



HARDING SCHOOL OF THEOLOGY

7590 MISSIONAL ECCLESIOLOGY, Fall 2023 (October 9-13)

Prof. Mark E. Powell

Course description

This course explores the intersection of the study of the church and the study of mission. Starting from a trinitarian framework, students discuss biblical metaphors for the church and explore historical understandings of the nature and purpose of the church. Particular attention is paid to the missionary nature of the church and the impact this nature has on the ministry and practices of the church. Students develop a contextual ecclesiology for their ministry.

This course contributes to the following D.Min. outcomes:

- Exhibit the ability to think theologically about contemporary ministry challenges.
- Demonstrate effective skills in oral, written, or media performance that will increase one's communication and ministerial effectiveness appropriate to one's particular ministry context.

Required textbooks

Leanne Van Dyk, ed., *A More Profound Alleluia* (Grand Rapids: Eerdmans, 2004).

Veli-Matti Kärkkäinen, *An Introduction to Ecclesiology: Historical, Global, and Interreligious Perspectives*, rev. ed. (Downers Grove, IL: IVP Academic, 2021).

Darrell L. Guder, ed. *Missional Church: A Vision for the Sending of the Church in North America* (Grand Rapids: Eerdmans, 1998).

John R. Franke, *Missional Theology: An Introduction* (Grand Rapids: Baker Academic, 2020).

Mark E. Powell, John Mark Hicks, and Greg McKinzie, *Discipleship in Community: A Theological Vision for the Future* (Abilene: Abilene Christian University Press, 2020).

Jason E. Vickers, *Minding the Good Ground: A Theology for Church Renewal* (Waco: Baylor University Press, 2011).

Students are encouraged to read the required textbooks in the order they are listed. Students should read all of the books in their entirety except for Part Four (chs. 18-21) of Kärkkäinen.

Textbooks can be ordered through a link on the HST website. The Textbooks tab can be viewed on the navigation bar on any page of the website. Check the book list provided under the Textbooks tab (<http://hst.edu/students/textbook-services/>) for correct ISBN's and editions to ensure correct ordering. A link provided there will take you to Amazon where you will only need to enter the ISBN to order your books.

Additional required readings

Additional readings are available on Canvas at <http://elearning.harding.edu>.

Constance M. Cherry, *The Worship Architect*, 2nd ed. (Grand Rapids: Baker Academic, 2021), 54-65.

Michael W. Goheen, "The Missionary Church and Its Life Together," in *The Church and Its Vocation: Lesslie Newbigin's Missional Ecclesiology* (Grand Rapids: Baker Academic, 2018), 105-136.

Eugene R. Schlesinger, "Mission and Worship," in *Theological Foundations of Worship*, eds. Khalia Williams and Mark Lamport (Grand Rapids: Baker Academic, 2021), 135-149.

Clemens Sedmak, "Fifty Theses for Doing Local Theology," in *Doing Local Theology* (Maryknoll, NY: Orbis, 2002), 162-168.

Jason S. Sexton, "Missional Theology's Missing Ingredient: The Necessity of Systematic Theology for Today's Mission," *Mission Studies* 32 (2015): 384-397.

John G. Stackhouse, Jr., "Vocation," in *Making the Best of It: Following Christ in the Real World* (Oxford: Oxford University Press, 2008), 221-259.

Scott W. Sunquist, "Urban Community: Mission and the City," in *Understanding Christian Mission: Participation in Suffering and Glory* (Grand Rapids: Baker Academic, 2013), 341-369.

Carl R. Trueman, "Concluding Unscientific Prologue," in *The Rise and Triumph of the Modern Self* (Wheaton, IL: Crossway, 2020), 383-407.

Books on reserve

These resources could be helpful for your final project and are on reserve in the library. Sections of some of the books (Table of Contents, summary statements, etc.) are posted on Canvas.

Lois Y. Barrett, et. al., *Treasures in Clay Jars: Patterns in Missional Faithfulness* (Grand Rapids: Eerdmans, 2004).

Graham Hill, *Salt, Light, and a City: Ecclesiology for a Global Missional Community*, vol. 1, *Western Voices*, 2nd ed. (Eugene, OR: Cascade, 2017).

Graham Hill, *Salt, Light, and a City: Conformation—Ecclesiology for a Global Missional Community*, vol. 2, *Majority World Voices*, 2nd ed. (Eugene, OR: Cascade, 2020).

Paul S. Minear, *Images of the Church in the New Testament* (Philadelphia: Westminster, 1960).

Clemens Sedmak, *Doing Local Theology: A Guide for Artisans of a New Humanity* (Maryknoll, NY: Orbis, 2002).

Accessibility

HST professors are accessible to local and distance students. Please use the following to arrange appointments with me (in person or by phone):

Email: mpowell@harding.edu

Office Phone Number: (901) 432-7725

Office: Ijams Administration Building 114

Requirements and grading

1. Class participation
2. Ecclesial traditions and contextual concerns paper (15%)
3. Book review (15%)
4. Worship and mission paper (15%)
5. Conversation team paper (15%)
6. Final project (40%)

Grading scale: 100-90 (A), 89-80 (B), 79-75 (C), 74-70 (D), 69 and below (F)

Reading and participating in class discussions, or lack thereof (including missing more than one class session or being late for more than two class sessions), may have a positive or negative effect on the final grade of up to ten points. The two Zoom sessions count as class sessions.

All papers should be typed in a standard font, double-spaced, and submitted as a Word or PDF document on Canvas. Late papers will receive one point off per day late for the first two days; then three points off per day late (excluding Sundays), up to 20 points total.

Academic Integrity

Academic dishonesty in all its forms is inconsistent with Christian faith and practice, and will result in penalties that could include a failing grade for the assignment, a failing grade for the course, dismissal from the course, and even dismissal from the school.

Credit Hour Workload

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Students with Disabilities

It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Steve McLeod, the Associate Dean, at 901-761-1353.

Library Resources

If you have not taken 5990 (Advanced Theological Research) or took it more than a year ago, go to the HST Web site (www.hst.edu) for information concerning library services to students.

Under the “library” tab you will find a link to and instructions for searching the HST online catalog. There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, and Religious and Theological Abstracts. Contact the library for passwords to these databases. Also available are the research guides distributed in 5990. These annotated bibliographies list basic tools you will find helpful in your research.

Pre-class assignments

1. Introductory Zoom session: Friday, August 18 at 1:00-2:30 pm CT

Everyone is required to attend. The professor will send out the invite. This will be a chance to introduce yourselves to each other and review the syllabus and course expectations.

2. Ecclesial traditions and contextual concerns paper: Due September 1 at 11:59 pm CT

At the introductory Zoom session, each student will be assigned a chapter from Kärkkäinen on either an ecclesial tradition (chs. 1-6) or a contextual and global ecclesiology (chs. 8-12). The paper should be 3-4 pages (900-1200 words) in length and should address the following questions:

- According to this ecclesiology (as presented by Kärkkäinen), what is the nature and purpose of the church?
- How is this view of the church similar to, or different from, your own ecclesial tradition?
- How does this ecclesiology challenge you and your tradition in a positive way?
- What critical concerns do you have with this ecclesiology?

Each student should offer a brief response (250 words each) to two other papers (one response on a paper from chs. 1-6, and the other response on a paper from chs. 8-12) by September 8.

3. Book review: Due September 22 at 11:59 pm CT

At the introductory Zoom session, each student will be assigned one of the following books to review: Darrell Guder, ed., *The Missional Church*; John Franke, *Missional Theology*; or Jason E. Vickers, *Minding the Good Ground*. The review should be approximately four pages (1200 words) in length and should strike a balance between careful exposition of the text, critical evaluation, and constructive suggestion.

Each student should offer a brief response (250 words each) to two other book reviews, one each on the two books the student did not review, by September 29.

4. Worship and mission paper: Due September 22 at 11:59 pm CT

Write a reflection paper, approximately three pages in length (900 words), on the question, “What is the relationship between the church’s worship assemblies (the worship of God) and its missional participation (the mission of God)?” Several of the readings can be a resource for this reflection paper, including the following:

- The readings by Schlesinger, Goheen, and Cherry.
- Vickers, ch. 2. (pp. 47-72).
- Van Dyk, ed., especially pp. 133-155.

Wednesday, October 11 Missional theology, worship and mission

- (1) *Franke, chs. 2-5, Epilogue (pp. 31-176).
- (2) Clemens Sedmak, "Fifty Theses for Doing Local Theology."
- (3) Powell, Hicks, McKinzie, ch. 4 (pp. 69-89).
- (4) Jason S. Sexton, "Missional Theology's Missing Ingredient."
- (5) *Van Dyk, ed., pp. 31-155.
- (6) Eugene R. Schlesinger, "Mission and Worship."
- (7) Kärkkäinen, ch. 15 (pp. 192-204).
- (8) Constance M. Cherry, *The Worship Architect*, 54-65.

Thursday, October 12 Participating in God's mission
Ministry coaching

- (1) *Powell, Hicks, McKinzie, ch. 1, 5-8 (pp. 11-23, 91-163).
- (2) John G. Stackhouse, Jr., "Vocation."
- (3) Scott W. Sunquist, "Urban Community: Mission and the City."
- (4) *Vickers

Friday, October 13 Exploring churches on mission
Field trip and lunch

After-class assignments

1. Brief Zoom session: Friday, November 10 at 1:00-2:30 pm CT

Everyone is required to attend. The professor will send out the invite. This will be a chance to check-in and receive an update on students' projects and offer mutual encouragement.

2. Final project: A missional ecclesiology for your context, due December 4 at 11:59 pm CT

Write a contextual, missional ecclesiology for your present ministry location. The paper should be approximately 25 pages (7500 words).

Your missional ecclesiology should (1) assess the current ecclesiology of the ministry context, (2) provide a framework for a missional ecclesiology, and (3) highlight key theological moves that are needed for your context. The following questions will help you address these issues:

- What is the ecclesial tradition of the church? What missional strengths and growing areas that are part of this tradition?
- What is the history of the congregation, especially key missional turning points in the life of the church.?
- What is the context of the congregation? What is the church's relationship to the surrounding community?
- What is the congregation's vision of God, the gospel, the church, and the world? How do these views impact the missional vision of the church? What are areas of theological strength and needed growth?

- What other issues could impact mission, such as worship, leadership style, ecclesial structures, and congregational spiritual disciplines like prayer, listening to God’s word, and discernment?
- What aspects of God’s mission does the church actively participate in well, and what areas could be strengthened?
- What image or biblical texts are important in the life of the congregation. How could these help the church grow in missional engagement?

A draft of the paper should be discussed with the Conversation Team to ensure that the student has represented the congregation well. The final draft should account for feedback from the Conversation Team.

A good paper will:

- Be conversant with Scripture and the Christian tradition and have theological depth.
- Offer an insightful analysis of your current ministry context.
- Be well organized and written at an academic level. (Could you imagine reading this in a journal, or as an example in Lois Y. Barrett, et. al., *Treasures in Clay Jars: Patterns in Missional Faithfulness*?)
- Have a clear biblical image or text that will be used to encourage the church to participate in God’s mission.
- Have strong scholarly support and interact well with the course material. An “A paper” will have at least 15 scholarly sources and a “B paper” will have at least 10 scholarly sources. Students are encouraged to make use of all the required readings up to this point in the DMin program, as well as other material that has influenced the student. Additional research and sources may be used, but is not required.
- Carefully adhere to the latest edition of Turabian’s *Manual*.

Use of technology

Canvas Online Learning System

In addition to the live video platform Zoom.us (see below), this course uses Harding’s *Canvas Online Learning System*, which is accessed at <http://elearning.harding.edu>. If you have problems gaining access to Canvas, contact HU technical support (501) 279-4545. You will need your HST username and your password to log into Harding Pipeline. These are the same credentials you use to register for classes via Pipeline.

When you need to contact your professor via email, you may use the email system contained in the Canvas learning management system or email your professor directly at mpowell@harding.edu.

Harding University gives each student an email address that also utilizes your user name. Many students use other email addresses as their preferred address. You can set your Harding G-mail account to forward messages to an alternative email address if you want; however, it is your responsibility to check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent.

HST Live Interactive Video Education (HST LIVE) via ZOOM

In addition to Canvas (see above), this HST-LIVE course is supported with the video platform Zoom.us. For new Zoom platform users, go to <https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started> for helpful video tutorials about using this platform.

The HST LIVE/Zoom Meeting ID for this course can be found on Canvas.

Students new to HST LIVE should watch the HST LIVE orientation video before the first day of class. The HST LIVE orientation video can be found at <https://hst.edu/students/canvas-online-learning/>.

Equipment Requirements for LIVE Sections:

- Internet access using a latest version of a web browser such as Firefox (preferred).
- Latest version of Zoom software. This changes periodically without notification. If you already have Zoom, use that account. Basic Zoom.us is available free.
- Laptop or tablet with camera or desktop computer with camera.
- Ear buds with microphone – Apple EarPods with the appropriate connector/plug work well.
- Additional monitor – Live video conferencing is best facilitated with two monitors.

LIVE Etiquette:

- HST LIVE is a convenience for distance broadcast and attendance. In terms of responsibilities, it is no different than on-campus participation. Attendance at all class sessions is required just as if in residence on the Memphis campus.
- “Making up” a missed session by watching the recording will be granted only in extreme cases such as illness or family emergency (the same policy for those on the Memphis campus). Please make arrangements in your ministry context or employment to be in attendance for all scheduled sessions (e.g., a staff meeting is not an excused absence). The same applies to arriving late or leaving early.
- Be seated in an environment that approximates a classroom setting (for example, a chair at a desk in your office). Create a distraction-free environment. It is not acceptable to sit or lie down on your bed or in a recliner, lounge on your deck or on the beach, or sit in a coffee shop, etc.
- Remain stationary at your computer during the class session except during breaks. If you must go to the restroom, mute your audio/video. Then return to your screen, un-mute, and resume the class.
- Arrange for your HST LIVE environment to be distraction-free (for example, no family noise, TV, etc.).
- Failure to observe these and related etiquette matters will result in grade reductions at the professor’s sole discretion.