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| <ul style="list-style-type: none"> • will identify and describe an artifact of contemporary Canadian culture, and explain how the gospel relates both ideologically and practically to the cultural frameworks reflected in the artifact | Oral presentation | MTS: 1.6, 2.1, 2.3 MDiv: 1.6, 2.1, 2.2 |
| <ul style="list-style-type: none"> • will recognize and discuss how key doctrines inform an understanding of culture; | Oral presentation, book reports, integrative project | MTS: 1.6, 2.1, 2.3 MDiv: 1.6, 2.2 |
| <ul style="list-style-type: none"> • will identify and interpret how the gospel, church and culture relate (and have related throughout Church history) as dynamic forces; | In-class exercises, book review | MTS: 1.4, 1.6, 2.3 MDiv: 1.4, 1.6, 2.2 |
| <ul style="list-style-type: none"> • will describe and analyze some of the complexities and challenges of translating & transmitting the gospel cross-culturally; | Oral presentation, book reviews, integrative project | MTS: 1.6, 2.1, 2.2 MDiv: 1.6, 2.1, 2.2, 2.4, 3.1 |
| <ul style="list-style-type: none"> • will recognize and apply the relevancy of worldview to the discussion and practice of cross-cultural mission; | Oral presentation, book reviews, integrative project | MTS: 1.6, 2.1, 2.2, 2.3 MDiv: 1.6, 2.1, 2.2, 2.4, 3.1 |
| <ul style="list-style-type: none"> • will identify the shift in worldview that has developed during the transition from modernity to postmodernity, and will analyze what this shift means for the western church and its mission; | In-class exercises, integrative project | MTS: 1.6, 2.1, 2.3 MDiv: 1.6, 2.1, 2.2, 2.4, 3.1 |
| <ul style="list-style-type: none"> • will design strategies for effective transmission of the gospel in North American contexts, based on analysis of context and contextually appropriate translation. | Oral presentation, book review, integrative project | MTS: 1.6, 2.1, 3.3 MDiv: 1.6, 2.2, 2.3, 2.4, 3.1 |

Course Resources

Required Course Texts

- Vincent Donovan, *Christianity Rediscovered* (Orbis, 1978/2003)
- Heidi Neumark, *Breathing Space: A Spiritual Journey in the South Bronx*, (Beacon Press, 2003)

Course Website(s)

- Blackboard <https://weblogin.utoronto.ca/>

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at <http://portal.utoronto.ca> and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at <http://www.portalinfo.utoronto.ca/content/information-students>. Students who have trouble accessing Blackboard should ask Thomas Power for further help.

Class Schedule

Week 1 (September 12) Gospel, Church & Culture: form and function in human society.

Week 2 (September 19) A theology of mission: four key doctrines that inform the Church's understanding of gospel and culture.

Week 3 (September 26) A historical perspective of cross-cultural mission: coherence & contextualization.

- Discussion of *Christianity Rediscovered* (Donovan).
- **Book report due on *Christianity Rediscovered* & Oral presentations begin.**

Week 4 (October 3) The relationships between gospel, church and culture. How they interact as dynamic forces. A narrative example: Pat Patten's story. Discussion of Insider Movements.

- **Required reading:** Talmin H. & Travis, J. (ed.) *Understanding Insider Movements: Disciples of Jesus Within Diverse Religious Communities*. Pasadena, CA: William Carey Library, 2015. **pages 7-39, 489-499, and 537-543 (pdf posted to Blackboard)**

Week 5 (October 10) Translating and transmitting the gospel: grasping the complexities. A Biblical Case Study in Translating the Gospel: Acts 17.

Week 6 (October 17) A case study of mission in a particular North American context.

- Discussion of *Breathing Space: A Spiritual Journey in the South Bronx* (Neumark)
- **Book report due: *Breathing Space***

Week 7 (October 24) Reading Week.

Week 8 (October 31) Reading a culture: an introduction to worldview.

- **Required reading:** "The Newbigin Gauntlet: Developing a Domestic Missiology for North America" (Hunsberger). (pdf posted to Blackboard)

Week 9 (November 7) From Modern to Postmodern and beyond: a Cultural Paradigm Shift

Week 10 (November 14) Discussion of Linda Mercadante's qualitative research on current trends in North American spirituality, and presentation of recent research on Canadian spirituality conducted by Angus Reid.

- **Required reading:** Mercadante, Linda. *Belief Without Borders: Inside the Minds of the Spiritual but not Religious*. New York: Oxford University Press, 2014. **pages 227-258 (pdf posted to Blackboard)**

Week 11 (November 21) Not of the world but into the world: the Apostolic Church.

Week 12 (November 28) Cultivating Missional communities: Faithful Leadership.

Week 13 (December 5) Discussion of Integrative projects. ***Integrative project due at the start of class.***

Evaluation

Requirements

ASSIGNMENTS

See the document “Wycliffe style guide” on the course website for instructions about formatting your papers. Accurate grammar, punctuation and spelling are essential for clear communication. Submit a hard copy of your papers to me in class on the day they are due, complete with title page.

1. Sign up to do a **ten minute oral presentation** on one artifact of contemporary Canadian culture. This could be a physical object, service, relational norm, artistic exhibit or expression, advertisement, or document.

- Describe the artifact you have chosen, and explain why you consider it significant as an artifact of contemporary Canadian culture. Give something of the history and worldview that is implicit or explicit in the artifact itself, and what this artifact says about the surrounding culture.
- Explain how the Gospel relates to this artifact, both ideologically and practically
- Explore what forms of Church, evangelism, and discipleship, might be most helpful in engaging with and addressing the issues reflected in this artifact.

Length: 10 minute oral presentation

Weight: 10%

Due date: On the day for which you signed up, Sept. 26th to Nov. 21st

2. Read Vincent Donovan’s *Christianity Rediscovered*. Write a **report** on the five most important ideas that you come across in the book, and discuss how these might shape your own approach to evangelism, catechesis and worship. Please write also about any points on which you find yourself disagreeing with or questioning him. (You do not need to footnote every reference to the book. Simply give the page number in brackets.) Avoid long quotations.

Length: 1250 words (5 pages)

Weight: 20%

Due date: September 26th

3. Read Heidi Neumark’s *Breathing Space: A Spiritual Journey in the South Bronx*. Write a **report** on the five most important things you learned from this book about contextualized mission. Discuss how these ideas might influence your own approach to such things as worship, pastoral ministry, and cultivating organizational change. (You do not need to footnote every reference to the book. Simply give the page number in brackets.) Avoid long quotations.

Length: 1250 words (5 pages)

Weight: 20%

Due date: October 17th

4. Integrative Paper:

Option 1: Consider a ***distinct sociological group*** within contemporary Canadian culture, e.g. Baby Boomers, Generation X, Millennials, urban aboriginals, low-income single parents, recent Muslim immigrants, rural Quebecers, 2nd generation Korean Canadians. Identify and document the cultural distinctives of the group you have chosen. Explain how the Gospel is likely to best connect with this group, both ideologically and practically, how evangelism might happen among this group, and what forms Christian discipleship and church might take within this group.

Option 2: Conduct a study of a ***particular geographic neighbourhood***. What particular sub-cultures are represented in this neighbourhood? What are the specific cultural issues that are of primary importance? (eg. Poverty/wealth, age & gender,

ethnicity, commuting, parenting, isolation & other social issues, technology) Explain how the Christian Gospel addresses such issues and how it could be framed to do so. How might evangelism happen among those living in this neighbourhood?, Consider what forms Christian discipleship and church might take.

Credit will be given for making connections between the course readings, and the topic of your paper.

Weight: 50%

Length: 2500 words (10 pages)

Due date: December 5th, at the *beginning* of class.

Grading System

| Letter Grade | Numerical Equivalents | Grade Point | Grasp of Subject Matter |
|--------------|-----------------------|-------------|-------------------------|
| A+ | 90–100% | 4.0 | Profound & Creative |
| A | 85–89% | 4.0 | Outstanding |
| A- | 80–84% | 3.7 | Excellent |
| B+ | 77–79% | 3.3 | Very Good |
| B | 73–76% | 3.0 | Good |
| B- | 70–72% | 2.7 | Satisfactory |
| FZ | 0–69% | 0 | Failure |

Grades without numerical equivalent:

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| CR | Designates credit; has no numerical equivalent or grade point value |
| NCR | Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation |
| SDF | Standing deferred (a temporary extension) |
| INC | Permanent incomplete; has no numerical equivalent or grade point value |
| WDR | Withdrawal without academic penalty |
| AEG | May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value |

Policy on Assignment Extensions

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office.

One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy

(<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>), a student who plagiarizes in this course. Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges (http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

Turnitin.com. Students may be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Other academic offences. TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

Writing Style. The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 7th edition (Chicago: University of Chicago Press, 2007), which is available at Crux Books.

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- . *Missional Map-Making: Skills for Leading in Times of Transition*. San Francisco: John Wiley and Sons, 2010.
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On-line public document:

Angus Reid Institute Public Interest Research, Canadian Public Opinion Poll, 2017. A Spectrum of spirituality: Canadians keep the faith to varying degrees, but few reject it entirely, April 13th, 2017.

<http://angusreid.org/religion-in-canada-150/> (accessed May 10th, 2017).