



**TYNDALE**  
• SEMINARY •

## **Course Syllabus**

**SPRING SUMMER 2015**  
**TRANSFORMING COMMUNITY THROUGH THE LOCAL CHURCH**  
**MISS 0671/THEO 0671**

**MAY 16 – 20, 2016, 9 AM – 4 PM**  
**MONDAY – FRIDAY**

**INSTRUCTOR: DR. RUPEN DAS**

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### **I. COURSE DESCRIPTION**

A biblical and theological framework for local church engagement in the community. Tools for community needs assessment, program development, and resource access will be introduced. The course will examine examples of prophetic and compassionate ministries that have enabled communities to see, experience and hear God's transformative work, and assess strategies for the integration of these ministries into the other ministries of the church.

### **II. LEARNING OUTCOMES**

At the end of the course, students should be able to:

- Explain the various theological issues, perspectives from the Old and New Testaments, and missiology that influence discussions on addressing poverty, social injustice and community transformation. Be able to use these issues to crucially evaluate their understanding of why poverty and injustice exists.

- Develop an understanding of the role and responsibilities of the local church in the community.
- Develop an awareness of the various issues involved in implementing ministries of compassion, social justice and community engagement – issues such as transformation, prophetic witness (including conditionality, manipulation, proselytism and conversion), networking, etc.
- Analyze the various models of ministry of the local church that already exist. This will be done through inviting guest speakers. The student should be able to critical assess each ministry using a framework that they will develop in class.
- Transferable skills:
  - Be able to do a community assessment of needs. This course will provide samples and templates of tools for needs assessment and networking that will enable the student to develop their own context specific tools.
  - Be able to develop a program at a local church that addresses issues of community engagement, poverty, marginalization and social injustice in the community. This program will demonstrate how the planned strategy and activities can be integrated into the identity of the church and its existing activities. It will identify ways of understanding the community and the issues they face and it will identify the niche that the church will occupy while developing a network of other agencies and churches.

### **III. COURSE REQUIREMENTS**

#### **A. REQUIRED READING:**

Sider, Ron, Philip N. Olsen and Heidi Rolland Unruh. *Churches That Make a Difference: Reaching Your Community with Good News and Good Works*. Grand Rapids, MI: Baker Books, 2002.

Das, Rupen. *Compassion and the Mission of God: Revealing the Invisible Kingdom*. Leicester: Langham Global Library, 2016.

#### **B. SUPPLEMENTARY / RECOMMENDED READING:**

Nelson, Gary. *Borderland Churches: A Congregation's Introduction To Missional Living*. St. Louis: Chalice Press, 2008.

\_\_\_\_\_, Gordon W. King, and Terry G. Smith. *Going Global: A Congregation's Introduction To Missions Beyond Our Borders*. St. Louis, MO: Chalice Press, 2011.

Padilla, C. Rene, and Tetsunao Yamamori. *The Local Church, Agent of Transformation: An Ecclesiology for Integral Mission*. Buenos Aires: Kairos Ediciones, 2004.

Wright, Christopher J.H. *The Mission of God's People: A biblical theology of the Church's Mission*. Grand Rapids, MI: Zonervan, 2010.

### C. ASSIGNMENTS AND GRADING

Students are expected to critically engage with biblical texts, theological issues, mission history and strategy, as well as models of ministry. Class participation is an important element in the learning process as students reflect and interact with other students and guest speakers. Written assignments are meant to enable students to explore in-depth ideas and concepts using, biblical, theological and missiological frameworks.

Guidelines for written assignments are outlined in *Section D. General Guidelines for the Submission of Written Work*. All assignments should be submitted on the date they are due. Late assignments will be penalized two (2) points per day that it is late. If there are valid reasons as to why an assignment will be submitted late, these need to be discussed with the professor beforehand and there needs to be a written request (via email) to the professor. The professor needs to approve it in writing. For details on other expectations and grading, please refer to the Academic Calendar <http://www.tyndale.ca/registrar/calendar>.

- 1. Required Reading and Class Participation during the Intensive:** 10% of final grade. *Student participation* will be graded on a scale of 1 to 4: 1 (or D): present, not disruptive; responds when called on but does not offer much; infrequent involvement; 2 (or C): adequate preparation, but no evidence of interpretation or analysis; offers straightforward information; contributes moderately when called upon; 3 (or B): good preparation, offers interpretation and analysis, contributes well to discussion in on-going fashion; 4 (or A): excellent preparation, offers analysis, synthesis and evaluation of material; contributes significantly to ongoing discussion.
- 2. Compassion Ministry Reflection:** 15% of final grade. Due dates: 3<sup>rd</sup> June 2016. See Course Schedule (Section IV). Read *Churches That Make a Difference: Reaching Your Community with Good News and Good Works*. Based on your reading, identify and describe what ministries of community engagement, compassion and social justice would look like in a local church. Discuss in detail how each ministry you have identified would fit within the larger ministry of the local church. Finally, identify the challenges you will face in trying to implement such ministries. Assignment should be between 1,000-1,500 words.
- 3. Critical Book Review:** 25% of final grade. Due date: 24<sup>th</sup> June 2016. Choose and review a book from the Supplementary/Recommended Reading list (above). Write and submit a critical book review of about 2,000 words in length. The assigned task is to provide a careful and thorough examination of the basic issues(s) at stake in the text, and to evaluate the relative strength(s) and/or weakness(es) of the author's case. Seek to review the work critically: don't merely summarize but, rather, seek to express the dominant issues and argument of the work.

**4. Final Paper:** 50% of final grade. Due date: 20<sup>th</sup> July 2016.

The paper should be a substantial piece of theological and ministerial reflection based on a topic that the student chooses and is discussed and approved by the professor.

The essay should not simply report, summarize, or review class materials (though you are encouraged to draw from class lectures, discussion and readings). It should concentrate upon theological (method or history) rather than biblical questions (though an understanding of biblical issues may be relevant to the argument of your paper). It should demonstrate thoughtful reflection, analysis, and should embody a conceptual argument in which various angles of the questions are explored in fairness and at length. The paper should be in the range of 3,250 to 4,500 words.

#### **D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK**

Your work should demonstrate the following characteristics:

- 12-point font, double-spaced, using either Times New Roman, Arial or Calibri.
- All written work should have a title page with the title of the assignment, course title and number, name of the student and contact details, and the date the work was submitted.
- All pages should be numbered.
- All written work should have footnotes and a complete bibliography.
- All written assignments should be sent to the professor as a Word document via an email attachment.

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.46 to 10.51](#) and [14.253 to 14.254](#).

#### **Academic Integrity**

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students should consult the current Academic Calendar for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted at <http://tyndale.ca/registrar>.

## E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments

Required Reading and Class Participation	10%
Compassion Ministry Reflection	15%
Critical Book Review	25%
Final Paper	50%
Total Grade	100 %

## F. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed.

## IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Date	Topic	Assignment
Pre-Intensive		Read Chapters 1 and 2 <i>Compassion and the Mission of God</i>
16 <sup>th</sup> May (Monday)	Issues that frame the discussions on poverty, justice and community transformation	Read Chapters 3-5 <i>Compassion and the Mission of God</i>
17 <sup>th</sup> May (Tuesday)	The biblical basis and the understanding of the Early Church for addressing poverty, injustice	Read Chapters 6 and 7 <i>Compassion and the Mission of God</i>
18 <sup>th</sup> May (Wednesday)	Theological challenges – is	Read Chapters 8 and 9

	community transformation a valid biblical concept.	<i>Compassion and the Mission of God</i>
19 <sup>th</sup> May (Thursday)	Role of the church in the community - Models of ministries of compassion and social justice	Read Chapters 10-11 <i>Compassion and the Mission of God</i>
20 <sup>th</sup> May (Friday)	Synthesis of learning and discussion of final assignment	
	Ron Sider. <i>Churches That Make a Difference: Reaching Your Community with Good News and Good Works</i>	Required reading
3 <sup>rd</sup> June (Friday)		Compassion Ministry Reflection due
24 <sup>th</sup> June (Friday)	Book of your choice from the Supplementary/Recommended reading list	Critical Book Review due
20 <sup>th</sup> July (Wednesday)	Topic chosen by the student and discussed with the professor	Final Paper due

## V. SELECTED BIBLIOGRAPHY

Baker, Ash. *Slum Life Rising: How To Enflame Hope Within A New Urban World*. Amazon Digital Services Inc. May 24, 2012.

Boff, Leonardo, and Clodovis Boff. *Introducing Liberation Theology*. Maryknoll, N.Y.: Orbis Books, 2008.

Bosch, David J. *Transforming Mission*. New York: Orbis Books, 2008.

Brackney, William H. *Human Rights and the World's Religion, Revised and Updated*. Westport, CT: Praeger Publishers, 2013.

Brown, Peter. *Poverty and Leadership in the Later Roman Empire*. Hanover, NH: University Press of New England, 2002.

Chester, Tim, ed. *Justice, Mercy and Humility: Integral Mission and the Poor*. Milton Keynes, UK: Paternoster Press, 2002.

Christian, Jayakumar. *God of the Empty-Handed: Poverty, Power and the Kingdom of God*. Victoria (Australia): Acorn Press, 2011 (revised).

Corbett, Steve, and Brian Fikkert. *When Helping Hurts: How To Alleviate Poverty Without Hurting The Poor And Yourself*. Chicago: Moody Publishers, 2009.

Freire, Paulo. *Pedagogy of the Oppressed*. New York: The Seabury Press, 1970.

- Glasser, Arthur. *Announcing The Kingdom: The Story Of God's Mission In The Bible*. Grand Rapids: Baker Academic, 2003.
- Gutierrez, Gustavo. *A Theology of Liberation*. Maryknoll, ny: Orbis Books, 2009.
- Hughes, Dewi. *God of the Poor: A Biblical Vision Of God's Present Rule*. Milton Keynes, UK: Authentic Media, 2006.
- Longenecker, Bruce W. *Remember the Poor: Paul, Poverty and the Greco-Roman World*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 2010.
- Myers, Bryant L. *Walking with the Poor: Principles and Practices of Transformational Development*. Maryknoll, NY: Orbis Books, 2006.
- Newbigin, Leslie. *The Open Secret: Sketches For A Missionary Theology*. Revised. Grand Rapids: Eerdmans, 1995.
- Sanneh, Lamin. *Encountering the West: Christianity and the global cultural process*. London: Orbis Books, 1993.
- \_\_\_\_\_. *Translating the Message: The missionary impact on culture*. London: Orbis Books, 2009.
- Sider, Ronald J. "An Evangelical Theology of Liberation." *Christian Century*, March 1980: 314.
- \_\_\_\_\_. *Good News and Good Works: A Theology for the Whole Gospel*. Grand Rapids: Baker Books, 1993.
- Simon, Wolfgang. *The Starfish Manifesto*. Antioch: Asteroidea Books, 2009.
- Tizon, Al. *Transformation after Lausanne: Radical Evangelical Mission in Global-Local Perspective*. Eugene, OR: Wifp and Stock Publishers, 2008.
- Yoder, John Howard. *The Politics of Jesus: Vicit Agnus Noster, 2<sup>nd</sup> ed*. Grand Rapids, MI: Eerdmans, 1994.