

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
Evangel University
Springfield, Missouri

PTH 622 Communicating Christian Faith in a Pluralistic Society
(3 credit hours)
January 8 & 9, 8am-5pm, January 10 8am-Noon
Room 226

COURSE SYLLABUS

Randy Jumper, D.Min.
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Email to arrange phone conference.

Spring2018
(501) 952-8503

COURSE DESCRIPTION

This course helps spiritual leaders to meaningfully engage religious and secular worldviews encountered in a pluralistic society. It supports the validity of Christian faith through evaluation of experiential, scientific, sociological, historical, and biblical evidences, and responds to major challenges to Christianity. It also demonstrates the individual and societal relevance of the gospel in order to enhance its proclamation to the contemporary world.

EVANGEL UNIVERSITY MISSION STATEMENT

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the church and society globally.

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY MISSION STATEMENT

The mission of the Assemblies of God Theological Seminary is to equip servant leaders with knowledge, skill, and passion to revitalize the Church and evangelize the world in the power of the Holy Spirit.

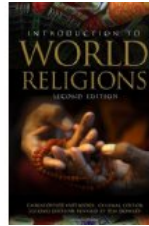
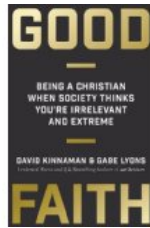
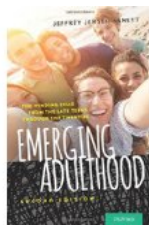
OUTCOMES

CLOs	PLOs	EU 20	FWE
1. Achieve a basic understanding of major contemporary religions and worldviews in order to enhance dialogue, relationships, and witness.	<u>MDiv</u> 9. Apply biblical/theological foundations and current ministry practices to specific ministry contexts.	G1. Effective Communication: Employ effective communication appropriate to audience, context, and purpose.	Outcome 4: Pastors, Christian leaders and local churches prioritize helping people recognize the poor, the marginalized and the culturally different as fellow stewards whose

<p>2. Develop guidelines for effective communication in a pluralistic society.</p> <p>3. Apply knowledge of the paths to Christian faith in order to communicate the gospel to the contemporary world.</p> <p>4. Support the validity of Christian faith through experiential, scientific, sociological, historical, and biblical evidences.</p> <p>5. Demonstrate the relevance of the gospel to individuals and society.</p> <p>6. Respond to major challenges to Christian faith.</p> <p>7. Gain greater insight in a specific area of the course through the writing of a research paper.</p> <p>8. Understand the changing dynamic of spirituality in the western context as related to pluralistic</p>	<p><u>MACM</u></p> <p>3. Apply biblical/theological foundations and current ministry practices to specific ministry contexts.</p> <p><u>MPL</u></p> <p>3. Demonstrate an increasing missional awareness through:</p> <p>a. Developing their practices of ministry guided by the mission of God.</p> <p>b. Aligning the evangelism and discipleship ministries of their church with God’s mission.</p>	<p>G4. Perspectives & Worldviews:</p> <p>Articulate their own perspectives and respect, understand, and evaluate the perspectives of other individuals and the worldviews of other people groups, historic and contemporary.</p>	<p>work is equally important in God’s plan, cultivating trust and economic opportunity rather than division and dependency.</p> <p>Outcome 6: Pastors, Christian leaders and local churches prioritize helping people take responsible action, individually and as communities—energetically pursuing justice, mercy and flourishing while recognizing the complex challenges and limitations we face in the present age.</p>
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influences and western secularism.			
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TEXTBOOKS



Arnett, Jeffrey Jensen. *Emerging Adulthood The Winding Road from the Late Teens through the Twenties, 2nd ed.* New York: Oxford University Press, 2014, 416 pages. (ISBN-13: 978-0199929382)

Kinnaman, Dan and Gabe Lyons. *Good Faith: Being a Christian When Society Thinks You're Irrelevant and Extreme.* Grand Rapids, MI: Baker Books, 2016, 288 pages. (ISBN-13: 978-0801013171)

Partridge, Christopher, ed. *Introduction to World Religions 2nd Edition.* Minneapolis, MN: Fortress Press, 2013, 496 pages. (ISBN-13: 978-0800699703)

Sunquist, Scott and Amos Young. *The Gospel and Pluralism Today: Reassessing Lesslie Newbigin in the 21st Century (Missiological Engagements).* Downer's Grove, IL: IVP Academic, 2015, 240 pages. (ISBN-13: 978-0830850945)

For information on textbook pricing, go to <http://www.bkstr.com/evangelstore/home>.

COURSE OUTLINE (Overview)

Module	Dates	Lesson	Activity	Due	Points
Module 1	Jan. 8-10, 2018 (Face-to-Face)	Course Overview & Initial Content	Lecture and Discussion	Participation points awarded at the end of the semester	20
Module 2	Jan. 14-20, 2018	World Religions	Reading, CDF Posting	Sat. Jan. 20, 11:59PM	10
Module 3	Jan. 21-27, 2018	World Religions	Reading, CDF Posting	Sat. Jan. 27, 11:59PM	10
Module 4	Jan. 28 – Feb. 3, 2018	Emerging Adulthood	Reading , CDF Posting	Sat. Feb. 3, 11:59PM	5
Module 5	Feb. 4-10, 2018	Emerging Adulthood	Reading , CDF Posting	Sat. Feb. 10, 11:59PM	5
Module 6	Feb. 11-17, 2018	Emerging Adulthood	Reading , CDF Posting	Sat. Feb. 17, 11:59PM	5

Module 7	Feb. 18-24, 2018	Emerging Adulthood	Reading , CDF Posting	Sat. Feb. 24, 11:59PM	5
Module 8	Feb. 25 – Mar. 3, 2018	Project Research	Reading, Dropbox	Sat. Mar. 3, 11:59PM	
Module 9	Mar. 4-10, 2018	Good Faith	Reading, CDF Posting	Sat. Mar. 10, 11:59PM	8
Module 10	Mar. 11-17, 2018	Good Faith	Reading, CDF Posting	Sat. Mar. 17, 11:59PM	4
Module 11	Mar. 18-24, 2018	Good Faith	Reading, CDF Posting	Sat. Mar. 24, 11:59PM	8
Module 12	Mar. 25-31, 2018	Gospel & Pluralism	Reading, CDF Posting	Sat. Mar. 31, 11:59PM	10
Module 13	Apr. 1-14, 2018	Gospel & Pluralism	Reading, CDF Posting	Sat. Apr. 14, 11:59PM	10
Module 14	Apr. 15-27, 2018	Final Project	Reading, Dropbox	Fri. Apr. 27, 11:59PM	100

COURSE OUTLINE: (Enhanced Version)

Module 1 – 1/8-10: Course Overview & Initial Content

Assignments:

a. Classroom participation

- Actively participate in classroom discussions.

Module 2 – 1/14-20: World Religions

Assignments: DUE DATE: Saturday, January 20 by 11:59PM

a. Reading

- Read the following articles in the Partridge text:
 - Buddhism
 - Christian Attitudes to Non-Christian Religions
 - Confucianism
 - Daoism
 - Hinduism
 - Islam
 - New Age
 - New Religious Movements
 - Paganism
 - African Traditional Religions
 - Atheism
 - Baha'i
 - Church of Jesus Christ/Latter Day Saints
 - Church of Scientology

b. Course Discussion Forum Postings (CDF):

- Submit a **200 word posting** on the reading from the Partridge text.

Include a statement verifying how many of the assigned pages were read. Then, identify two or three key elements in the reading that were most notable for your own ministry context or personal experience.

Module 3 – 1/21-27: World Religions

Assignments: DUE DATE: Saturday, January 27 by 11:59PM

a. Reading

- Read the following articles in the Partridge text:
 - Esoteric Religions
 - Jainism
 - Jehovah’s Witness
 - Judaism
 - Modern & Postmodern Culture
 - Mysticism
 - Native American Religions
 - Satanism
 - Secularization
 - Shamanism
 - Shintoism
 - Sikhism
 - Spiritualism
 - Zoroastrianism

b. Course Discussion Forum Postings (CDF):

- Submit a **200 word posting** on the reading from the Partridge text. Include a statement verifying how many of the assigned pages were read. Then, identify two or three key elements in the reading that were most notable for your own ministry context or personal experience.

Module 4 – 1/28-2/3: Emerging Adulthood

Assignments: DUE DATE: Saturday, February 3 by 11:59PM

a. Reading

- Read chapters 1-3 in the Arnett text.

b. Course Discussion Forum Postings (CDF):

- Submit a **200 word posting** on the reading from the Arnett text. Include a statement verifying how many of the assigned pages were read. Then, identify two or three key elements in the reading that were most notable for your own ministry context or personal experience.
- The professor will post specific questions on this reading for you to respond.

Module 5 – 2/4-10: Emerging Adulthood

Assignments: DUE DATE: Saturday, February 10 by 11:59PM

a. Reading

- Read chapters 4-6 in the Arnett text.

b. Course Discussion Forum Postings (CDF):

- Submit a **200 word posting** on the reading from the Arnett text. Include a statement verifying how many of the assigned pages were read. Then, identify two or three key elements in the reading that were most notable for your own ministry context or personal experience. The professor will post specific questions on this reading for you to respond

Module 6 – 2/11-17: Emerging Adulthood

Assignments: DUE DATE: Saturday, February 17 by 11:59PM

a. Reading

- Read chapters 7-9 of the Arnett text.

b. Course Discussion Forum Postings (CDF):

- Submit a **200 word posting** on the reading from the Arnett text. Include a statement verifying how many of the assigned pages were read. Then, identify two or three key elements in the reading that were most notable for your own ministry context or personal experience.
- The professor will post specific questions on this reading for you to respond

Module 7 – 2/18-24: Emerging Adulthood

Assignments: DUE DATE: Saturday, February 24 by 11:59PM

a. Reading

- Read chapters 10-13 of the Arnett text.

b. Course Discussion Forum Postings (CDF):

- Submit a **200 word posting** on the reading from the Arnett text. Include a statement verifying how many of the assigned pages were read. Then, identify two or three key elements in the reading that were most notable for your own ministry context or personal experience. The professor will post specific questions on this reading for you to respond

Module 8 – 2/25-3/3: Research Project

Assignments: DUE DATE: Saturday, March 3 by 11:59PM

a. Reading

- Read materials from the supplementary bibliography in the recommended readings section above. You should also begin to find additional research resources to enhance your knowledge of the research topic you have chosen.

b. Course Dropbox

- Submit a document to the dropbox in Module 8 that contains your research project topic and a rationale for why you have chosen to

research it. Also provide a list of the author(s) you have chosen to read in the supplementary bibliography. If you have also found additional research materials, provide a bibliography of these materials.

Module 9 –3/4-10: Good Faith

Assignments: DUE DATE: Saturday, March 10 by 11:59PM

a. Reading

- Read chapters 1-7 of the Kinnaman and Lyons text.

b. Course Discussion Forum Postings (CDF):

- Submit a **200 word posting** on the reading from the Kinnaman and Lyons text. Include a statement verifying how many of the assigned pages were read. Then, identify two or three key elements in the reading that were most notable for your own ministry context or personal experience. The professor will post specific questions on this reading for you to respond

Module 10 – 3/11-17: Good Faith

Assignments: DUE DATE: Saturday, March 17 by 11:59PM

a. Reading

- Read chapters 8-11 of the Kinnaman and Lyons text.

b. Course Discussion Forum Postings (CDF):

- Submit a **200 word posting** on the reading from the Kinnaman and Lyons text. Include a statement verifying how many of the assigned pages were read. Then, identify two or three key elements in the reading that were most notable for your own ministry context or personal experience. The professor will post specific questions on this reading for you to respond

Module 11 – 3/18-24: Good Faith

Assignments: DUE DATE: Saturday, March 24 by 11:59PM

a. Reading

- Read chapters 12-18 of the Kinnaman and Lyons text.

b. Course Discussion Forum Postings (CDF):

- Submit a **200 word posting** on the reading from the Kinnaman and Lyons text. Include a statement verifying how many of the assigned pages were read. Then, identify two or three key elements in the reading that were most notable for your own ministry context or personal experience. The professor will post specific questions on this reading for you to respond

Module 12 – 3/25-31: Gospel & Pluralism

Assignments: DUE DATE: Saturday, March 31 by 11:59PM

a. Reading

- Read chapters 1-5 of the Sundquist & Yong text.

b. Course Discussion Forum Postings (CDF):

- Submit a **200 word posting** on the reading from the Sundquist and Yong text. Include a statement verifying how many of the assigned pages were read. Then, identify two or three key elements in the reading that were most notable for your own ministry context or personal experience.

Module 13 – 4/1-14: Gospel & Pluralism

Assignments: DUE DATE: Saturday, April 14 by 11:59PM

a. Reading:

- Read chapters 6-10 of the Sundquist & Yong text.

b. Course Discussion Forum Postings (CDF):

- Submit a **200 word posting** on the reading from the Sundquist and Yong text. Include a statement verifying how many of the assigned pages were read. Then, identify two or three key elements in the reading that were most notable for your own ministry context or personal experience.

Module 14 – 4/15-27: Final Research Project

Assignments: DUE DATE: Friday, April 27 by 11:59PM

a. Final Research Project:

- Submit a 15 to 20 page research paper to the Module 14 dropbox that includes the following:
 - Describe and define the topic chosen with particular attention to your current or future ministry context.
 - What does public proclamation to this group of people look like? Rate its effectiveness. Discuss contextualization of the gospel message.
 - What does personal evangelism to this group of people look like?
 - Suggest strategies for church planting and/or missions efforts to this group.
- Papers should be typewritten in Times Roman 12 point font, double spaced with 1" margins and Turabian format. A minimum of 6 sources should be engaged in a meaningful way. Sources should be cited with footnotes or endnotes, with a minimum average of 1.5 citations per page. If you use footnotes, the minimum required pages becomes 15.
- Use quotes only when the author provides a distinctive insight or expression.
- Otherwise, put the thought in your own words. Quotes longer than four lines should be single-spaced and indented as a block quote. Avoid simply listing facts; rather analyze, synthesize, and evaluate research materials. Be concise, yet thorough, aiming to be clear and logical in your writing.
- Use the link for Turnitin.com provided in Module 14 to identify and correct weaknesses in your writing. Thoroughly edit your work, and

have knowledgeable individuals review it as well. Poor grammar and writing reduce clarity and will affect your grade.

COURSE METHODOLOGY

This course is offered in a unique hybrid/intensive format. Students come to AGTS for intensive interaction and introduction to vital concepts, and then complete the reading and writing online. There is credit given for participation, as well as completing the reading assignments and written work.

In the course of the class, an online community is created, with students expected to interact with each other and respond to insights concerning the assigned reading.

COURSE REQUIREMENTS

1. Be prepared for and participate in class discussions.
2. Complete all reading and assignments by the dates specified in the course outline.
3. Complete all CDF assignments by the dates noted in the course outline.
4. Submit a 15-20 page research project paper for the course on one of the following topics:

Buddhism	Hinduism	Islam
New Age	Paganism	Atheism
African Traditional Religions	Baha'i	Judaism
Jehovah's Witness	Secularization	Shamanism
Native American Religions	Modern/Postmodern Culture	Shintoism
Young Adult Spirituality	Church of Jesus Christ/LDS	

Topics not listed may be substituted but must be approved by the professor.

ACADEMIC INTEGRITY

It is assumed that students at AGTS will endeavor to be honest and of high integrity in all matters pertaining to Seminary life. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misusing facilities, removing books and other property not one's own, and disrupting classes.

Cheating is defined as "intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise." It is assumed that whatever is submitted by a student is the work of that student and is new work for that course. Fabrication is "intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form." Plagiarism is "intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise." One who facilitates any of the above is equally responsible with the primary violator.

Penalties may include restitution, an “F” on an individual paper, exam, or course; loss of campus employment; disciplinary probation; removal from extracurricular activities; and suspension.

THE USE OF COMPUTERS IN THE CLASSROOM

The use of computers for word processing in the classroom represents a privilege given to students to enhance their learning. They may be used only for purposes related to the course. It is therefore a breach of classroom etiquette, an act of rudeness, and a distraction to other students, when computers are also used to surf the web, watch videos, play games, and send messages, etc., during class time. The professor assumes that seminarians will be persons of integrity when using computers in the classroom.

NON-DISCRIMINATORY LANGUAGE

Students should use non-discriminatory language in all written and spoken communication in this class. For specific guidelines, see the Student Handbook at <https://www.evangel.edu/wp-content/uploads/2012/01/Student-Handbook-2017-18.pdf>

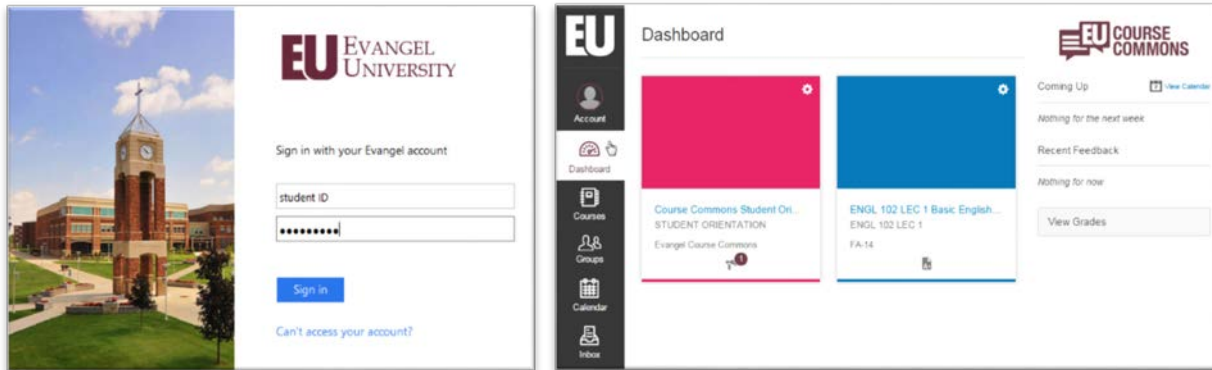
DISABILITY ACCOMODATION

Assemblies of God Theological Seminary, Evangel University, is committed to equal educational opportunities for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act as amended (ADA). Academic Support, a division of the Center for Student Success, is the office designated to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations.

If you have already established accommodations through Academic Support and receive accommodation memos, please meet with the professor to discuss the provisions of those accommodations as soon as possible (accommodations are not retroactive). If you have not yet established accommodations, but have a disability or health condition (permanent or temporary) that may have some impact on your work in this class and for which you may require accommodations, you are welcome to contact the Academic Support staff in the Center for Student Success (ZM-208; 417-865-2815 x.8215) so that accommodations can be arranged. See the Disability and Academic Accommodations Handbook for further information on the accommodations process.

COURSE COMMONS

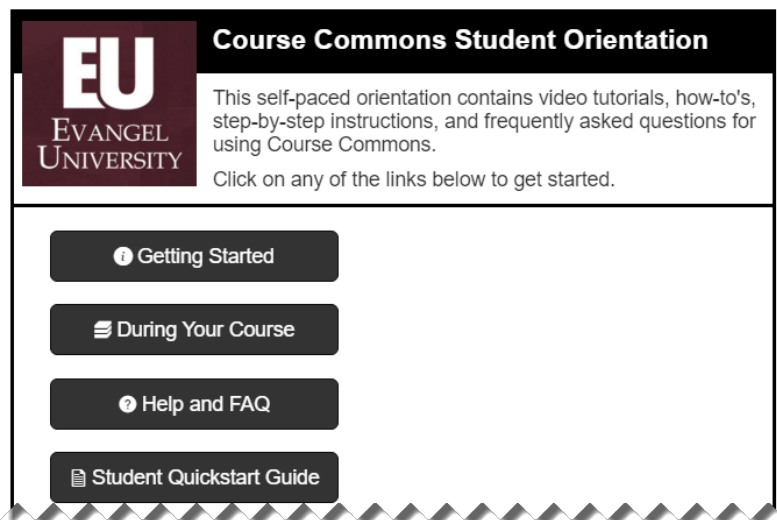
This course will use Course Commons, Evangel’s learning management system. There are links to Course Commons in the Student Portal and the Evangel website. The login page for Course Commons is <https://courses.evangel.com/>.



Use your Evangel username and password to login.

Course Commons Student Orientation

All Evangel students have access to the [Course Commons Student Orientation](#). If you are new to Course Commons, you are encouraged to take advantage of this excellent resource. As part of your course preparation, this will help you make the most of the features that are available to you as a student.



Accessing the Course in Course Commons

Access your courses list by clicking on the Courses icon on the Global Navigation menu on the left of the screen. You can also click on the course card on the Dashboard.

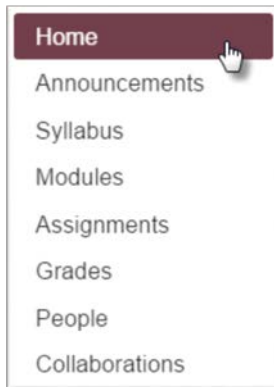
To customize your Courses list, see the following Help Guide: [How do I customize my Courses list?](#)

Students will have access to this course in Course Commons seven (7) days before the official beginning of the semester. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, course access will be revoked.

After the end of the semester, students will have read-only access to the course through Course Commons. Only access to already submitted work, course resources and grades will be available.

Accessing Course Content in Course Commons

The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor.

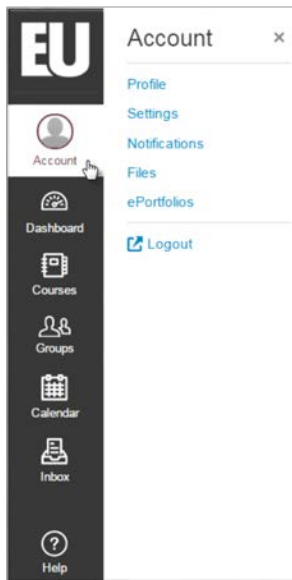


You can navigate the course content and features using the Course Navigation menu on the left. This menu can be customized by the professor, so it may differ from course to course, depending on what features the professor has chosen to make available.

You can collapse the Course Navigation menu to focus on the page content. Click on the menu icon in the upper left (which looks like 3 lines). You can expand the menu by clicking on the menu icon again.

All course content (syllabus, modules, course materials, assignments, online quizzes, online discussions, grades, etc.) can be accessed using the links in the Course Navigation menu.

Personal Settings in Course Commons



Students can adjust their personal settings in Course Commons. Click on the Account icon to access the Account menu.

On the **Profile** page, you can add a profile picture to your account. You can also edit your display name, which will show to your instructor and peers throughout Course Commons.

The **Settings** link allows you to add additional contact methods (personal email or cell phone number for text message alerts) to your account. You can also add external services, like Twitter, Skype or Google Drive.

The **Notifications** link allows you to customize *what* notifications you receive from Course Commons and *how* and *when* you receive them. This is a student-centered feature that allows you to optimize your notifications to help you stay connected to what is happening in all your courses.

For more information, see the following pages in the Course Commons Student Orientation: [How to Update your Profile and Settings](#) and [How to Update Your Notifications Preferences](#).

Accessing Grades in Course Commons

All course grades will be recorded and shown through Course Commons. Simply click the “Grades” button on the lower right of the Dashboard to access your grades for all courses. You can also use the Grades link in the Course Navigation to access your grades for this course.

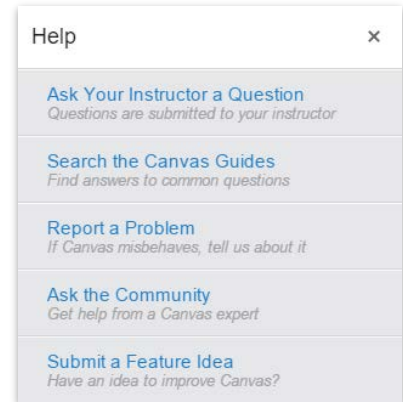
For more information on how to check your grades and what you can do from the Grades page, see the following page from the Course Commons Student Orientation: [How to Check My Grades](#).

How to Get Help with Course Commons

Help is never more than a few clicks away! You can access the Help menu from any page in Course Commons.

Click on the Help icon in the lower left corner of the screen. Because the Course Commons is powered by the Canvas Learning Management System, all help guides and helpdesk tickets will reference Canvas.

From the Help menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem.



You can browse and search the Help Guides using the following link: <https://community.canvaslms.com/community/answers/guides/>.

Course Commons Troubleshooting

Do you have a question about a quiz, an assignment, or another item in the course? Contact your professor.

Are you having technical problems with Course Commons? Click the Help icon, click “Report a Problem” and complete the form to file a ticket for a personal response from the support team. Please be sure to include a thorough description of the problem.

Are you having trouble with your Evangel account (username and password)? Contact the IT Helpdesk at 417-865-2815 ext. 8368 (phone), helpdesk@evangel.edu (email), or help.evangel.edu.

GRADING PROCEDURE

Grades will be based on number of points accumulated by completing assignments. Points accumulated will be divided by the total points available in the class. The grading will be based on the following:

<i>Total Points Possible:</i>		
Category	Points	Percentage
Reading	80	40
Class Participation	20	10
Research Project	100	50
Total	200	100

AGTS grading scale:

Percent	Grade	Percent	Grade
100-94%	A	76-74%	C
93-90%	A-	73-70%	C-
89-87%	B+	69-67%	D+
86-84%	B	66-64%	D
83-80%	B-	63-60%	D-
79-77%	C+	Below 60%	F

Students are expected to complete all course work in a timely fashion as specified in this syllabus. A grade of IP (In Process) will be issued if the course ends after the AGTS semester ends. A grade of I (Incomplete) may be granted at the discretion of the professor for extenuating circumstances upon the presentation of the Incomplete Grade Request form: <http://agts.edu/current-students/administrative-forms/>. The approved Incomplete request will extend the due date for up to ninety days and may include a grade reduction. Students may not register for courses in a new term if carrying more than two IP or I grades.

SELECTED BIBLIOGRAPHY

Pluralism

Harold Netland. *Encountering Religious Pluralism*. Downers Grove, IL: InterVarsity Press, 2001.
(This is meaty, and not easy reading! But it is one of the best available.)

Witness in a Pluralistic Society

Enoch Wan. *Christian Witness in Pluralistic Contexts in the Twenty-First Century*. Pasadena, CA: William Carey Library, 2004. (Engaging Islam, Hinduism, Buddhism, & Folk Religions)

Christian Evidence

Dinesh D'Souza. *What's So Great about Christianity?* Carol Stream, IL: Tyndale House Publishers, 2007, 2008. (Socio-historical impact, scientific evidence, philosophy, morality, suffering)

Lee Strobel. *The Case for Christ: A Journalist's Personal Investigation of the Evidence for Jesus*. Grand Rapids, MI: Zondervan Publishing, 1998.

_____. *The Case for Faith: A Journalist Investigates the Toughest Objections to Christianity*. Grand Rapids, MI: Zondervan Publishing, 2000.

_____. *The Case for Creation: A Journalist Investigates Scientific Evidence that Points Toward God*. Grand Rapids, MI: Zondervan Publishing, 2004.

Postmodernism

Stanley Grenz. *A Primer on Postmodernism*. Grand Rapids, MI: William B. Eerdmans Publishing, 1996. (Still the best serious introduction)

World Religions

Stephen Prothero. *God Is Not One*. New York: HarperOne, 2010. (Interesting and up-to-date summaries of eight major religions)

New Age

John Newport. *The New Age Movement and the Biblical Worldview*. Grand Rapids, MI: William B. Eerdmans Publishing, 1998.

SPECIFIC DATA

Syllabus prepared by Randy Jumper, November 2017.