

## Carey Theological College

### APPL 628 – Introduction to Theology and Practice of Missional Leadership Winter 2017 Hybrid

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On-Site Intensive: January 23-27, 2017

3.0 graduate credit hours, 135 hours

M.Div

*While every effort has been made to be accurate as of December 14, 2017, syllabi produced before the beginning of class are subject to change.*

#### Course Description

This course introduces students to the theology and practice of missional leadership in three stages, building upon the magisterial textbook on the theology of mission, David Bosch's *Transforming Mission: Paradigm Shift in Theology of Mission*. The course surveys the biblical foundations of the missional church with emphasis upon missional hermeneutics as fundamental for the formation of missional praxis in witnessing communities. It also reviews the historical development of western Christendom as an essential step to interpreting the contemporary context of Christian mission as we experience the paradigm shift towards a post-Christendom reality. That present-day challenge is addressed through a review of the theological themes that shape and challenge the global church. Finally, in preparation for the final research paper, the course addresses the implications of these three stages for the practice of missional leadership.

#### Course Objectives

Upon successful completion of this course, you will be able to:

1. Summarize the basic tenets of missional theology and their significance for one's theology of the church.
2. Articulate the significance of missional hermeneutics for one's own understanding and practice of church leadership.
3. Interpret the decline of western Christendom and its significance for the witness of the church today.
4. Integrate missional theology into one's developing understanding of vocation and the practice of ordered ministry.

#### Required Reading

Bosch, David. *Transforming Mission: Paradigm Shift in Theology of Mission, Anniversary Edition*. Maryknoll: Orbis, 2011.

Guder, Darrell L. *Called to Witness: Doing Missional Theology*. Grand Rapids: Wm. B. Eerdmans, 2015. (pp. 90-120)

## Academic Requirements and Time Investment

<i>Activity/Assignment</i>	<i>Hours</i>
Class/Seminar Time	37.5
Readings (630 pages)	31.5
Seminar Paper (1750 words) – “How Scripture Challenges My Understanding of Mission.”	14.0
Final Paper (6000 words) – Pick from <b>one</b> of the three topics.	49.0
Reflective Paper (1 page) – “What I learned, what I wished I had learned, and what I intend to continue learning.”	3.0
Total Hours	135

**Please note:** The amount of time taken by students will vary. This information is intended to be used as an approximation for planning purposes.

## Evaluation

<i>Activity/Assignment</i>	<i>%</i>
Class/Seminar Participation	15%
Seminar Paper (1750 words) – “How Scripture Challenges My Understanding of Mission.”	15%
Final Paper (6000 words) – Pick from <b>one</b> of the three topics.	60%
Reflective Paper (1 page) – “What I learned, what I wished I had learned, and what I intend to continue learning.”	10%
Total Percentage	100%

## Assignments

### 1. Reading

Students will be required to read the books listed in the *Required Reading* section at the beginning of this syllabus. *Please note that students must read the **first third of Bosch’s book (the Biblical foundations of mission, pp. 1-181) and chapters 6 and 7 of Guder’s book (pp. 90-120) prior to the intensive seminars.*** The remainder of Bosch’s book may be completed after the intensive seminars.

### 2. Seminar Paper (1750 words) – “How Scripture Challenges My Understanding of Mission.”

Based upon your reading of Bosch and Guder (which is to be completed prior to the intensive seminar), write a 1750 word essay on the theme, “How Scripture Challenges My Understanding of Mission.”

Bring a hardcopy of your completed paper as M.Div participants will meet on Monday evening, the first day of the seminar, to review and discuss their papers using a set of analytical questions provided by the professor.

**Due Date:** January 23, 2017

**3. Final Paper (6000 words) – Pick from *one* of the three following topics.**

Upon completion of the one week intensive seminar, students are to select **two volumes** from the *Bibliography* as their research resources for a seminar paper on *one* of the following themes:

1. How Missional Hermeneutics Challenges My Biblical Formation for Ministry.
2. The Role of the Bible in Congregational Formation for Mission.
3. Obstacles in my Context to Biblical Formation for Mission.

You may propose *one title* to the professor as a substitute resource if you have a special interest you wish to pursue.

**Due Date:** March 17, 2017

**4. Reflective Paper (1 page) – “What I learned, what I wished I had learned, and what I intend to continue learning.”**

Together with the submission of the Final Paper, students are to submit a one-page self-evaluation entitled: What I learned, what I wished I had learned, and what I intend to continue learning.”

**Due Date:** March 17, 2017

## Course Schedule

This one week course will function as a seminar, alternating between presentations by the professor and discussion in the class either as a plenary or in small groups. The content will be based on Bosch as well as readings selected from the bibliography of resources for the seminar (final) paper.

## Bibliography

### **Final Paper Resources**

- Barrett, Lois ed., et al. *Treasure in Clay Jars: Patterns in Missional Faithfulness*. Grand Rapids: Wm. B. Eerdmans, 2004.
- Conner, Benjamin. *Practicing Witness: A Missional Vision of Church Practices*. Grand Rapids: Wm. B. Eerdmans, 2012.
- Guder, Darrell L. *The Continuing Conversion of the Church*. Grand Rapids: Wm. B. Eerdmans, 2000.
- Guder, Darrell L. *Called to Witness: Doing Missional Theology*. Grand Rapids: Wm. B. Eerdmans, 2015.
- Hirsch, Alan, and Tim Catchim. *The Permanent Revolution: Apostolic Imagination and Practice for the 21<sup>st</sup> Century Church*. San Francisco: Jossey Bass, 2012.
- Johnson, Patrick. *The Mission of Preaching: Equipping the Community for Faithful Witness*. Downers Grove: IVP Press, 2015.
- Lohfink, Gerhard. *Jesus and Community: The Social Dimension of Christian Faith*. Philadelphia: Fortress, 1984.
- Monagh, Michael. *Church in Every Context: An Introduction to Theology and Practice*. London: SCM Press, 2012.
- Newbiggin, Lesslie. *The Gospel in a Pluralist Society*. Grand Rapids: Wm. B. Eerdmans, 1989.
- Ott, Craig ed. *The Mission of the Church: Five Views in Conversation*. Grand Rapids: Baker, 2016.

## Academic Policies

Please see the **Carey Academic Catalog** for more details:

<http://www.carey-edu.ca/wp-content/uploads/2016/09/Academic-Catalog-2016-2017-FINAL.pdf>

### **Course Attendance**

Students are expected to attend all scheduled class sessions to fulfil degree requirements. This includes on-line webinars and/or live-streamed portions of courses.

### **Carey Grading Scale**

See the Carey Academic Catalogue for details on the Carey grading scale.

### **Course Withdrawal Policy**

A student who withdraws after the period for which tuition refunds are available within the first half of the course will receive a “W” on their transcript. Beyond those dates, they will receive an “F.”

### **Extensions**

Extensions for course work will only be granted in exceptional circumstances. If an extension will make it impossible for the professor to submit the final grade no later than one month following the final assignment, the student must petition the Registrar’s Office. If the Registrar’s Office grants such a request, the final extension deadlines will be clearly established. Work granted an extension may receive a grade reduction of up to one-third of the final mark.

### **Academic Integrity**

Academic integrity is honest and responsible scholarship. Students are expected to submit original work and give credit to other peoples’ ideas. Academic dishonesty is acting in a manner to gain unearned academic credit. Examples of academic dishonesty are:

- Plagiarizing by misrepresenting the work of another person (in whole or in part) as a student’s own work or failing to give credit for either wording or ideas that belong to another.
- Submitting the same material for credit in more than one course (whether the earlier submission was at Carey or another institution).
- Using unauthorized aids of any sort in examinations, completing work in unauthorized collaboration with others, or the unauthorized recording and use of class lectures.

Penalty for a lack of academic integrity may include a failing grade in the assignment, examination or course, depending on the severity of the offense. All students are responsible for knowing and practicing academic integrity and must become familiar with the plagiarism student resource at:

<http://learningcommons.ubc.ca/academic-integrity/>.

### **Gender Language**

As language usage changes, the church must discern where its language must change in order to bear faithful witness to the gospel. Modern English usage has moved away from using masculine terms to refer to groups that include women. Using of such terms in worship, writing, or conversation miscommunicates the invitation of the gospel and the nature of the church. Assignments that don’t conform to the gender language policy will be returned to the student for resubmissions.

See the Carey Academic Catalogue for more details on this policy.