

Evangelism and Contemporary Cultures Fall 2009 TC-835



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Course Description

This course explores the practice of bearing faithful, visible, and embodied witness to God's reign in contemporary contexts and cultures. The course covers the biblical, historical, and theological foundations of evangelism, its practice within congregational life, and contextual strategies.

Method

The course is taught using discussion of key readings, lecture, and presentation of student research.

Reading Response Papers

As a way of promoting a lively, meaningful discussion of the reading, all students should bring to class each day a copy of a short, one-page synopsis of the reading. The paper should be typed, single-spaced, using a standard 12-pt. font with 1" margins. Some of these will be read in class; all of them will be turned in after the reading discussion.

This response paper should be divided into two equal parts:

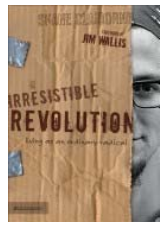
- (1) Provide a concise summary of the reading and of the author's thesis. What is the author saying? How does the author develop this thesis in the reading?
- (2) Provide an evaluation of and response to the reading. What did you find helpful, provocative, useful, disturbing, difficult, incomplete, or faulty? Why? An evaluation such as this is not a statement such as "I liked this..." or "I didn't like that..." (in fact, avoid using the first person altogether) but rather a thoughtful, reasoned set of judgments about what the author

has said. The evaluation need not be negative, but it must be substantiated.

It is essential that you keep an adequate balance between these two sections. Do not use extensive headers, a paper title, or footnotes, but simply indicate page references parenthetically. Make each sentence count since you only have one page.

Students will be allowed to drop the lowest grade among the papers.

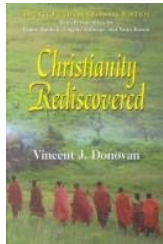
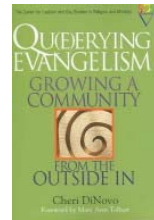
Reading



The following are required reading for this course.

Claiborne, Shane, *Irresistible Revolution: Living as an Ordinary Radical* (Zondervan: 2006).

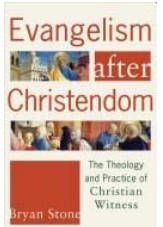
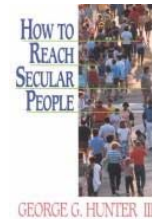
DiNovo, Cheri, *Qu(e)rying Evangelism* (Pilgrim Press: 2005).



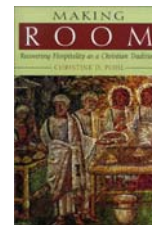
Donovan, Vincent J., *Christianity Rediscovered* (Orbis: 1978).

Hunter, George G., III, *How to Reach Secular People* (Abingdon: 1992).

Pohl, Christine, *Making Room: Recovering Hospitality as a Christian Tradition* (Grand Rapids: Eerdmans: 1999)



Stone, Bryan P., *Evangelism After Christendom: The Theology and Practice of Christian Witness* (Brazos: 2006).



Evaluation

Assignment	Percentage of Grade
Reading Response Papers	70%
Term Project	30%

Class Participation

If, in the professor's opinion, the student is missing too many class sessions or is not actively participating, this will affect the student's final grade —sometimes seriously. Class participation is a key to meeting the course objectives. Please consult with the professor ahead of time if you believe you will have difficulties in this area.

Inclusive Language

The instructor will conscientiously attempt and all students are urged to use inclusive language, images, and metaphors in both their speaking and writing.

Students with Disabilities

Any students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with the instructor as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure your full participation in the successful completion of course requirements.

Plagiarism

Do not plagiarize.

Late Policy

Work will not be accepted late.

Doctoral Students

Students taking the course for doctoral credit are required to do all work at a doctoral level. In addition, students should submit one review of a recent book related to the course content for publication in an appropriate journal. The length should be between 500-1000 words.

Term Project

As a way of contextualizing your thinking about evangelism and making available scholarly research for the wider church, each student or group of students (no more than 3 per group) will prepare a 15-20 page paper (double-spaced, 12-point font) and web-based “Evangelism and Context” project based on research of a particular context (approved in advance by the professor). Additional instructions about preparation of the web page will be given in class. The aims of the project are:

Context—to exegete a particular context or aspect of contemporary culture by identifying and analyzing five characteristics that are most significant for Christian evangelism (while explaining why these features are contextually significant for evangelism);

Theology—to articulate a contextualized theology of evangelism; and

Practice—to propose ways Christian evangelism might be practiced faithfully in this context, including consideration of what resources and strategies for evangelism will be required in this context.

The project should be equally balanced between these three aims and each student or group of students will be given a brief opportunity in class to present the key themes of their project. All projects will be due on December 1, even if the presentation is before or after that date. Students may not read a paper during the presentation.

In addition to preparing one’s own project, each student will evaluate three of their peers’ projects, including brief, but detailed written feedback by December 8. The quality of the student’s feedback on other projects will be evaluated by the instructor as part of the final grade.

Step 1—Identify an identifiable group of persons in relationship to whom evangelism is being practiced. What would any Christian or groups of Christians need to know about these persons to practice evangelism faithfully, effectively, and contextually? Be as specific as possible. Avoid supplying a lot of information that is extraneous to the fundamental question here — what about this group of persons is relevant for our thinking about the practice of evangelism?

Step 2—Answer two questions: (1) What is the ‘good news’ in this context? (2) What is evangelism in this context?

Step 3—Answer one question: What would evangelism actually look like in practice given your understanding of the good news, your understanding of evangelism, and the contextual information about this group of persons you have supplied?

	Assignment/Reading Schedule	Total Pages
Monday, September 14	Course Introduction	
Monday, September 21	Stone, 1-110	111
Monday, September 28	Stone, 111-222	112
Monday, October 5	Stone, 223-320	98
Tuesday, October 13	Hunter (all)	172
Monday, October 19	Donovan (all)	149
Monday, October 26	Part 1 of the Term Project is Due Pohl, ix-84 (no paper due on Pohl)	85
Monday, November 2	Pohl, 85-195 (paper on Pohl, all)	111

Monday, November 9	Emerging Church – Special Instructions for the paper will be given in class.	
Monday, November 16	DiNovo, 9-83	75
Monday, November 23	DiNovo, 84-201	118
Monday, November 30	Claiborne, 11-190 (no paper is due) Student presentations Final written project is due	180
Monday, December 7	Claiborne, 191-358 (Write the paper over the whole book) Student presentations Peer Evaluation of a project is due	168