**Explore how the gospel is lived and expressed within cultural contexts**

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| **Course Information**course # ICS3013-1credit hours: 3location: CC243suggested times: T-H 8:40a-10:10ainstructor(s): Matt PriceContact:Office: Campus Center, School of TheologyHours MF 1:00-2:00/TR 9:00-10:00Phone: x3617/Cell 740-504-3325Email Matt.Price@mvnu.edu[www.professorprice.net](http://www.professorprice.net)  |  |
| **Course Description**This course explores how the gospel is lived and expressed within cultural contexts. It also addresses the fact that Christians often fail to recognize that their understanding of the gospel has been culturally conditioned.  | Moreover, students will recognize personal cultural biases and how they influence the gospel message that is sent in cross cultural contexts. Special attention is given to the process of critical contextualization and the development of indigenous churches and ministry in the places where humans gather. | **What’s in the syllabus?** **Description & Textbooks 1****Outcomes & Assignments 2****Grades & Policies 3 Readings & Due Dates 4**  |
|  **Course Textbooks (required)** | Donovan, Vincent. 1978/2003. ***Christianity Rediscovered***. Maryknoll: Orbis Books.Hiebert, Paul, Shaw R. Daniel, Titenou, Tite. 2000. ***Understanding Folk Religions***. Baker Academic Koyama, Kosuke. 1999. ***Water Buffalo Theology***. Revised and expanded. Maryknoll: Orbis Books.Lodahl, Michael. 2010. ***Claiming Abraham: Reading the Bible and the Qur’an Side by Side***. Grand Rapids: Brazos Press.Newbigin, Lesslie. *Gospel and Culture*. World Conference on Mission & Evangelism. Salvador de Bahia, Brazil. 1996.***The Willowbank Report: Report of a Consultation on Gospel and Culture***. Wheaton: Lausanne Committee for World Evangelization, 1978. [Available online at http://www.lausanne.org/en/documents/lops/73-lop-2.html; 37 pp.] |

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| Image: Celtic Cross, bermudaquest.com, Creative CommonsThe High Celtic Crosses made of stone are found all over Ireland combining the circle, originally an ancient cultural symbol of sun worship, with the cross associated with the Gospel of Jesus Christ.**Course Outcomes** | **Three Ways to Explore Course Outcomes (James 1:2-8)****Skimmers** show a curious interest in the course subject. They will skim the reading, attend class, & learn the main concepts but stay near the surface without venturing far from familiar shores. They will earn an average grade at best.**Snorkelers** will move beyond the shallows to probe below the surface, examine the concepts they find, make connections within the course, and try to apply them. They will spend more time on the readings, ask more **WHAT** and **HOW** questions, and participate actively in class.**Deep divers** will critique what they find and how to apply it while seeking new insights and integrating them with previous learning, asking **WHY** questions, and spending more time on assignments and conducting research beyond the requirements. |
| **Course Requirements** |
| **35% Participation & Reading Roundtables**Students will participate & reading all assigned chapters, taking notes, and bringing the notes and books to each class session. Suggested outline: Major Concepts, Big Questions, New Ideas, Compare & Contrast).  | **40%****Papers & Quizzes**Students will participate in objective short-answer quizzes related to the reading & presentations as well as submit several assigned papers evaluating their knowledge. Students will be graded on how well they make connections, critique, and express new insights on the subject | **20%****Class Presentations**Students will work together to prepare a presentation on a symbol, belief, or practice of a traditional (folk) religion. The research should go beyond the information available in the textbook. The quality will be evaluated and shared by all the participants. 5-7 minutes. | **5% Word Study**Students will begin the class doing library research on various words and topics related to the definition of Gospel. They will give a two to three minute overview of their research in class |

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| **Course Evaluation** | **Course Policies** |
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| **Assignments** | **Points** | **Learning Hours** |
| Attendance & Participation (75 pts deducted for each unexcused absence)  | Deduct 75x\_\_ | 39 |
| Assigned Reading (220+179+169+383=960pp, 20pph) | -- | 55 |
| Word Study Findings | 50 | 5 |
| Reading Roundtables (notes submitted every time, 3 participation opportunities x 3) | 400 | 12 |
| Papers & Quizzes | 400 | 15 |
| Critical Contextualization Presentation (5-7 minutes) | 150 | 9 |
| **Total** | **1000** | **135** |

Grading scale is:

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| **A** | 1000-930 | **B** | 879-830 | **C** | 749-720 | **F** | 599> |
| **A-** | 929-900 | **B-** | 829-800 | **C-** | 719-700 |
| **B+** | 899-880 | **C+** | 799-750 | **D** | 699-600 |

 | **Attendance Policy**Regular attendance and participation is expected. You will lose 50 points for every unexcused absence (excuse only considered if instructor is informed prior to class time). You have an attendance “buffer” of one day. Sleeping, texting, surfing the internet, & excessive talking could be counted as an absence by instructor’s discretion. The MVNU policy on class attendance provides excused absences for these |  reasons: 1) participation in official university organizations (e.g. sports teams) and pre-arranged course trips; 2) severe emergencies or death in the immediate family; 3) legal responsibilities; or 4) extended personal illness when an authorized medical official requires confinement to home, room, or hospital. (NOTE: The following are not excused absences: Weddings, birthdays, school functions, holiday celebrations, work obligations, volunteer work, job interviews, hospital visits, feeling sick or tired).  | **Academic Integrity** MVNU seeks learners committed to honesty among students, faculty, and staff, a standard governing expectations in all campus and educational activities. As a Christian community, there is a moral and ethical responsibility to uphold this standard as found in the Academic Catalog (for examples of violations). All course work submitted to instructor(s) should be evidence of personal learning endeavors. |
| **One course learning hour equals . . .** * 10-15 pages of reading (1000 level) (300 page book = 30 learning hours)
* 15 pages of reading (2000 level) (300 page book = 20 learning hours)
* 15-20 pages of reading (3000 level) (300 page book = 15-20 learning hrs)
* 20-25 pages of reading (4000 level) (300 page book = 15 learning hours)
* 2 pages of writing (500 words) (add one hour of research for every research page written, no extra hours added for reflection papers)
* 1 minute of video
* 3 minutes of presentation with visual aids (Powerpoint, Prezi, object lesson, skit, illustration, dialogue, etc.)
* 60 minutes of class time or
* 60 minutes of research
* 60 minutes of exam time
* All scheduled time spent in seminars/conferences/field trips (e.g. LEAP seminar should be added into total course work hours) excluding travel
 | **Submitting Assignments**Assignments are due on the due date at class time. No exceptions. Nothing accepted by email, either. Standard submission will be paper copy in class and/or to Moodle (TurnItIn) unless otherwise noted.12pt font, double-spaced, proper APA or MLA citations, no grammar or spelling errors | **Grading Rubric**A—Critical thinking and superior analysis, proper format and citations, new insights, good application, shows integration of outside sources, on time.B – Solid work but misses the mark, few connections, no insights or integration, not formatted correctly, grammatical errorsC—Meets bare minimum expectations, summarizes without adequate analysis or application, many errors | **Accommodation**See the instructor if you need accommodations, as defined by the Americans with Disabilities Act of 1990, and then follow the Disability Services Policies and Procedures as put forth by the office of Academic Success office or search for page on the MVNU web site. Instructors are generally able to accommodate as needed.  |

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| **Course Schedule—ICS3013-1—FALL 2015 TR** |
| **Date** | **Topic** | **Reading** | **What’s Due** |  | **Date** | **Topic** | **Reading** | **What’s Due** |
| **Sep 1 T** | **Intro &** **Gospel Roots** |  |  | **Oct 20 T** | **Midterm Break** |  |  |
| **Sep 3 R** | **Essential Gospel Research Findings** | **Bible Dictionary, Commentary, TDNT** | **Word Study Research** | **Oct 22 R** | **Native Amer. Religion Case Study** | **Handout & take-home exam** | **Midterm In-class Quiz & Case Study Response Paper, 800w** |
| **Sep 8 T** | **Culture &** **Models of Contextualization** | **Willowbank Report,** **Newbigin chapter** |  | **Oct 27 T** | **Christian Responses & Intro to Final presentation** | **Hiebert 14-15** | **Reading Roundtables** |
| **Sep 10 R** | **Split-level Christianity** | **Hiebert, 1** | **Reading Roundtables** | **Oct 29 R** | **Qu’ran & Islam FatherAbrahamPeople of the Book** | **Lodahl, opening, c1, c2; Le 19; Q 10, 84; Ge 18; Q 18; Ez 36, Rm 10; Q 9, 85, 5** | **Reading Roundtables Paper Due: What I Think I know About Islam, 800w** |
| **Sept 15 T** | **Formal & Folk Religions** | **Hiebert 2,4**  | **Reading Roundtables** | **Nov 3 T** | **Revelation & Recitation** | **Lodahl, c3-4****Ge 1, Ps 104; Q 10, Q 21, 50, 16, 6; Jn 1** | **Reading Roundables** |
| **Sept 17 R** | **Analyzing Belief Systems** | **Hiebert 3** | **Reading Roundtables** | **Nov 5** | **Command and Obedience** | **Lodahl, c5-6****Ge 1:26-3, 4; Q 2, 5** | **Reading Roundtable** |
| **Sept 22 T** | **Folk Beliefs: Life & Death** | **Heibert 5** | **Reading Roundtables** | **Nov 10 T** | **Noah & Sinai** | **Lodahl, c7-8****Ge 6, 7, 8; Q 11****Mark 3:31-35** | **Reading Roundables** |
| **Sept 24R** | **Folk Beliefs:** **Well-being and Misfortune** | **Hiebert 6** | **Reading Roundtables** | **Nov 12 R**  | **Mary & Jesus** | **Lodahl, c9-10****Lk 1; Q 3, 19****Jn 13; Q 5** | **Reading Roundables** |
| **Sept 29 T** | **Folk Beliefs: Guidance & the Unknown** | **Hiebert 7** | **Reading Roundtables** | **Nov 17 T** | **Confession & Hope** | **Lodahl, c11-12****Acts 17; Q 50****Ph 2:1-11; Is 45; Q 5** | **Reading Roundtable Open Quiz on Lodahl & Qu’ran /**  |
| **Oct 1 R**  | **Folk Beliefs: Right & Wrong; Purity & Pollution** | **Hiebert 8** | **Reading Roundtables** | **Nov 19 R** | **Western Gospel in Asian Contexts** | **Koyama, Prefaces + c1-10** | **Reading Roundtable** |
| **Oct 6 T** | **Folk Practices: Sacred Signs** | **Hiebert 9** | **Reading Roundtables** | **Nov 24 T** | **Being Christian in Asia** | **Koyama c11-18 + Epilogue** | **Reading Roundtable** |
| **Oct 8 R** | **Folk Practices: Sacred Myths** | **Hiebert 10** | **Reading Roundtables** | **Nov 26 R** | **Thanksgiving**  | **Break** |  |
| **Oct 13 T** | **Folk Practices: Rituals** | **Hiebert 11** | **Reading Roundtables** | **Dec 1 T** | **Good News in Africa** | **Donovan, Preface, Intro, c1 to c6** | **Reading Roundtables** |
| **Oct 15 R** | **Folk Religions: Leaders & Movements** | **Hiebert 12-13** | **Reading Roundtables** | **Dec 3 R** | **Church Near or Far Away** | **Donovan, c7 to c10** | **Reading Roundtables****PaperDue: What changes most in Africa: gospel, culture, or messenger? Why? 800w** |
|  |  |  |  | **Dec 8 T** | **Presentations** | **8:00-9:40** |  |