



Course Syllabus Wycliffe College Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

Course Identification

Course Number : WYP1610HS
 Course Name: The Church, The Faith, and Our World
 Campus: St. George

Instructor Information

Instructor: Peter Robinson Teaching Assistant: Lane Scruggs
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 Office Hours:

Course Prerequisites or Requisites

None.

Course Description

To introduce students to theological praxis in the context of exploring the church, the faith and our place in the world. Particular attention is given to understanding and analyzing how groups of people seek to live out their Christian faith in particular contexts.

Course Methodology

Lectures, readings, congregational overview, congregational analysis, book review, paper

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students	This outcome will be achieved through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)
• be able to articulate a theological foundation for ministry and mission in relation to God (Father, Son and Spirit);	Congregational overview and analysis, paper	MTS: 1.3, 1.6, 2.3 MDiv: 1.3, 1.6, 2.2

<ul style="list-style-type: none"> • will explore and be able defend an understanding of the Church as the body of Christ, with particular reference to its challenges and promise within a local North American context; 	Lectures, readings, assignments	MTS: 1.6, 2.3 MDiv: 1.6, 2.2
<ul style="list-style-type: none"> • will develop the skills to analyze, interpret and evaluate a local church context; 	Congregational overview and analysis	MTS: 1.6, 2.3 MDiv: 1.6, 2.2, 2.4
<ul style="list-style-type: none"> • will learn how to discern and articulate the relationship between church and culture; 	Course as a whole	MTS: 1.6, 2.3 MDiv: 1.6, 2.2
<ul style="list-style-type: none"> • will begin to shape an understanding of discipleship and being a disciple in the context of formation for mission. 	Course as a whole	MTS: 1.6, 2.3, 3.3 MDiv: 1.6, 2.3

Course Resources

Required Course Texts

- A course reader will be available at the Wycliffe College Front Desk

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 (January 12) Introduction to the course: the shape of theology in ministry.

Week 2 (January 19) Analyzing the shaping and formation of local Christian communities

Readings: Nancy Ammerman, "Culture and Identity in a Congregation," chapter 3 in *Studying Congregations: A New Handbook*, pp. 78–104.

Week 3 (January 26) The Gospel in particular time and space.

Readings: Lesslie Newbigin, The Good Shepherd – available online <http://newbigin.net/assets/pdf/77gs.pdf>
 Chapter 23 The Gospel and our Culture and Chapter 24 The Particularity and Universality of the Gospel pp. 116-126

Philip Cary, *Good News for Anxious Christians*. Chapter 1 Why You don't have to Hear God's Voice in Your Heart: or How God Really Speaks Today. Pp. 1-18

Week 4 (February 2) The Missio Dei: Whose Mission is it?

Readings: Chris Wright – 'Mission as Matrix' in *Out of Egypt: Biblical Theology and Biblical Interpretation*, Bartholomew, Healy, Moeller, Parry (Zondervan and Paternoster, 2004): pp 102–43.

Week 5 (February 9) God shaped Mission

Readings: Vinay Samuel and Chris Sugden, 'God's intention for the World' in *Mission as Transformation*, (Regnum 1999) pp.166–207.

Week 6 (February 16) Reading Week.

Week 7 (February 23) Jesus came in the Flesh: Some Implications of the incarnation for Mission.

Readings: Guder, Daryl, *Incarnation and the church's evangelistic mission*.

Week 8 (March 1) What in the World? Thinking about Culture Today

Readings: Chapter 1 of *Mission- Shaped Church*; William Willimon & Stanley Hauerwas, Ch 3 *Church and World in Where Resident Aliens Live*.

Week 9 (March 8) Church and Culture

Readings: Christopher Kaiser, 'Wearing Different Hats: Christian Living in a Fragmented World' in *Confident Witness; Changing World* (Grand Rapids, MI: Eerdmans, 1999):pp. 16–25; John Perkins, *With Justice for All*, (Regal Books, Ventura California, 1982): chapters 2–4, pp. 26–49.

Week 10 (March 15) The Church in our World

Readings: Andy Crouch, "Why we can't change the World" (chapter 12) in *Culture Making* (Grand Rapids, MI: IVP, 2008): pp.187–201.

Week 11 (March 22) Moving into the Neighbourhood.

Readings: John Perkins, *With Justice for All* (Regal Books, Ventura California, 1982): chapters 7, 9, 14, pp. 66–75, 86–95, 138–143; Vinay Samuel, 'Mission as Transformation' in *Mission as Transformation* (Oxford: Regnum, 1999): pp. 227–35.

Week 12 (March 29) Formation and discipleship.

Readings: James Smith, 'Learning By Stories' in *Discipleship in the Present Tense* (Grand Rapids, MI: Calvin College Press, 2012): pp. 47–59.

Week 13 (April 5) Conclusion.

Evaluation

Requirements

1. Site observation report. (3-4 pages) (15%) Visit three distinct congregations/mission initiatives and write up a concise '1st reactions' overview on one of the sites. ***Due the 3rd week of class.** Students are strongly encouraged to begin or even complete this assignment before the beginning of the course. **See Site Visit Guidelines available on Blackboard.**

2. Book Review and Reflection 1500 words (20%) – The Open Secret, Lesslie Newbigin. After carefully reading the book you are to write a critical book review.

Guidelines for writing a critical book review

- (1) Begin by writing a succinct summary of the author’s key thesis. If you had to describe in one or two sentences what this book is about, how would you express that in your own words? This introductory paragraph should serve as a ‘road map’ for the reader as to what your review will cover.
- (2) Follow this with a description of the most important key ideas the author presents and discusses in support of his central thesis. What are the essential ideas presented? You would normally touch on at least four or five key ideas.
- (3) Next you need to reflect critically and engage with the author’s key ideas. *What* is your assessment (agreement or disagreement) with what you have read, and more importantly, *why* did you come to this assessment? Be sure to devote greater emphasis to the second part of this question.
- (4) Finally, reflect critically on how the ideas you’ve engaged with have impacted you, both personally and corporately. How has what you’ve read changed, enriched, stretched you? How will it impact your ministry in the Church and the World?

***Due the fifth week of class.**

3. MDiv. Students are to prepare and present an in-depth analysis of a local Christian Community/congregation. MTS students are to prepare and present an in-depth analysis of a local mission initiative. (25%) Guidelines will be provided at the beginning of the course. **Presentations will begin the 7th week of class during the seminar portion of the class. Written reports are due on the 7th week of class.**

4. Final Paper 3000- 3500 words. (25%) Write a paper one of the following missional leaders: Dietrich Bonhoeffer, Dorothy Day, John Perkins. You will describe their theology of mission, their formation for ministry, their character and their leadership. Some of the questions you may want to address include: How did their theology shape their praxis? What significant events or people helped form/shape them for ministry? What was/is their theology and practice of leadership and mission? **Due exam week.**

5. Readings, attendance and class participation (15%).

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:

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).

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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