

DMN 9912 People in Relationship to God – Ashland
ASHLAND THEOLOGICAL SEMINARY
Fall 2020 Aug 31 to Dec 17
Classroom Dates: October 5th-9th 8:00am to 5:00pm
Room 300 Ashland Campus

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Distance Learning Statement

This course utilizes an online component (Blackboard) in addition to the week-long on-campus intensive. Access to a reliable computer and the internet through a high-speed means is required (dial-up access does not usually work satisfactorily in this course), as is familiarity with the use of Blackboard (assistance in Blackboard is provided in video format within the course). It is highly recommended that you be familiar with computer and web functions prior to starting the course since it is not advised to try to learn them while the course is in progress. On-line learning often requires more self-motivation than a regular class and is not suitable for every student.

This course format consistently meets the same quality, assessment, learning outcomes and requirements of the traditional semester course format.

I. Course Description

This course will acquaint the student with the biblical, theological, historical, and contemporary dimensions of the church. The focus is on the leadership and spiritual formation aspects of the church's life. The student will come to a deeper understanding of the nature and mission of the church and experience unique elements that make the church the community of Christ.

II. Student Learning Outcomes

This course format consistently meets the same quality, assessment, learning outcomes and requirements of the traditional semester course format.

The student will be able to:

1. Integrate biblical, theological, and historical reflection regarding ecclesiology within the practice of ministry.
2. Apply ecclesiological understandings to relevant practices of ministry.
3. Demonstrate social science research, assessment, and interpretation of ecclesiological issues within the context of ministry.
4. [Not assessed]

III. Course Requirements

A. Textbooks

Required:

Kärkkäinen, Veli-Matti. *An Introduction to Ecclesiology: Ecumenical, Historical & Global Perspectives*. Downers Grove, IL: InterVarsity Press, 2002. (ISBN: 9780830826889)

Giles, Kevin. *What on Earth is the Church?: An Exploration in New Testament Theology*. Eugene, OR: Wipf & Stock Publishers, 2005. (ISBN: 9781597523882)

Green, Gene L. *The Church from Every Tribe and Tongue: Ecclesiology in the Majority World*. Carlisle, Cumbria: Langham Partnership, 2018. (ISBN: 9781783684489)

Buck, Jennifer M. *Reframing the House: Constructive Feminist Global Ecclesiology for the Western Evangelical Church*. Eugene, OR: Pickwick Publications, 2016. (ISBN: 9781498278829)

Smith, Gordon T. *Evangelical, Sacramental, and Pentecostal: Why the Church Should Be All Three*. Downers Grove, IL: InterVarsity Press, 2017. (ISBN: 9780830851607)

Note:

Giles' text, above, will require additional reading in biblical passages relevant to forming a biblical ecclesiology. It is recommended that students use a reliable English translation, if not reading in Greek and Hebrew.

B. Attendance

According to the *Student Handbook*, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours (the equivalent of 2 weeks) will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

C. Assignments/Assessment of Student Learning

1. Online Forums (20% of grade)

Week 1 August 31-September 4: Introduction and Ice Breaker

Week 3 September 14-18: Sharing Your Ecclesial Tradition

During weeks 1 and 3 of the semester you will participate in two online forums on Blackboard. You will find complete instructions below (in case you have not participated in an online forum before). Requirements are minimal, requiring no more than about 700 words for each of those two weeks (that's equal to about 1 single-spaced page). The word counts are recommended in order to encourage you to be concise, and to save you from having to read too much from your classmates.

For Each Forum:

- a) Please read the prompts and make your *first post* by **midnight Tuesday**.
This first post will be about 300 words.
- b) Then read others' first posts and *respond to at least three* by **midnight Thursday**.
Each reply should be about 100 words.
- c) You are free to exchange ideas as much as you choose, but only the three replies are *required*.
- d) Make a *Final Reflection Post* by **midnight the following Monday**. (This gives you all weekend to find time to post.)
Your Final Post should be about 100 words.

Instructions to use Blackboard forums:

- a) Use Google Chrome or Firefox for your browser.
- b) Go to the ATS website at seminary.ashland.edu.
- c) Click on "Blackboard" in the black band at the top.
- d) Log in to Blackboard using your user name and password for your ashland.edu email.
- e) Find our course, DMN 9912 in Fall 2020, and click on it.
- f) You will see an announcement from me welcoming you to the course.
- g) Click on "Content" in the left hand navigation bar.
- h) Click on the "Forum" item for the appropriate week.
- i) Click on the link to the discussion. You will see my prompt as the first entry.
- j) Hover your cursor over my post in order to see the "Reply" button.
- k) Click on "Reply" and type your first post, or type it in Word and then cut and paste it into the text window for your reply.
- l) To Reply to other students, simply click on "Reply" in the bottom left of their post.
- m) To post your Final Reflection, simply click "Reply" on my original prompt, and title your post, "Final Reflection."
- n) If you have questions, please contact me!

Online Forums will be graded on full participation, and the quality, depth and detail of your posts and replies.

2. Required Readings and Reading Questions (20% of grade) Due on or before Monday September 28th

Readings and **Reading Questions** are integrated with your participation in class.

Readings

All reading assignments and written answers to the *Reading Questions* (see below) **must** be completed **prior** to the first day of class, **October 5th**. You are free to read the required texts in any order you choose, however, this order provides a logical progression from biblical, to theological, to global, to contextual, to integrated:

- Giles, *What on Earth is the Church?* [biblical foundations]
- Kärkkäinen, *An Introduction to Ecclesiology* [historical and theological framework]
- Green, *The Church from Every Tribe and Tongue* [global perspectives]
- Buck, *Reframing the House* [global feminist perspectives]
- Smith, *Evangelical, Sacramental, and Pentecostal* [practical perspectives]

Reading Questions

From your reading, you must write answers to the following questions **for each textbook**:

- What do you think are 3-4 of most important points the author is trying to make? Why do you think these are the most important?**
 - Each point you comment on must come from different chapters.
 - Cite the page(s) on which you found each point.
- What are 3-4 points the author makes that you question or disagree with, and why?**
 - Each point you comment on must come from different chapters.
 - Cite the page(s) on which you found each point.
- What are 3-4 connections you can make with points made in other texts you are reading? Share how you see them interrelating.**
 - This question will need to be answered after you have read all of the texts.
 - It will be helpful keep organized notes of what you read, so you can refer back to them and find points of connection between the different books of the class.

Answers should be **3-4 pages for each book** (at least one page for each question). Total pages for answers to all textbooks will be 16-20 pages.

Answers for all five books should be a **single document** with **one title page**.

Create a section for each book with its author and title listed at the top.

Always cite page numbers when quoting or referring to a specific concept from the book.

Submit Reading Questions on Bb in its item under the Contents section.

Due on or before Monday September 28th (a week **before** the first day of class meetings).

Suggestion: Please retain a copy of your *Reading Questions* answers to refer to during class discussions.

Readings and *Reading Questions* will be assessed by your active participation in class discussions and the quality, depth, and detail of your *Reading Question* answers.

3. Guiding Questions Responses, Part 1 & Part 2 (20% of grade) Part 1 is due Friday September 11th Part 2 is due Friday October 16th

There are five "Guiding Questions" for our course. You must compose and submit answers to these questions **twice** in the semester: the first, **prior to beginning the course (Part 1)**, and the second, **after we have met as a class (Part 2)**. The purpose is to demonstrate the growth and development of your ecclesial knowledge and understanding throughout the course.

Here are the five **Guiding Questions**:

- a) **What** is the Church?
- b) **Who** is the Church?
- c) What is the Church to be **doing**?
- d) What is the role of **leadership** in the Church?
- e) What is **your** role in the Church?

For Part 1 (the first time you answer), write about a half page for each (**about 3 pages total**).

Include significant scriptures, but do not simply cite them—explain how they shape your answer to the question. You do not need to write conclusive positions on each question. The intent is to create a benchmark from which you can measure your growth and development of your own ecclesiology.

For Part 2 (the second time you answer), you will write more—at least a page for each question, so **no less than 5 full pages total**. This is because you will now be including concepts and terms from your reading and class participation. Be sure to use not only scripture, but reference our authors as well. Be sure to use proper academic citations.

Both papers must have a title page, and follow all requirements of an academic paper according to the ATS Writing Handbook.

Submit Guiding Questions on Bb in its proper item (Part 1 under Part 1, and Part 2 under Part 2) in the Contents section of our course.

Part 1 is due Friday September 11th (end of the 2nd week of the semester).

Part 2 is due Friday October 16th (one week after class meetings end).

Guiding Questions Responses, Part 1 will be assessed on clarity and completeness of your current understanding of the church (ecclesiology), NOT on technical theological knowledge.

Guiding Questions Response, Part 2 will be assessed on your growth and development of ecclesiological understanding based on the inclusion of the readings and class interactions.

4. Topic Proposal (10% of grade)

Due Monday October 12th

Students will submit a one-page written proposal for the *Integration Paper* (see #5, below).

The proposal must include *five* things:

- a) A brief description of your ecclesial ministry context.
- b) A short summary of your personal ecclesiology (theology of the church).
- c) A short description of your Dmin Project.
- d) The topic of Ecclesiology that you think you will be focusing on.
- e) A brief explanation of how the topic you have chosen is relevant to your three personal ecclesial perspectives (a, b, & c, above).

Be thinking of how you will answer these questions, and bring those ideas to our class meeting in October. Your *Topic Proposal* is due the Monday after our class meeting.

Topic Proposals must be **more than 1, and no more than 2, typed single-spaced pages**.

A title page is not needed, but be sure your name, course, and date are on your paper.

Proposals will be discussed in class.

Submit Topic Proposal on Bb in its proper item in the Contents section of our course.

DUE Monday October 12th (the Monday after our class meetings)

5. Integration Paper (30% of Grade)

Due Friday November 20th

The Integration Paper is your opportunity to connect three different items with an ecclesiological concept or issue, and to explore their intersection.

The three elements are:

- a) Your own personal ecclesial context.
- b) Your own ecclesiological understandings.

c) Your DMin project.

You will be exploring the intersection of these three elements with:

d) An issue of ecclesiology that you have discovered in this course **that you find relevant to the three items in a, b & c above.**

You will address each of these items in your paper as you discuss how they are impacted by the ecclesiological issue you have chosen to focus on. You must determine and follow a clear organizational structure for your paper that is conducive to exploring the way the focus issue integrates with the three items.

One possible way to organize your paper might be:

- I. Introduction
- II. Ecclesiological Considerations
 - A. Personal Ecclesial Context
 - B. Personal Ecclesiology
 - C. Nature of DMin Project
- III. Ecclesiological Issue of Focus
- IV. Integration of Ecclesiological Context, Personal Ecclesiology, and DMin Project with the Ecclesial Issue of Focus
- V. Conclusion

(In the example above, sections II and III would be relatively brief, to allow section IV to consume most of the paper. Section IV would be organized and broken into subsections.)

Another possible organization might be something like:

- I. Introduction
 - A. Brief presentation of Ecclesial Considerations (see II, above: Ecclesial Context, Personal Ecclesiology and DMin Project)
 - B. Brief Presentation of Ecclesiological Issue of focus
- II. Impact A of Ecclesiological Issue on Ecclesial Considerations
- III. Impact B of Ecclesiological Issue on Ecclesial Considerations
- IV. Impact C of Ecclesiological Issue on Ecclesial Considerations
- V. Conclusion

There are other ways you could effectively organize your paper. Determine the best organizational structure to use, and follow it throughout the paper, **using headings and subheadings to make it clear.**

The purpose of writing this paper is to aid you in developing an ecclesiology with both breadth and depth that has relevance and practical application in your current and future ministry, as well as to your DMin Project.

The paper must demonstrate the following:

1. Relevant and careful use of Scripture as it pertains to both ecclesiology and ministry.
2. Awareness of the biblical, theological, historical and contemporary dimensions of the church, as informed by course materials and class interaction.
3. Integration of course material and assigned textbooks within the paper.
4. Documented knowledge and citations from **at least 10 sources in addition to course textbooks.**

Practice excellent communication, beginning with a clear, relevant and interesting introduction. Organize your paper logically using clear transitions. Utilize section headings and subheadings. Provide a thoughtful and concise conclusion which includes suggestions for further study. Your paper should follow the proper format for ATS papers, including title page, pagination, citations, margins, font, etc.

You are responsible to follow the *ATS DMin Writing Handbook*.

Papers will be graded on clarity, coherence, organization, depth of insight, adequacy of research, and constructive engagement with course content. Sources **must** be appropriately cited in the paper, using **parenthetical references** as specified in the *DMin Writing Manual*. Be sure to include a properly formatted reference list for all sources. All information from sources must be quoted exactly, using quotation marks, OR paraphrased appropriately. In **either case**, citations are needed. Any reference made to a concept or term by another author **must** be cited. Any biblical references should be documented in parentheses in the text. Papers should use gender-inclusive language about people and should conform to Turabian style.

Length: 18-20 pages

Submit *Integration Paper* on Bb in its proper item in the Content section of our course.

Due Friday November 20th

D. Calculation of Grade and Connection of Learning Outcomes

<i>Assignments</i>	<i>Student Learning Outcomes</i>	<i>Percent of Final Grade</i>
Readings & Reading Questions	1, 2,3	20%
Guiding Questions Part 1 Guiding Questions Part 2	1, 2,3	20%
Online Forums	2	20%
Topic Proposal	1, 2	10%
Integration Paper	1, 2, 3	30%

IV. Tentative Course Schedule

<i>Date</i>	<i>Event</i>	<i>Topic</i>	<i>Readings/Assignments</i>
Week 1 8/31-9/4	Online Forum #1	Introducing the Course, Instructor, and Students	Begin Reading <i>Giles and Kärkkäinen</i> Start answering <i>Reading Questions</i> Start answering <i>Guiding Questions</i> Make 1 st post by midnight 9/1 Make 3 replies by midnight 9/3 Post Final Reflection by midnight 9/7
Week 2 9/7-11	Coursework	Biblical, Historical & Theological Foundations of Ecclesiology	Finish Reading <i>Giles and Kärkkäinen</i> Continue <i>Reading Questions</i> Finish <i>Guiding Questions, Part 1</i> – Submit by 9/11
Week 3 9/14-18	Online Forum #2	Exploring Personal Ecclesiological Contexts and Understandings	Read <i>Green</i> Continue <i>Reading Questions</i> Make 1 st post by midnight 9/15 Make 3 replies by midnight 9/17 Post Final Reflection by midnight 9/21
Week 4 9/21-25	Coursework	Exploring Global, Feminist, and Practical Perspectives of Ecclesiology	Read <i>Buck and Smith</i> Finish <i>Reading Questions</i>
Week 5 9/28-10/2	Coursework	Preparing for Class Mtgs	Submit <i>Reading Questions</i> – 9/28 Review Readings Reflect on <i>Guiding Questions, Pt 2</i>

Week 6	Class 1 10/5	Class Day 8:30am to 5:00pm	<i>What is the Church?</i>	Attend Class Be open to & interested in classmates
	Class 2 10/6	Class Day 8:30am to 5:00pm	<i>Who is the Church?</i>	Attend Class Participate in Discussions Question your embedded ecclesiology
	Class 3 10/7	Class Day 8:30am to 5:00pm	<i>What is the Church to be doing?</i>	Attend Class Participate in Discussions Respect your classmates' opinions
	Class 4 10/8	Class Day 8:30am to 5:00pm	<i>What is the role of leadership in the Church?</i>	Attend Class Participate in Discussions Begin to form deeper ecclesiology
	Class 5 10/9	Class Day 8:30am to 5:00pm	<i>What is your role in the Church?</i>	Attend Class Present <i>Topic Proposal</i> Be Brilliant
Week 7 10/12-16	Follow Up	Integration Paper Topic Guiding Questions, Pt 2	Submit <i>Topic Proposal</i> Due 10/12 Submit <i>Guiding Questions, Pt 2</i> Due 10/16	
Wks 8-12 10/19-11/20	Integration Paper	Research, Draft, Revise, and Final Copy	Integration Paper Due – 11/20	
11/23-27	THANKS	GIVING	BREAK	
Wks 13-15 11/30-12/17	End of Semester	Prepare for Christmas	Buy Gifts; Bake Cookies; Read the Nativity Story	

Assignments by Due Date:

To help you organize your time, below is a list of assignments in order by due date:

Item #	Assignment	Due Date
3	Online Forums (2)	8/31-9/4; and 9/14-18
2	Guiding Questions Part 1 Guiding Questions Part 2	9/11 10/16
4	Topic Proposal	10/12
1	Readings & Reading Questions	On or before 10/5
5	Integration Paper	11/20

V. Recommendations for Lifelong Learning

As we grow in Christ, our understanding of others, and our role in the life of the Church changes. That is the context of our lived ecclesiology. To continue learning about who and what the Church is, what it should be doing, and your part to play, be sure to seek out and develop authentic relationships with other Christians, especially those outside of your own tradition. Keep reading about the developments in the global church, or better yet, visit churches in other countries. Keep your mind open to the ways in which God works in a variety of contexts, and how He forms and infills His people for every place and age.

VI. Seminary Guidelines

A. ATS Academic Integrity Policy

Ashland Theological Seminary expects each student to uphold the Seminary's core value of academic excellence by contributing to an environment that is both challenging and supportive.

In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one's own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one's own capabilities to achieve one's fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. For further details of Academic Integrity Policy, please see the *Student Handbook*.

B. Ashland Multiliteracy Center for Writing, Speaking, And Digital Communication

The Ashland Multiliteracy Center Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person.

To schedule an appointment, visit [Ashland Multiliteracy Center](#) and select "Online and Graduate" from the schedule menu.

While DMin students have access to the writing center for papers within all of their courses, DMin students must hire an editor for the proposal and the dissertation, as the writing center will not edit proposals or dissertations.

C. Accessibility Resources and Accommodations

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to dservices@ashland.edu. The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

D. ATS Grading Scale

Grade	Quality	Percent	Description
A	4.0	97-100	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

VII. Selected Bibliography or References

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Wright, N.T., 2008. *Surprised by Hope: Rethinking Heaven, The Resurrection, and the Mission of the Church*. New York: HarperOne.