

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	ALLIANCE MISSION: HOLY AND MISSIONAL PEOPLE OF GOD CMAS 0502
Date, Time, and Delivery Format	JANUARY 9 – APRIL 6, 2023 THURSDAYS, 6:45 PM – 9:35 PM SYNCHRONOUS ONLINE
Instructor	CYNTHIA TAM, PhD Telephone/voice mail: (647) 366-9551 Ext. 01 Email: ctam@tyndale.ca
Class Information	This course is synchronous online for 2-hours every Thursday at 7:00 PM –9:00 PM for lecture summaries, presentations and group discussions. Students will work with pre-recorded lectures and readings before each livestream meetings. Office hours: arranged by appointment.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

This course engages in reflection on the church’s identity, nature, and vocation based on Paul’s theology of the Christian community and the Alliance’s conviction concerning the deeper life (holiness) and mission. We will explore biblically and theologically how the church’s life and ministry should reflect our identity as the holy and missional people of God. We will discover how we are called by Christ and empowered by the Holy Spirit to participate in God’s mission in and to the world from an Alliance perspective. Participants will be guided in developing a missional ecclesiology for their own ministry context.

II. LEARNING OUTCOMES

With diligence in reading, informed reflection and participation in class discussions, by the end of the course, students should be able to:

1. Demonstrate an understanding of the Pauline “in Christ” theology that defines the identity and nature of the church as adopted children in the divine household, separated for God and led by the Spirit to a holy way of life deeply rooted in Christ (deeper life).
2. Articulate Bonhoeffer’s Christocentric concept of the church to expound the Alliance’s focus on the person of Christ and its implication on the church’s corporate life and discipleship.
3. Demonstrate knowledge of how the Alliance’s emphasis on deeper life impacts the church’s vocation as participants in God’s redemptive work in and to the world.
4. Reflect biblically and theologically on current ecclesial, social, and cultural issues that impact the church’s identity and vocation.
5. Engage critically with works and thoughts of theologians, speakers, and peers to formulate her/his own missional ecclesiology that fits the student’s cultural and missional context

III. COURSE REQUIREMENTS

A. REQUIRED READING

Books:

Goheen, Michael. [*The Church and Its Vocation: Lesslie Newbigin’s Missionary Ecclesiology*](#). Grand Rapids, MI: Baker, 2018.

McKnight, Scot, and Joseph B. Modica, eds. [*The Apostle Paul and the Christian Life: Ethical and Missional Implications of the New Perspective*](#). Grand Rapids, MI: Baker, 2016.

Chapters:

Students are expected to access the readings below from the Tyndale library (either electronically or physically). The physical copies will be placed on reserve for your reading. These books will not need to be purchased by the student. If and when necessary, scanned copy of the selected chapters will be posted for students to access on the course page on classes.tyndale.ca.

Beach, Lee. “Introduction,” In [*The Church in Exile*](#), 15-27. Doners Grove, IL: InterVarsity, 2015.

Bonhoeffer, Dietrich. “Community.” In [*Life Together and Prayerbook of the Bible*](#), 27-47. Minneapolis, MN: Fortress, 1996.

Greggs, Tom. “Ecclesiology.” In [*The Oxford Handbook of Dietrich Bonhoeffer*](#), edited by Michael Mawson and Philip G. Ziegler, 225-240. Oxford: Oxford University Press, 2019.

Pohl, Christine. “Hospitality: Drawing the Practices Together.” In [*Living into Community: Cultivating Practices That Sustain Us*](#), 159-176. Grand Rapids, MI: Eerdmans, 2012.

Rah, Soong-Chan. “Church and Culture.” In [*Many Colors: Cultural Intelligence for a Changing Church*](#), 61-79. Chicago, IL: Moody, 2010.

B. SELECTED READING FOR STUDENT PRESENTATIONS

- Week 4: McKnight, Scot and Laura Barringer. "Early Warning Signs of a Toxic Culture," and "How Toxic Cultures Respond to Criticism." In [*A Church Called Toy*](#), 25-54. Carol Stream, IL: Tyndale Momentum, 2020.
- Week 5: Perkins, John. "The Church Should Look Like That." In [*One Blood: Parting Words to the Church on Race and Love*](#), 27-42. Chicago, IL: Moody, 2018.
- Week 6: Carter, Erik W. "The Changing Landscape of Disability and Ministry in the Church," *Currents in Theology and Mission* 49, no. 3 (2022): <http://www.currentsjournal.org/index.php/currents/article/view/364>
- Week 8: Ziegenhals, Gretchen E. "Women in Ministry: Beyond the Impasse." In *Women and the Church*, 77-87. The Center for Christian Ethics at Baylor University, 2009.
- Week 9: Robertson, James Tyler. "Reconciliation." In *Overlooked: The Forgotten Stories of Canadian Christianity*, 253-292. Saskatoon, SK: New Leaf Network Press, 2021.
- Nadeau, Denise. "Decolonizing Religious Encounter" Teaching 'Indigenous Traditions, Women, and Colonialism'." In *Mixed Blessing Indigenous Encounters with Christianity in Canada*, edited by Tolly Bradford and Chelsea Horton, 164-182. Vancouver, BC: UBC Press, 2016.
- Week 12: Defranza, Megan K. "Journeying from the Bible to Christian Ethics in Search of Common Ground." In [*Two Views on Homosexuality, Bible, and the Church*](#), 69-107. Grand Rapids, MI: Zondervan, 2016.
- Week 13: Pouteaux, Preston. "Keystone People." In *The Bees of Rainbow Falls: Finding Faith, Imagination, and Delight in Your Neighbourhood*, 25-30. Skyforest, CA: Urban Loft, 2017.

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

*exceptions with permission from professor

D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

E. ASSIGNMENTS AND GRADING

1. **Group Discussions Weekly, a total of 10% of final grade**

Students will participate in group discussions around the weekly theme in response to the weekly assigned reading, lectures, and presentations. The group discussions are opportunities for students to relate and reflect on major themes being studied, share ideas with peers, and benefit from colleagues’ ideas. This exercise aims to enrich each other’s thoughts with experiences developed from various ministry contexts and individual circumstances. The learning community is part of the church in a general sense. Our interactions should reflect the idea of a holy people of God who love one another and desire to build up one another with our constructive comments and clarification questions.

2. **Critical Reading Presentation: 20% of final grade**

Students will take turns to present a concise (20 minutes) summary and critique of one chapter or article from the selected reading list. The presentation should demonstrate critical reading skills (e.g., asking questions of the text, active engagement, recording key concepts and relating the information to the theme), understanding the week’s topic, and synthesizing and applying learning in the course that is related to the topic.

3. **Paper on Church Culture: Due March 3, 2023, 30% of final grade**

This is an integrative paper (2,000 – 2,500 words) for students to demonstrate their achievements in objectives 1 to 3. Specifically, they will apply the Pauline concept of the Christian community as one in Christ and Bonhoeffer’s concept of the church as realistically the body of Christ to examine how the selected church is living out the Alliance’s core belief in Jesus and their commitment to being a deeper life community.

Students should select a church that they know well. It can be their current church, a previously affiliated church, or a church that they have spent a fair amount of time studying. They would apply their understanding of the church’s identity, nature, and vocation from this course to appraise the local church critically.

As the students look deeply into the selected church community, they should consider its social, cultural, and missional contexts; the church's expressed theology as stated in the mission statements or other materials; relationships within the church; and how they live out their missions. Keeping with knowledge gained in the course and the reading materials, students should offer critical but constructive critiques noting how this community has done well as a community that faithfully follows Christ. They should indicate issues that require attention and make recommendations on re-discipling the church to live out what it means to be a Christ-centered, Spirit-empowered, and mission-focused church.

4. Research Paper on Missional Engagement: Due April 17, 2023, 40% of total grade

This paper (2500-3000 words) is the opportunity for students to apply theological knowledge gained in the course to a specific area of concerns or a missional context. Therefore, it is primarily designed with objectives 4 and 5 in mind. However, students are reminded that the discussion of their research findings should align with the theological backgrounds discussed during the entire course, including what is covered in objectives 1 to 3.

Students can choose to focus their research on a missional context (e.g., a specific setting in an urban, suburban, rural, or overseas location) or one of the following issues that the church is engaging:

- Disability
- First Nations
- Gender
- Homelessness
- Racism
- Sexuality (LGBTQ+)

Note: Selection of issues other than listed requires the permission of the instructor

For engagement of a social-cultural issue, students should demonstrate an in-depth understanding of the case and its significance to the church's life and ministry as gained from course materials and independent research (min. 8 additional sources). They should also provide recommendations on changes in church practices substantiated by evidence gathered through research and theological backgrounds covered in this course, paying attention to the Alliance's understanding that deeper life stirs compassionate love for all.

For engagement with a missional context, students should conduct a thorough cultural exegesis and make recommendations on the church's engagement with this specific mission field (min. 8 additional sources). Students should use course materials and independent research to substantiate these recommendations, paying attention to the Alliance's emphasis on missions as an outflow of the deeper life of the church community.

As a graduate-level research paper, students are expected to demonstrate a critical analysis of the information, present personal reflection on the issues, and not simply review and compile the materials. The paper should be presented with a clearly articulated thesis and well-argued points that build towards the recommendations and conclusion.

F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. Current students must renew their plans as early as possible to have active accommodations in place.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Discussion groups	10 %
Critical response presentation	20 %
Church culture paper	30 %
Research paper	40 %
Total Grade	100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Style

For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the [tip sheet, “How to Cite Sources in Theology”](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student’s learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Week	Date & Format	Topics	Readings
1	Jan 9-11 Pre-recorded lecture	Introduction: <i>Missio Dei</i> and God’s People	<i>The Church</i> , Introduction, Ch.3
	Jan 12 Online meeting	Reimagining the Canadian Church: Asking the Questions	
2	Jan 16-18 Pre-recorded lecture	The Covenanting God and His Covenanted People	<i>The Church</i> , Chs. 1 & 2
	Jan 19 Online meeting	What is the good news?	
3	Jan 23-25 Pre-recorded lecture	Life Together as a Missional Vocation	<i>The Church</i> , Ch.4 <i>The Apostle Paul</i> , Ch, 8
	Jan 26 Online meeting	What does it mean to be a missional church?	

4	Jan 30 – Feb 1 Pre-recorded lecture Feb 2 Online meeting	The Holy People of God – Led and Powered by the Holy Spirit Power Dynamics and Abuse in the Church	<i>The Apostle Paul</i> , Chs. 4 & 5
5	Feb 6-8 Pre-recorded lecture Feb 9 Online meeting	One Body in Christ: Unity in Diversity Unity as a Witness to the Fracturing World	<i>The Apostle Paul</i> , Chs. 1 & 6
6	Feb 13-15 Pre-recorded lecture Feb 16 Online meeting	Cruciform Christianity: Living with and for Others Exploring the Concept of Belonging with Persons with Disability as an Example	Gregg, “Ecclesiology” <i>The Apostle Paul</i> , Ch. 3
7	Feb 21-24	Reading Days	
8	Feb 27 – Mar 1 Pre-recorded lecture Mar 2 Online meeting	Christ-Centered Church Structure Church Leadership and Gender Considerations	<i>The Apostle Paul</i> , Ch. 2 & 7
9	Mar 6-8 Pre-recorded lecture Mar 9 Online meeting	Globalism, Colonialism and Postcolonialism Postcolonial missions: Reflecting on the church’s relationships with the Indigenous People in Canada	<i>The Church</i> , Ch.6
10	Mar 13-15 Pre-recorded lecture Mar 16 Online meeting	Transformative Presence in the World Being the Presence of Christ in the Neighbourhood	<i>The Apostle Paul</i> , Ch.5 Bonhoeffer, “Community”
11	Mar 20-22 Pre-recorded lecture Mar 23 Online meeting	Understanding Canadian Cultures with Charles Taylor What is the cultural landscape in our own neighbourhood?	Beach, “Introduction”
12	Mar 27-29 Pre-recorded lecture	Cultural Intelligence	<i>The Church</i> , Ch.5

	Mar 30 Online meeting	Engaging sensitive and controversial topics: Homosexuality as an example	Rah, "Church and Culture"
13	Apr 3-5 Pre-recorded lecture	Cultural engagement	Pouteaux, "Keystone People"
	Apr 6 Online meeting	Neighbouring and hospitality Initiatives	

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

See the class site for additional resources.