answer by citing a different required resource or they show they have really tried to hear carefully the writer they are questioning.

An A- forum discussion does most of the above and is almost an A but their discussion may only cite half of the resources so it is not clear they have digested all of the materials.

A B+ forum discussion probably does not demonstrate thorough interaction with almost all of the course materials and there are indications that the reader did not understand key ideas or identify the main themes—often because the readings and lecture were difficult and unclear and there was not sufficient time to work through them. Their questions may not be linked to specific statements or passages and they have not looked to other of the required resources for an alternative answer.

A B forum discussion appears rushed and the person probably did not interact with all of the materials.

A B- forum discussion is short, rambling, without much serious thought. But at least the person was able to get it done! That is good. The greatest danger is falling behind in a course like this. I assume life crowded out the course during this period and the person had to rush or scramble.

C / D / F. The person is not doing the work on time or is acting in a way that is unprofessional and inappropriate.

The course has been designed so that students can pass and get a lot out of the course even if they do not read or watch everything but still do their forum discussions. In other words, the forum discussions are required but students could coast or skim and still get quite a bit out of this course if their schedules do not allow for as much engagement with the course material as they would like.

Late Work Policy

Late work will be accepted up to one week but with a 2-letter grade deduction (A to C, etc.)! This is to encourage the student to get their discussion in on time—for the sake of the whole class.

Work that is submitted less than a week late may be accepted for less deduction at the instructor's discretion. Due date extensions with no penalty will only be granted due to the most extreme circumstances and at the discretion of the instructor.

Course Schedule

Week # and Monday Date	Topic	Reading Due 3.0	Reading Due 1.5	<i>A Reader in Ecclesiology</i> ¹	Forum post due
1. Feb 3 12:30 pm					
2. Feb 10 8 pm	Sociological overview and getting back to the early church. Biblicist, primitivism, restorationism, Baptist,	Roozen, ² Chaves, ³ Banks, ⁴ Fee, ⁵ Yoder ⁶	Fee, Banks, Yoder, Chaves	1.1 The New Testament; 2.12 John Wyclif; 2.13 Jan Hus; 2.18 The Schleiermacher Confession; 2.23 Menno	What do you learn from academic sociologists Roozen and Chaves about the state of the contemporary church? Summarize Fee's argument,

¹ Bryan P. Stone, *A Reader in Ecclesiology* (Farnham, Surrey, England; Burlington, VT: Ashgate, 2011).

² David A. Roozen, *A Decade of Change in American Congregations 2000 to 2010* (Hartford, CT: Hartford Seminary, 2011). Online:

http://faithcommunitiestoday.org/sites/faithcommunitiestoday.org/files/Decade%20of%20Change%20Final_0.pdf
Summary: <http://faithcommunitiestoday.org/decade-change>

³ Mark Chaves, Shawna Anderson, and Jason Byassee, *American Congregations at the Beginning of the 21st Century: National Congregations Study* (Durham, NC: Duke University, 2009). Online:

http://www.soc.duke.edu/natcong/Docs/NCSII_report_final.pdf

⁴ Robert J. Banks, *Going to Church in the First Century: An Eyewitness Account* (Auburn, Me.: Christian Books, 1990).

⁵ Gordon D. Fee, "Laos and Leadership under the New Covenant," in *Listening to the Spirit in the Text* (Grand Rapids, Mich.: W.B. Eerdmans, 2000).

⁶ John Howard Yoder, "Sacrament as Social Process: Christ the Transformer of Culture," in *The Royal Priesthood: Essays Ecclesiological and Ecumenical*, ed. Michael G. Cartwright (Grand Rapids, Mich.: Eerdmans, 1994; reprint, Herald Press).

	<p>Mennonite, Pentecostal, Stone-Campbell Movement (Churches of Christ, Christian churches, Disciples of Christ), Church of God.</p>		<p>Simons; 3.1 John Smyth; 4.15 John Howard Yoder; 4.34 Miroslav Volf; 4.36 Amos Yong.</p>	<p>Yoder's argument, and Banks implicit argument. What is different from today's churches from the Pauline communities depicted in the New Testament? Was this contextual to that situation or should that template be applied today as well? How important is the Holy Spirit's empowering? Should we all be charismatic like Paul's communities were? Should we all footwash? Should we have preachers or just open meetings? Should we</p>
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					have a communion ritual or just a meal? What keeps these communities from becoming heretical cults?
3. Feb 17 12:30 pm	Small churches	O'Brien ⁷ Hadaway ⁸ Byassee and Willimon ⁹	O'Brien: Intro, ch. 1-2, 4, 6, 7 Byassee and Willimon	3.5 John Fawcett	What are the advantages of the small church? Should all churches be small churches? What are the strengths and weaknesses of intergenerational meetings? Is it true that God shrunk the church or is the human

⁷ Brandon J. O'Brien, *The Strategically Small Church: Intimate, Nimble, Authentic, Effective* (Minneapolis, Minn.: Bethany House, 2010).

⁸ C. Kirk Hadaway, *Facts on Growth: 2010* (Hartford, CT: Hartford Seminary, 2011). Online: <http://faithcommunitiestoday.org/sites/faithcommunitiestoday.org/files/FACTs%20on%20Growth%202010.pdf>
Summary: <http://faithcommunitiestoday.org/facts-growth-2010>

⁹ Jason Byassee, *The Gifts of the Small Church* (Nashville, TN: Abingdon Press, 2010), 15-20, 112-114.

					<p>leadership poor?</p> <p>What other factors contribute to church growth?</p> <p>Which of those factors are worth pursuing and which ones are not?</p>
4. Feb 24 8 pm	Programmatic discipleship or spiritual formation churches — Wesleyan, holiness, pietistic, post-liberal, some Lutherans correcting their tradition, catechesis, Aristotelian, schooled in the	Putman and Harrington ¹⁰ : ch 1-3, 6, 7, 9, 11-12	Putman and Harrington: Intro, Ch. 1, 6, 7, 12.	1.11 Tertullian; 1.12 Hippolytus; 3.4 Charles Wesley; 3.6 John Wesley; 4.6 Dietrich Bonhoeffer; 4.25 Stanley Hauerwas; 4.28 George Lindbeck	<p>What is the strength of churches that emphasize discipleship? Should all churches be as formal and intentional as these advocates?</p> <p>What about making themselves accessible to outsiders or seekers?</p> <p>Does anyone become Christians through these</p>

¹⁰ Jim Putman, Bobby Harrington, and Robert Coleman, *Discipleshift: Five Steps That Help Your Church to Make Disciples Who Make Disciples* (Grand Rapids: Zondervan, 2013).

	church's tradition.				churches?
5. Ma r 3 12: 30 pm	Multi-ethnic churches	DeYmaz ¹¹ Smith, ¹² Optional: Watch: Soong Chan-Rah: The Next Evangelicalism: Appreciating the Multicultural Church (26 min) http://vimeo.com/53044165 Optional: Selection from Cleveland ¹³	DeYmaz selecti on Intro, ch. 1- 6. Smith selecti on ch. Intro, 1, 4-6.	4.13 Martin Luther King Jr; 4.20 James Cone; 4.33 Delores Williams; 2.4 Isaac of Stella; 2.5 Hildegard ; 4.27 Rosemary Radford Ruether; 4.29 Elisabeth Schüssler Fiorenza; 4.32 Letty Russell; 4.35 Elizabeth Johnson.	Why is it important for churches to transcend racial divisions? Should all churches be focused on this? What is the logical end of the quest for diversity? Can we truly be diverse in terms of gender, denominati on, socio- economic backgroun d, race, age, denominati on? Is diversity a goal or byproduct of the church focused on doing what

¹¹ Mark DeYmaz, *Building a Healthy Multi-Ethnic Church: Mandate, Commitments, and Practices of a Diverse Congregation* (San Francisco, CA: Jossey-Bass/John Wiley, 2007).

¹² Efrem Smith, *The Post-Black and Post-White Church: Becoming the Beloved Community in a Multi-Ethnic World* (San Francisco: Jossey-Bass, 2012).

¹³ Christena Cleveland, *Disunity in Christ: Uncovering the Hidden Forces That Keep Us Apart* (Downers Grove, IL: IVP Books, 2013).

					it is supposed to do? What advice do Smith and Cleveland and the female authors in the ecclesiology reader give about a church's culture?
6. Mar 10 8 pm	BREAK	BREAK			
7. Mar 17 12:30 pm	Missional and social justice churches : contextual, liberal, liberation theology, and progression	<p><i>Barefoot Church</i>¹⁴ ch. 1-4, 8-9 (A practitioner describing "missional")</p> <p>Ch. 1 audiobook: http://www.youtube.com/watch?v=3rf28Vz6xm0&list=PL2A853550DAF3D169</p> <p>Van Gelder¹⁵ (Read history of "missional church" from academics)</p> <p>Barrett¹⁶ Just read ix-xiv. You do not need to read "Congregational Sketches." (Read basics of what academics call "missional church").</p> <p>Perkins¹⁷ (Read about Christian community development)</p> <p>Lupton¹⁸ (Read about good development)</p> <p>Platt¹⁹ ch. 1, 9. (Read about "radical" megachurch)</p>	Barefoot Church Perkins Van Gelder Lupton	3.8 Friedrich Schleiermacher; 3.9 F.D. Maurice; 4.1 Walter Rauschenbusch; 4.2 Kanzo Uchimura ; 4.3 Ernst	To what extent should the church be oriented toward the poor and oppressed? What did you learn about best practices in doing so? Should the

¹⁴ Brandon Hatmaker, *Barefoot Church: Serving the Least in a Consumer Culture* (Grand Rapids, Mich.: Zondervan, 2011).

¹⁵ Craig Van Gelder, *The Missional Church and Denominations: Helping Congregations Develop a Missional Identity* (Grand Rapids, Mich.: William B. Eerdmans Pub.), 1-6.

¹⁶ Lois Barrett, *Treasure in Clay Jars: Patterns in Missional Faithfulness* (Grand Rapids, Mich.: Eerdmans, 2004), ix-xiv. You do not have to read the "Congregational Sketches."

¹⁷ David Platt, *Radical: Taking Back Your Faith from the American Dream* (Colorado Springs, Colo.: Multnomah Books, 2010).

¹⁸ Robert D. Lupton, *Toxic Charity: How Churches and Charities Hurt Those They Help (and How to Reverse It)* (New York, NY: HarperOne, 2011).

	ve	efforts) Platt ²⁰ ch. 1 Wilson-Hartgrove ²¹ ch. 2 (Read about New Monasticism) Optional: Verge Network – <i>Missional Community Made Simple</i> ebook Bell ²²		Troeltsch; 4.14 M. M. Thomas; 4.16 World Council of Churches; 4.19 Juan Luis Segundo; 4.21 Gustavo Gutiérrez ; 4.22 Jürgen Moltman n; 4.24 Leonardo Boff; 4.30 Bénézet Bujo;	church be engaged in dramatic demonstrat ions of the gospel or long-term economic solutions (helping people get jobs, etc.)?
Ma r 24					
Ma r 31					
8. Apr 7 8 pm	Orthodo x and Catholic churches : Unity, catholicit	Webber and Ruth, pp. x-84, 151-161 (Chapters 1-6, 12) ²³ plus <i>A Reader in Ecclesiology</i> readings.	pp. x- 84, 151- 161 (Chapt ers 1-	1.2; 1.3; 1.4; 1.8; 1.9; 1.10; 1.13; 1.14; 1.15;	Why is church unity important? How do churches

¹⁹ Shane Claiborne and John M. Perkins, *Follow Me to Freedom: Leading and Following as an Ordinary Radical* (Ventura, Calif.: Regal, 2009).

²⁰ David Platt, *Radical Together: Unleashing the People of God for the Purpose of God* (Colorado Springs, Colo.: Multnomah Books, 2011).

²¹ Jonathan Wilson-Hartgrove, *New Monasticism: What It Has to Say to Today's Church* (Grand Rapids, Mich.: Brazos Press, 2008).

²² Rob Bell and Don Golden, *Jesus Wants to Save Christians: A Manifesto for the Church in Exile* (Grand Rapids, Mich.: Zondervan, 2008), 135-169.

²³ Robert Webber and Lester Ruth, *Evangelicals on the Canterbury Trail: Why Evangelicals Are Attracted to the Liturgical Church* (New York: Morehouse Pub., 2012).

	Y, ancient liturgy, apostolic successio n and Anglicani sm		6, 12) ²⁴	1.16; 1.17; 1.18; 1.19; 1.20; 2.2; 2.3; 2.6; 2.7; 2.8; 2.9; 2.14; 2.15; 2.16; 2.25; 4.8; 4.11; 4.12; 4.18; 4.26 Anglican: 2.10; 2.11; 2.26; 3.7; 4.9; 4.17	go astray and become cults (heretical, etc.) when they try to separate themselves from history? Is the road to Canterbury or Rome appropriat e for some seeking historical faithfulness and church unity or an overreactio n that entails fellowship with dubious doctrines like infant baptism, prayer to Mary, and an inaccessibl e liturgy which hurts evangelism ?
9. Apr 14 12:	Reforme d and theology	Keller ch. 15-21 ²⁵ Chapter 1: audiobook (45 min)	Read 15-21	2.17; 2.19; 2.20;	Describe and reflect on how

²⁴ Ibid.

²⁵ Timothy J. Keller, *Center Church: Doing Balanced, Gospel-Centered Ministry in Your City* (Grand Rapids, MI: Zondervan, 2012).

30 pm	– oriented churches (part 1 of 2)	http://www.youtube.com/watch?v=wsubCOn8-GU&list=PL2A853550DAF3D169 Keller: Center Church Webcast (1 hr) http://www.youtube.com/watch?v=oAWh7S3JfyE 9 part Center Church Series of 30-45 minute talks by Tim Keller Intro. Introduction to Theological Vision http://vimeo.com/53857842 or http://www.youtube.com/watch?v=8Dr0_Wt-29A 1. Gospel Theology http://vimeo.com/56209081 or http://www.youtube.com/watch?v=XK353nwbfrC 2. Gospel Renewal http://vimeo.com/57691450 or http://www.youtube.com/watch?v=RkDfvZTnGWQ 3. Gospel Contextualization http://vimeo.com/59751785 or http://www.youtube.com/watch?v=PxqnMcO3wwg 4. City Vision http://vimeo.com/62191972 or http://www.youtube.com/watch?v=hdyb_decq9o 5. Cultural Engagement http://vimeo.com/64581533 or http://www.youtube.com/watch?v=MsLmsEU3q6w 6. Missional Community http://vimeo.com/66593004 7. Integrative Ministry http://vimeo.com/66595841 8. Movement Dynamics http://vimeo.com/69346130		2.21; 2.22; 2.24; 2.27;	Keller balances the various models of the church. Other questions you might put to a Reformed understanding of the church: Would it be more honoring to God to do nothing lest we impinge on God's sovereignty? If not, which human agency is not too Pelagian? To what extent is it important to get our theology correct? Is a church that does not have its theology correct (on women, the cross, etc.) not a church?
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10. Apr 21 8 pm	Reformed and theology – oriented churches (part 2 of 2)	Keller ch. 22-30 plus <i>A Reader in Ecclesiology</i> readings	Keller ch. 22-30	3.2; 3.3; 3.10; 4.5; 4.31	Describe what you think are the strengths and weaknesses of Keller's description of church ministry. How is Keller's approach oriented around his own intellectual gifts? To what extent is Keller's model only successful because it is around intellectual s in NYC?
11. Apr 28 12:30 pm	Evangelistic and pragmatic churches (part 1 of 2)	Stanley ch. 1-8 ²⁶ Selection from Surratt, Ligon, and Bird. ²⁷ Bird and Thumma ²⁸ Ch 1. audiobook: http://www.youtube.com/watch?v=dhrl1U8s5o&list=PL2A853550DAF3D169&feature=c4-overview-vl	Stanley Ch. 1-8		To what extent is the megachurch, seeker approach similar to the health and wealth

²⁶ Andy Stanley, *Deep & Wide: Creating Churches Unchurched People Love to Attend* (Grand Rapids, Mich.: Zondervan, 2012).

²⁷ Geoff Surratt, Greg Ligon, and Warren Bird, *A Multi-Site Church Roadtrip: Exploring the New Normal* (Grand Rapids, Mich.: Zondervan, 2009).

²⁸ Warren Bird and Scott Thumma, *A New Decade of Megachurches: 2011 Profile of Large Attendance Churches in the United States* (Hartford, CT; Dallas, TX: Hartford Seminary; Leadership Network, 2011). Online: <http://hrr.hartsem.edu/megachurch/New-Decade-of-Megachurches-2011Profile.pdf> Summary: <http://hrr.hartsem.edu/megachurch/megachurch-2011-summary-report.htm>

					<p>gospel and people like Joel Osteen? Is it ok to go to any extent to get listeners' ears? Does a bait and switch? To what extent does this approach accept the idol of money (consumerism) as an outreach tool—finding common ground with seekers there? But is not Stanley right in thinking the task of the church is witness to outsiders?</p>
12. May 5 8 pm	Evangelistic and pragmatic churches (part 2 of 2)	Stanley ch. 9-14 Plus <i>A Reader in Ecclesiology</i> readings	Stanley Ch. 9-14	4.4 Karl Barth; 4.7 William Temple; 4.10 Lesslie Newbigin	Reflect on Andy Stanley's approach to church ministry.

13. May 12: 30 pm	The global church	<i>God is Red</i> ²⁹ Optional: Watch: "The Cross: Jesus in China." 3-hour documentary. http://www.youtube.com/watch?v=Ta8rL9hsw3Q Optional readings on global Christianity ³⁰	<i>God is Red</i> Ch. 6-7, 12-14; 18.		What advice would you give to Chinese Christians about joining the Community Party supported churches or the illegal house churches? How are the various models of church we have looked at this semester obliterated by persecution?
14. May 19 8 pm	Sharing final reflections				See description above

²⁹ Yiwu Liao, *God Is Red: The Secret Story of How Christianity Survived and Flourished in Communist China* (New York: HarperOne, 2011).

³⁰ Todd M. Johnson, *Christianity in Its Global Context, 1970–2020: Society, Religion, and Mission* (South Hamilton, MA: Center for the Study of Global Christianity at Gordon-Conwell Theological Seminary, 2013); Gina A. Bellofatto and Todd M. Johnson, "Key Findings of Christianity in Its Global Context, 1970-2020," *International Bulletin of Missionary Research* 37, no. 3 (2013); Andy Crouch, "Transmission Routes: World Christianity and American Churches," *Books and Culture* 16, no. 1 (2010); Mark Noll, "His Kingdom Stretch from Shore to Shore," *Books & Culture* 19, no. 6 (2013).

Grading

Assessed Activity Weighting

2. Forum discussion	8%
3. Forum discussion	8%
4. Forum discussion	8%
5. Forum discussion	8%
6. Forum discussion	0%
7. Forum discussion	8%
8. Forum discussion	8%
9. Forum discussion	8%
10. Forum discussion	8%
11. Forum discussion	8%
12. Forum discussion	8%
13. Forum discussion	8%
14. Forum discussion	12%
Total	100%

Final Grade Breakdown

Percentage	Point Range	Letter Grade
95.00%	95-100	A
90.00%	90-94	A-
87.00%	87-89	B+
84.00%	84-86	B
80.00%	80-83	B-
77.00%	77-79	C+
72.00%	72-76	C
70.00%	70-71	C-

Diversity of resources and assignments:

Providing a variety of perspectives and giving students relevant assignments is very important to me as a teacher. I desire to give students resources from diverse sources: male and female, different parts of the world, different church and denominational traditions (Lutheran, Mennonite,

Baptist, Reformed, etc.), difference social classes, ethnicities, races, large and small church, and city and rural settings. Therefore I am willing to consider substituting required course readings and assignments with other comparable ones if a student would benefit from this. This may also involve the student doing some research in identifying such resources.

