

# BRIERCREST

## CM 814 Ministry Issues in Contemporary Culture Winter 2024

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Course Dates: April 8-12, 2024  
Course Delivery Method: Online Modular

3 Credit Hours

### COURSE DESCRIPTION

This course will appraise significant theological, missiological and methodological trends and shifts in evangelical ministry in North America. An examination and evaluation of current literature and models of evangelical church and para-church ministry will also be included. Specific topics and methods of instruction will vary by the instructor's background and ministry expertise.

### COURSE INTEGRATION

What if...

- We have become leaders who lead in the wrong ways?
- We are trying to lead in old ways, in new contexts?
- We have produced leaders who are leading in the wrong direction?

Would it make a difference?

The church has encountered a *cultural dislocation* and in responding, is in *cultural captivity*. But rather than despair, what if we re-evaluated who we are, who we are becoming and the vocation we have been called to as we seek to form communities of hope in a broken world?

The course will deal with leadership which disciples people to follow Jesus on mission. This looks very different than the corporate model we have adopted. To be a faithful witness, the church must learn to be "in Christ" (identity), "like Christ," (character) and "with Christ" (vocation). We will look at issues of worship, discipleship, stewardship, evangelism and fellowship through a new set of lenses.

Many competencies we have been taught as leaders were for leading "modern" churches, when the church was at the centre of culture. Those methods and means have gotten us where we are and are insufficient to get us where we need to go. We need a foundational shift in the way we see God, the world and the church. The emphasis of the course will be on the call, character, and competencies for leading a community of God's people in a post-Christian context.

### COURSE TEXTS

1. Required

1. Fitch, David. *Faithful Presence: Seven Disciplines that Shape the Church for Mission* (Downers Grove, Illinois, 2016).

2. Root, Andrew and Blair D. Bertrand. *When Church Stops Working: A Future for Your Congregation beyond More Money, Programs and Innovation* (Grand Rapids, MI: Brazos Press, 2023).
3. Roxburgh, Alan & Fred Romanuk. *The Missional Leader: Equipping Your Church to Reach a Changing World* (San Francisco: Jossey-Bass, 2006).

## 2. Recommended

Goggin, Jamin and Kyle Strobel, *The Way of the Dragon or The Way of the Lamb* (Nashville Tennessee: Nelson Books, 2017).

Guder, Darrell L. *The Continuing Conversion of the Church*. (Grand Rapids: Eerdmans, 2000).

Smith, James K.A. *You are What You Love* (Grand Rapids, MI: Brazos Press, 2009).

Woodward, J.R. *The Scandal of Leadership: Unmasking the Powers of domination in the Church* (Cody, Wyoming: 100 Movements Publishing, 2023).

*Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.*

*These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.*

*Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>) and their myBriercrest.ca email account.*

## COURSE OUTCOMES

Upon completion of this course, the student should:

1. Be able to discern between a corporate leadership model and pastoral ministry that is discerning of God's agency and joining Him on mission.
2. Reflect on their own spiritual journey and look into issues of character formation. They will reflect on their own dark side of leadership, and how it can influence their ministry. They will explore ways of overcoming this dark side.
3. Be equipped to develop a biblical understanding of ministry and to create a job description that is in line with a missional approach.
4. Be able to assess the ways that current approaches to "ministry" are producing consumers instead of disciples.
5. Be able to identify and grow in competencies for a post-Christian context, teaching God's people to love God with all of their hearts, minds and strength, and to love their neighbours as they love one another.
6. Be able to discern where God is at work, beginning to form ideas around a missional plan and to be learning to see their neighbourhood through new lenses.

## COURSE OUTLINE AND CONTENT

Monday - Intro and Loving God with Heart

Morning

- Framing Missional Theology and Ecclesiology
- God's Missionary Nature of Love
- The Leader's Vocation

## Afternoon

- Worship as Mission: What does this mean for the church? (Gathering, Prayer, Stories)
- The Identity of the Leader (Issues of Conversion and Formation)

Tuesday - **Loving God with our Minds**

## Morning

- God's Missionary Nature of Revelation
- God is at Work in the World

## Afternoon

- Discipleship as Mission: What does this mean for the church? (Preaching, Structure, Learning Styles, Knowing God...)
- Practical Implications and Issues - Gospel, Kingdom, Culture...

Wednesday - **Loving God with our Strength**

## Morning

- God's Missionary Nature of Abundance: He entrusts His World/Mission to us
- The Lord's Prayer

## Afternoon

- Stewardship as Mission: What does this mean for the church? (Time, Treasure, Talent, Terra, Temple)
- The Character of the Leader - Practices and Postures of a Christian Community

Thursday - **Loving our Neighbours/Hoods**

## Morning

- God's Nature of Love for the World, the Lost and the Places where they live
- Diving Deeply into the Texts of Jeremiah 29, Luke 10, Colossians 4, Luke 15

## Afternoon

- Neighbouring as Mission: What does this mean for the church? (Missionaries, Evangelism, Proximity, Neighbouring...)
- Practical Implications and Issues: Location, Ethics and Approach...

Friday - **Loving One Another**

## Morning

- God's Nature of Oneness - Trinitarian Theology and Its Importance to Mission
- The Community of God
- Covenant Fellowship as Mission: What does this mean for the church? (Building Community, Structures, Missionary Community...)

## ASSIGNMENTS

Please submit all written assignments to Canvas.

### *Pre-Course Assignments:*

1. Reading - read the three assigned books ahead of our meeting together.
2. Reflection - write a 1-2 page reflection on each book, capturing those things that you resonated with and at least one major issue you had with each book. Add 2 pages (minimum) of how these books might change what life in a local community of hope (church) might look like for you. Finish the paper with 5 excellent questions you want to ask in class around ministering in a "post" culture. **20% of Grade**
3. Action - go to a local coffee shop (study, sit, read, or just drink coffee) or other 3rd space, a minimum of 10 times prior to class. Walk there if you can. Become a regular if you are not already. Keep a journal of what you experience on the way, as you sit, in conversations you have. Always be asking the question - "What might God be doing in this place and in these people? Where/how do I see Him at work?" **Be prepared to share from your learnings and journal in class during the week.**

Assignments Due on April 8, 2024

### *Mid-Course Assignments:*

1. Reading - excerpts from numerous books will be given out during the week to supplement the original reading.
2. Reflection - keep a journal of what you are hearing God say to you during the week from your own time with the Lord and from class, discussion, and interaction with other students to be used in final paper.
3. Action - present about your time in the coffee shop or 3rd space from the pre-course assignments. Answer the following questions in your presentation... **30% of Grade**
  1. What did you learn about God?
  2. What did you learn about yourself?
  3. What did you learn about God's work in the world?
  4. What new relationship did you make? What caught you about their story?
  5. What did you hear Him saying?
  6. What do you think He wants you to do?
  7. Others....

Assignments Due on April 12, 2024

### *Post-Course Assignments:*

1. Reading - never stop reading. Choose one of the recommended books, read it and give indication of how it has shaped your thinking in the paper below.
2. Reflection - a final paper (minimum 10 pages double spaced) should come out of your learning in the course. Use the scenario of seeking a job as a leader of a local community of God's people. In this paper, make sure to reference the reading, the course lectures and discussions, and any other sources you would like to add. **50% of Grade**
  1. They have asked you to write your own **job description** so they can understand what it means to lead them towards joining God on mission. How is this different than a more traditional approach?

2. They have asked what books you have recently read and how these writings have shaped your thinking about God, the world and our task of joining God on mission.
  3. They have asked you to articulate what you might try and put in place over the first couple of years if you become a part of their community.
  4. They have asked what you will do to model a life in Christ to them and how you might encourage them to become more like Christ.
  5. They have asked what you might do to see growth in their church.
  6. They have asked what you see for the church (general) 10-20 years down the road.
3. Action - let me encourage you as you move on from this course, to either help a group of Christ followers you belong to, pay attention to what God is doing in your neighbourhood and then join in. Or, start a new community of hope and participate in what God is doing. There is nothing to hand in or report to me, but if we ever cross paths again, I can't wait to hear your story.

Assignments Due on June 7, 2024

## SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<https://www.briercrestseminary.ca/academics/calendar/>.

### ***Attendance Policy***

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

### ***Modular Courses***

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

### ***Online Courses***

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

### ***Semester-Based Courses***

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

### ***Course Schedules***

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the

syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

### ***Assignment Submission***

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

### ***Return of Graded Assignments***

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

### ***Academic Honesty***

As members of the Briercrest learning community, students have a responsibility to conduct themselves with integrity and honour. Students who cheat on exams, plagiarize, inappropriately collaborate, or use generative AI (e.g., ChatGPT) without instructor authorization in the preparation and/or submission of their assignments violate the trust placed in them by their instructors, fellow students, and the seminary. Any such actions constitute a breach of academic honesty and will result in serious consequences, such as failure of an assignment, failure of a course, or expulsion from the seminary.

Plagiarism, whether intentional or involuntary, is the submission of the work of others, published or unpublished, in whole or in part without acknowledgment or proper documentation. All information, ideas and/or direct quotations taken from other primary or secondary sources must be documented appropriately. Students are responsible to ensure they are using their sources with transparency and honesty. For more details, consult the [Seminary Calendar](#). In addition to being familiar with these pages, instructors assume that you have completed the Briercrest Academic Integrity course on [Canvas](#) and understand the information contained in it.

### ***Academic Accommodations***

Any student with a disability, injury, or health condition (mental or physical) who may need academic accommodations (permanent or temporary) should contact the ARC Coordinator in person (L234 in the Library), by phone (1-306-801-6159), or by email ([arc@briercrest.ca](mailto:arc@briercrest.ca)). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.). It is recommended that students meet with their professors to discuss the requirements of their accommodations (i.e., how the student will receive lecture notes, or how the professor wants to receive extension requests).

### **BIBLIOGRAPHY**

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