



Yes

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:
E-mail: peter.robinson@wycliffe.utoronto.ca E-mail:
Office Hours: by appointment

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. Students are expected to be a part of a local community in which they are able to do an in-depth analysis of the master story.

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)
• will articulate and assess a theological foundation for	Book review	MTS: 1.3, 1.6, 2.3

ministry and mission in relation to God (Father, Son and Spirit);		MDiv: 1.3, 1.6, 2.2
• will question and evaluate particular understandings of the Church as the body of Christ, with reference to the challenges and promise within a local North American context;	Site observation report, in-depth analysis of local church/community	MTS: 1.6, 2.3 MDiv: 1.6, 2.2
• will analyze, interpret and evaluate a local church context;	In-depth analysis of a local church/community, participation	MTS: 1.6, 2.3 MDiv: 1.6, 2.2, 2.4
• will discern and articulate the dynamic relationship between church and culture;	Book review, site observation, in-depth analysis, final paper	MTS: 1.6, 2.2, 2.3 MDiv: 1.6, 2.2
• will appraise a unique model of leadership and assess the theological foundations and the understanding of mission.	Final paper	MTS: 1.6, 2.3, 3.3 MDiv: 1.6, 2.3

Course Resources

Required Course Texts

- Course readings will be available on Quercus through U of T libraries.
- Book review - Newbigin, Lesslie. *The Open Secret: An Introduction to the Theology of Mission*. Rev. ed. (Grand Rapids, MI: Eerdmans, 1995).

Course Website(s)

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the U of T Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>.

Class Schedule

Week 1 (January 9) Introduction to the course: What is the gospel?

Week 2 (January 16) 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. 78–102.

Week 3 (January 23) The Gospel in particular time and space.

Readings:

- Hunsberger, George, 'Called and Sent to Represent the Reign of God' in *The Missional Church*, ed. Darrell Guder, Eerdmans, 1998. pp 77- 109
- Scot McKnight, "The Gospel," in *The Oxford Handbook of Evangelical Theology*, ed. Gerald R. McDermott (Oxford: Oxford University Press, 2010), 195-208
- Lesslie Newbigin, *The Good Shepherd*, Chapter 23 The Gospel and our Culture and Chapter 24 The Particularity and Universality of the Gospel pp. 116-126

Week 4 (January 30) 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.
- Laing, Mark, 'Missio Dei: Some implications for the Church' in *Missiology: An International Review*, k 1 . XXXVII, no. I , January 2009

Week 5 (February 6) 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 13) Jesus came in the Flesh: Some Implications of the Incarnation for Mission.

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

Week 7 (February 20) Reading Week.

Week 8 (February 27) What in the World? Thinking about Culture Today

Readings:

- D.A. Carson, *Christ and Culture Revisited*. Chapter 1
- Chapter 1 of *Mission- Shaped Church*;

Week 9 (March 6) 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 13) 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.
- William Willimon & Stanley Hauerwas, Ch 3 *Church and World in Where Resident Aliens Live*.

Week 11 (March 20) 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 27) Formation and discipleship in Mission.

Readings: Richard Osmer, 'Formation in the Missional Church: Building Deep Connections between Ministries of Upbuilding and Sending', Chapter 2 in *Cultivating Sent Communities*, pp 29-55

Week 13 (April 3) 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 Quercus.**

2. Book forum (25%) – In the first week you will be assigned to a study group forum where you will engage in a discussion of Lesslie Newbigin's *The Open Secret: An Introduction to the Theology of Mission*. Rev. ed. (Grand Rapids, MI: Eerdmans, 1995). After carefully reading the book you will discuss a set of questions (below) with your study group on the forum. 30% of the grade for this assignment will be based on your interaction on the forum. Individually you will write a 1500 word book review which will be **due at the beginning of week 5.**

Questions for group discussion:

- A. Newbigin wrote this book after his return to the UK. In the context of post-Christendom, which he experienced in his return, he is arguing for a renewed understanding of mission. What do you find challenging/interesting in his approach?
- B. How would you assess the way in which Newbigin frames his understanding of mission and in particular how he relates that to an understanding of God as Trinity?
- C. Newbigin identifies the doctrine of election as central to the way we should think about mission. Did you find his argument convincing or helpful and if so why?
- D. How has this book challenged or changed the way you think about mission and ministry?

Questions for your 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?
- (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/Church. MTS students may, if they wish, prepare and present an in-depth analysis of a local mission initiative (or if

they prefer they may do a Church along with the Mdiv. students). (25%) Guidelines will be provided at the beginning of the course. **Presentations will begin on Week 8 during the seminar portion of the class. Written reports are due on Week 8.**

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 (10%).

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 hand in assignments by the date given in the course outline. This penalty is not applied to students with medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor. The absolute deadline for the course is the examination day scheduled for the course. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = “standing deferred”) beyond the

term. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

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).

Course Evaluations. At the end of the course students are expected to complete a course evaluation. The evaluation is done online and instructions will be contained in an e-mail message that will be sent out by the Wycliffe College registrar.

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about

the course. Forwarding your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. All email communications from students in conjoint programs should be sent from a utoronto email address. Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

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