

Assemblies of God Theological Seminary

MCSM/MHTM 642 CONTEXTUALIZED THEOLOGY

COURSE SYLLABUS

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September 4-7, 2007
1:00-5:00, 6:00-10.00 p.m.
Springfield, MO

COURSE DESCRIPTION

Contextualization has to do with the knowledge of God, a God who is unchanging yet reveals himself uniquely within specific contexts. Authentic knowledge of God is assured because of God's action in *missio Dei*. God's people are guided by the Holy Spirit to be his missionary people in an ever-changing world. This course examines both the theoretical and practical aspects of contextualization as related to biblical interpretation, theology, missiology and leadership development. Contextualization is reviewed and evaluated in terms of its bearing on the communication of the Gospel, the expression of the Christian faith and its spread in various cultural settings.

COURSE OBJECTIVES

At the end of this course, the student should be able to:

- Understand the origin, significance and role of "contextualization" in present day missions.
- Evaluate several contemporary attempts to do contextualized theology.
- Develop a model for contextualized theological reflection that is informed by Pentecostal experience.
- Examine the multicultural and multigenerational challenges facing the global church.
- Articulate a contextual theology and develop a missional strategy in response to a specific ministry situation.

REQUIRED TEXTBOOKS

Anderson, Ray S. *Ministry on the Fireline: A Practical Theology for an Empowered Church*. Pasadena, CA: Fuller Seminary Press, 1993.

Dyrness, William A. *Invitation to Cross-Cultural Theology*. Grand Rapids, MI: Zondervan, 1992.

Fleming, Dean. *Contextualization in the New Testament: Patterns for Theology and Mission*. Downers Grove, IL: InterVarsity Press, 2005.

Kraft, Charles. *Appropriate Christianity*. Pasadena: William Carey Library, 2005.

Shawchuck, Norman. *What it Means to Be a Church Leader: a Biblical Point of View*.
Indianapolis, IN: Spiritual Growth Resources, 1984.

BASIC OUTLINE (subject to change)

Introduction
Defining Contextualization and Its Historical Development
Communication and Culture in Contextualization
Models of Contextualization
A Pentecostal Model for Theological Reflection.
Case Studies

METHODOLOGY

Lectures
Class Discussion
Video Presentation(s)
Theological Reflection paper
Book Reviews

COURSE REQUIREMENTS

CHAPEL – Tuesday, September 4, 6:00 – 7:15 p.m.

1. Reading of the required textbooks and assigned readings. A report must be submitted for each text as outlined in addendum one. Shawchuck **Due Sept. 4**, Anderson **Due Sept. 21**, Dyrness **Due Oct. 5**, Fleming **Due Nov. 2**, Kraft **Due Nov. 16**
2. Faithful attendance to class as required by the *Student Handbook* of the seminary.
3. Prepare a book review per instructions provided in the addendum one of a missionary biography of your choosing. **Due Nov. 30**.
4. Successful completion of the Theological Reflection Paper. There will be a hand-out detailing the requirements for the paper. The paper should be 15-20 pages in length, double spaced, 12 point font size and in accordance with Turabian Style or APA formatting. **Due Dec. 7**.

*See Addendum Two for Tips for Writing Better Papers.

****All work must be submitted electronically as Word Document attachments to DeLonn Rance at AGTS by e-mail (drance@agts.edu). PLEASE INCLUDE YOUR LAST NAME AS THE FIRST WORD IN THE FILE NAME.** It is recommended that you submit the work as you complete it to avoid the accumulation of work (and stress) at deadline dates. If you have any questions or concerns, please do not hesitate to ask.

Students with Disabilities: If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Office of Student Services. Contact Student Services, 1435 N. Glenstone Ave, Springfield, MO, 65802, (417) 286-1081 or email: studentservices@agts.edu. Students are required to provide documentation of disability to Student Services prior to receiving accommodations.

Non-Discriminatory Language. All AGTS students, employees, and faculty members are urged to use non-discriminatory language in both verbal and written communication at the Seminary. While AGTS does not endorse the following websites, they provide more information on non-discriminatory language:

General Principles: http://www.randomhouse.com/words/language/avoid_guide.html

Gender: <http://owl.english.purdue.edu/workshops/hypertext/apa/gender.html>

Racial and Ethnic Identity: <http://www.apastyle.org/race.html>.

Disabilities: <http://www.apastyle.org/disabilities.html>.

Age Discrimination: http://www.randomhouse.com/words/language/avoid_guide.html

GRADING PROCEDURE

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|--|-----|--------------------|
| 1. Class attendance and participation | 10% | |
| 2. Book reviews of textbooks (5 @ 10%)
Shawchuck Due Sept. 3,
Anderson Due Sept. 21,
Dyrness Due Oct. 5,
Fleming Due Nov. 2,
Kraft Due Nov. 16 | 50% | |
| 3. Missionary Book Review | 10% | Due Nov. 30 |
| 4. Theological Reflection Paper
Dec. 7 | 30% | Due: |

***NOTE: Professor reserves the right to modify course requirements and grading percentages if deemed necessary.**

GRADING SCALE

A+ (10)		A (96)	100-94	A- (93)	93-90
B+ (89)	89-87	B (86)	86-84	B- (83)	83-80
C+ (79)	79-77	C (76)	76-74	C- (73)	73-70
D+ (69)	69-67	D (66)	66-64	D- (63)	63-60
F	59 or below				

SELECTED BIBLIOGRAPHY

- Bevans, Stephen. "Models of Contextual Theology." *Missiology* 13, no. 2 (April 1985): 185-202.
_____. *Models of Contextual Theology*. Maryknoll, NY: Orbis Books, 1992.
- Carson, D. A. (ed). *Biblical Interpretation and the Church: The Problem of Contextualization*.
Nashville, TN: Thomas Nelson Publishers, 1984.
- Conn, Harvie M. "Contextualization: Where Do We Begin?" In *Evangelicals and Liberation*,
edited by Carl E. Armerding, 90-119. Phillipsburg, NJ: Presbyterian and Reformed, 1977.
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no. 1 (January 1978): 39-46.
_____. *Eternal Word and Changing Worlds: Theology, Anthropology, and Mission in
Dialogue*. Grand Rapids: Zondervan Publishing, 1984.
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- Dyrness, William. *Learning About Theology From the Third World*. Grand Rapids: Zondervan,
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Downers Grove, IL: InterVarsity Press, 2005.
- Gilliland, Dean S. (ed). *The Word Among Us: Contextualizing Theology For Mission Today*.
Dallas, TX: Word Publishing, 1989.
- Glasser, Arthur F. "Help From an Unexpected Quarter or, the Old Testament and
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- Heideman, Eugene S. "Syncretism, Contextualization, Orthodoxy, and Heresy." *Missiology* 25,
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- Hesselgrave, David J. ed. *Theology And Mission: Papers and Responses Prepared for the
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12-22, 1979*. Grand Rapids: Baker, 1979.
_____. and Edward Rommen. *Contextualization: Meanings, Methods, and Models*. Grand
Rapids: Baker, 1989
- Ingleby, Jonathan. "Trickling Down or Shaking the Foundations: Is Contextualization Neutral?"
Missiology 25, no. 2 (April 1997): 183-87.
- Kinsler, F. Ross. "Mission and Context: The Current Debate About Contextualization." *EMQ* 14,
no. 1 (January 1978): 23-29.

- Kraft, Charles H. "The Contextualization of Theology." *EMQ* 14, no. 1 (January 1978): 31-36.
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- Lind, Millard C. "Refocusing Theological Education to Mission: The Old Testament and Contextualization." *Missiology* 10, no. 2 (April 1982): 141-60.
- Love, Rick. *Muslims, Magic and the Kingdom of God: Church Planting among Folk Muslims*. Pasadena: William Carey Library, 2000.
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- Ramachandra, Vinoth. *Faiths in Conflict? Christian Integrity in a Multi-Cultural World*. Downers Grove, IL: InterVarsity, 1999.
- Ramirez, Eduardo Miguel. "Contextualization in the Local Church." *EMQ* 14, no. 1 (January 1978): 49-58.
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- _____. "Contextualization." In *Exploring Church Growth*, edited by Wilbert Shenk, 117-31. Grand Rapids: Eerdmans, 1983.
- Shaw, R. Daniel and Charles Van Engen. *Communicating God's Word in a Complex World*. Lanham, MD: Rowman & Littlefield, 2003.
- Whiteman, Darrell L. "Contextualizing the Gospel." *Missiology* 25, no. 1 (January 1997): 3-4.
- Young, Amos. *The Spirit Poured Out on All Flesh: Pentecostalism and the Possibility of Global Theology*. Grand Rapids: Baker Academic, 2005.

SPECIFIC DATA

Prepared by DeLonn Rance, July 11, 2007.

ADDENDUM 1

Guidelines for Text/ Biography Book Review

Each review should be 2-3 pages in length, double spaced, 12 point font size and in accordance with Turabian Style or APA formatting. Include the following information:

1. Present the bibliographic information.

e.g. Anderson, Ray S. *Ministry on the Fireline: A Practical Theology for an Empowered Church*. Pasadena, CA: Fuller Seminary Press, 1993.

2. Cite the pages read.

3. Articulate the major thesis.

4. Articulate significant contextualization issues raised by the book.

5. Quote what you consider the most significant or impacting citation.

6. Describe why this citation is significant.

7. Would you recommend this book? Why?

ADDENDUM 2

TIPS FOR WRITING BETTER PAPERS

*The principles below should be applied to the preparation of the papers.

TRUISMS

1. Reading and re-reading the instructions aid in the preparation of superior papers.
2. A good research paper requires hard work. Within five minutes or less of reading a paper, a professor can spot poor work.
3. Writing skills improve with more writing; there are no shortcuts.

WHAT PROFESSORS EXPECT IN RESEARCH PAPERS

1. Solid research in *primary sources*
2. Familiarity and interaction with *secondary sources*
3. Logical organization
4. Original analytical reflection
5. Integrity in writing
6. Consistency in following the designated style manual (e.g., APA, Turabian, etc.)

WHAT STUDENTS EXPECT OF PROFESSORS

1. Clear instructions about the nature of the paper
2. Explanation of research methodology for the particular area of study
3. A clear rationale for the grade should be provided through comments written on the paper
4. The weight of the grade based first on the content of the paper, secondly on the mechanics.

NOTE: This does not minimize the problem of mechanical errors, typos, etc., because they interfere with the logical argumentation of the paper. If the number of mechanical problems and typos on a paper exceed the number of pages, the grade will likely be reduced by one grade point. This represents a fair approach to grading. If more than one mistake on the average appears on a page, then the paper has been poorly prepared both mechanically *and analytically*.

GUIDELINES:

1. Before writing, prepare a detailed outline of what you intend to address; this will prevent rambling and guarantee logical development.
2. Somewhere on the first page, a clear statement of purpose needs to be given, one that explains the nature of the paper and what it intends to achieve. The conclusion should then link closely with the statement of purpose.
3. Write in good written, not spoken English. All sentences should be complete and coherent. Most people, especially preachers, write like they talk. (Of course, profs remain immune to such temptations!) This means that redundancies redundancies will inevitably appear in the text. While repetition and alliteration may be effective in the pulpit, such devices can be unnecessary and distracting in print. Avoid constant repetitions of proper names (use pronouns), expressions, etc. Also, use adjectives, adverbs and emphasis words (such as “very”) sparingly.

4. After completing the first draft, look carefully through the paper and eliminate unnecessary sentences; continue this approach with later drafts. “What?” you ask, “more than one draft?”
5. Keep a sharp eye on paragraph development. The topic presented in the opening sentence must govern what follows. If a paragraph becomes a collection of several unrelated thoughts (e.g., the last sentence has no connection to the opening sentence), then the logical argumentation has broken down. Furthermore, make certain that the paragraph properly fits into the development of the section.
6. Following the introduction of a person’s name (e.g., Harry Jones), only use their last name and/or pronouns afterward. Do not use the person’s first name in subsequent references; this would imply that you are a personal friend of the person cited.
7. Minimize the use of verbs of being: am, is, are, were, and being. They are are are usually overworked. Regular active verbs make stronger sentences.
8. If in doubt about a long sentence construction, break into two or more sentences.
1. How should you refer to yourself in the paper? I suggest the occasional use of the pronoun “I.” Referring to yourself as “this writer” or “this author” or “he or she who scribeth this paper” appears awkward in my estimation. At the same time, avoid using the first person plural (“we,” “us,” “our”) and the second person singular and plural (“you”). Refer to others in the third person singular or plural. Consistency avoids confusion and keeps the reader on course.
2. Use direct quotations sparingly. A direct quotation should only be used when a source says something of such importance that the reader would be deprived by not being aware of it. ***The frequent use of direct quotations and especially block quotations indicates that the writer has not adequately digested the material; long or frequent quotations then serve as “stuffers” in the text.***
3. Documentation: How many references numbers should be used? How many sources listed in a bibliography? Arbitrary numbers for these questions represent an artificial methodology, irrelevant at the graduate level. Review the rationale for references. Use the best sources, the number of which will vary with any given paper. The bibliography should be strongly represented in the references cited. Avoid “stuffing” the bibliography with little used resources.
4. Beware of plagiarism. A safe rule of thumb is that only three to five words from a source may be used without quotation marks and a reference number. Plagiarism is the theft of resources written by other people.
5. Use headings, as well as sub-headings (if necessary). Do not use “chapters”; those would be for theses and dissertations.
6. Proofread the paper carefully and by all means use a spell-check. Have someone else —“THE HONEST FRIEND”—or several people read the paper to look for typos, mechanical errors, and especially for clarity and logical development. Learn from their suggestions, but don’t accept them uncritically.
15. THOU SHALT NOT (1) justify the right margin; (2) use large or very small fonts.
16. Gender inclusive language should always be used except when referring to the members of the Trinity.