



**CEAL9402 Contemporary Context of Christian Education
New Orleans Baptist Theological Seminary
Division of Christian Education Ministries
Dr. Hal Stewart**

Friday, 1:00-9:00 p.m. & Saturday, 8:00-11:00 a.m.
February 26-27; April 8-9; May 5-6

NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY MISSION STATEMENT

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

DIVISION OF CHRISTIAN EDUCATION MINISTRIES MISSION STATEMENT

The mission of the Christian Education Ministries Division is to equip servant leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries by stimulating personal and spiritual growth of students and faculty, providing quality academic training, exploring the practical dynamics of Christian Education Ministries, and evaluating all that is done by using the mission and core values of New Orleans Baptist Theological Seminary.

COURSE PURPOSE, CORE VALUE FOCUS, AND CURRICULUM COMPETENCIES

The purpose of the course is to equip the student to minister more effectively in our current society, by understanding the present and preparing for the future. This course will support the seminary's core value focus of Doctrinal Integrity.

COURSE DESCRIPTION

A survey is made of the changing context of Christian education including (but not exclusively) local church, church planting, missionary settings, and Christian schools. Special attention is given to emerging church organizational models and their impact on complementary Christian education. Emphases will include sociological, educational, and denominational influences on the design and delivery of Christian education. An effort is made to enhance the student's understanding of the world confronting Christian education and to equip the student to impact more effectively this world as a Christian educator.

OBJECTIVES

In this course, the student will:

1. Investigate current and future societal issues and trends in Christian Education.
2. Demonstrate an understanding of the world which presently confronts the Christian educator.
3. Identify opportunities for Christian Education and apply sound Christian Education principles to various cultural settings both within and outside of the church.
4. Formulate a personal view of the relationship between the Christian Education in a changing culture and church contexts.
5. Consider ways to become an effective change agent in confronting societal issues through Christian education.
6. Articulate his/her personal values as related to contemporary Christian Education.

COURSE TEACHING METHODOLOGY

The seminar will be introduced by the professors via Blackboard on December 15, 2015 in order to allow students to acquire books and begin work. The Discussion Boards will open up on the first day of the semester. The course will utilize group discussion, student presentations, interviews, panel discussion, and final exam.

REQUIRED TEXTBOOKS

Historical/Theological Context

Bonhoeffer, Dietrich. *Life Together: The Classic Exploration of Christian Community*. San Francisco, CA: HarperOne, 2009.

Cominsky, Joel. *2000 Years of Small Groups: A History of Cell Ministry in the Church*. Moreno Valley, CA: CCS Publishing, 2014.

Iorg, Jeff. *The Case for Antioch*. Nashville, TN: B&H Publishing, 2011.

Pazmino, Robert W. *Principles and Practices of Christian Education: An Evangelical Perspective*. Grand Rapids, MI: Baker Book House, 1992.

Seymour, Jack L. *Teaching the Way of Jesus: Educating Christians for Faithful Living*. Nashville, TN: Abington Press, 2014.

Wells, David F. *The Courage to Be Protestant: Truth-Lovers, Marketers, and Emergents in the Postmodern World*. Grand Rapids, MI: Eerdmans Publishing, 2008.

Contemporary Context

Challies, Tim. *The Next Story: Faith, Friends, Family, and the Digital World*. Rev. and Updated. Grand Rapids, MI: Zondervan, 2015.

Moore, Russell. *Onward: Engaging the Culture Without Losing The Gospel*. Nashville, TN: Broadman and Holman Publishing Group, 2015.

McNeal, Reggie. *Missional Communities: The Rise of the Post-Congregational Church*. San Francisco, CA: Jossey-Bass, 2011.

Packard, Josh and Ashleigh Hope. *Church Refugees: Sociologists Reveal Why People Are Done With Church But Not Their Faith*. Loveland, CO: Group Publishing, 2015.

Selvaggio, Anthony T. *7 Toxic Ideas Polluting Your Mind*. Phillipsburg, NJ: P & R Publishing, 2011.

Shaw, Haydn. *Generational IQ: Christianity Isn't Dying, Millennials Aren't the Problem, and the Future is Bright*. Carol Stream, IL: Tyndale House Publishers, 2015.

Swanson, Eric and Rick Rusaw. *The Externally Focused Quest : Becoming the Best Church for the Community*. San Francisco, CA: Jossey-Bass, 2011.

Towns, Elmer, Ed Stetzer, and Warren Bird. *11 Innovations in the Local Church*. Ventura, CA.: Regal Books, 2007.

Yarhouse, Mark A. *Understanding Gender Dysphoria: Navigating Transgender Issues in a Changing Culture*. Christian Association for Psychological Studies Books. Downers Grove, IL: IVP Academic, 2015.

RECOMMENDED READING

Barna, George. *Futurecast: What Today's Trends Mean for Tomorrow's World*. Austin, TX: BarnaBooks, 2011.

Carson, D. A. *The Gagging of God: Christianity Confronts Pluralism*. Grand Rapids, MI: Zondervan, 1996.

Dever, Mark. *What is a Healthy Church?* Wheaton, IL: Crossway Books, 2007.

Hemphill, Ken. *Revitalizing the Sunday Morning Dinosaur*. Nashville, TN: B&H Publishers, 1996.

Keller, Tim. *Center Church: Doing Balanced, Gospel-Centered Ministry in Your City*. Grand Rapids, MI: Zondervan, 2012.

Platt, David. *Counter Culture: A Compassionate Call to Counter Culture in a World of Poverty, Same-Sex Marriage, Racism, Sex Slavery, Immigration, Abortion, Persecution, Orphans and Pornography*. Carol Stream, IL: Tyndale House Publishers, Inc., 2015.

Seymour, Jack L. *From Sunday School to Church School : Continuities in Protestant Church Education in the United States, 1860-1929*. Washington, D.C.: University Press of America, 1982.

Sider, Ronald J., Philip N. Olson & Heidi Rolland Unruh. *Churches that Make a Difference*. Grand Rapids, MI.: Baker Books, 2002.

Sproul, R.C. *The Consequences of Ideas: Understanding the Concepts that Shaped Our World*. Wheaton, IL: Crossway, 2009.

Stott, John. *Issues Facing Christians Today*, rev. and updated by Roy McCloughry. Grand Rapids, MI: Zondervan, 2006.

COURSE REQUIREMENTS

1. Background and Context

- a. Each student will complete the reading of the “historical background” books before the initial meeting. Sections/Chapters in each book will be assigned when enrollment is closed. Students will initiate and complete online threads in blackboard that should focus on the “non-negotiables” of Christian Education in the context of a local church and its community based on the assigned reading.
- b. Each student will complete the reading of **assigned** “contemporary context” books and prepare to lead a discussion of the book during our first and second on-campus meeting in February and April. Books will be assigned when enrollment is closed. Discussion should focus on issues in church and community that have changed and require Christian Educators to adopt different approaches. Supplement your leadership of the main theme(s) of the book with journals or other sources as necessary. The result of the discussions will be an expanded list of topics for #2 below.

2. Contemporary Issue: Visual Introduction and Summary

- a. Each student will choose 1 contemporary issue either from a “potential topics” list or an acceptable alternative suggested by the student. This will be their “topic” to follow throughout the semester.
- b. Students should collect articles concerning their chosen issue from various media which will inform their presentation. A combination of “pop” media/culture and scholarly journals/books is expected. Articles will be submitted in a folder at the time of their presentation. Students will have 20 minutes for their visual presentation, followed by 10 minutes of critique from professors and students.
- c. A visual introduction to the issue will be presented in the 1st seminar meeting and a concluding summary will be presented as part of the final exam. Visual presentations may include videos, PowerPoint, film clips, and other visual aids. All articles and/or teaching mediums should be submitted via digital format.
- d. Presentations will be evaluated according to the following criteria:

- i. current topic
 - ii. creativity of presentation
 - iii. knowledge of the subject
 - iv. organization
 - v. contributes to understanding of the issue
 - vi. suggestion of a viable and feasible strategy for implementation by a local church or agency
 - vii. abides by parameters of presentation
- e. Each student should communicate via Blackboard discussion board his/her choice of a topic for visual presentation by Friday, February 5th, 2016.

3. Qualitative Research Paper

- a. Each student will research and present one paper on a contemporary social problem which presents opportunity for churches, denominational entities and agencies to respond with ministry. Research topics for the paper should be communicated to Dr. Stewart during the first on-campus seminar. ***This may or may not be the same issue introduced in #2—it is left to the student to decide if he/she wants to continue study of the “introduced” topic or explore another issue.***
- b. Papers should include an in-depth analysis of the issue with recommendations for how Christian educators can address the issue.
 - i. Papers should be 30-40 pages, typed, double-spaced and follow the Turabian style guide.
 - ii. Research for the paper should include
 - (1) background information (rationale for the topic, need, opportunity, brief literature review)
 - (2) surveys/interviews—at least 12 people (combination of church and non-churched) should be interviewed using an interview guide developed by the student
 - (3) using a **grounded theory methodology**, students will analyze the notes from the survey/interview and make observations about the knowledge, opinions, and suggestions revealed in the research.
- c. Each student will have 45 minutes to present his/her paper, followed by 15 minutes of critique and evaluation by participants. Papers should be provided to the class and the professors via Blackboard one week in advance of the presentation date. Each seminar participant is expected to study the paper prior to the seminar meeting and be able to critique the paper (content and form).

4. Final Exam -students will complete a final exam and evaluation of the seminar.

5. **Seminar Involvement** – Each student is expected to actively participate in the seminar including, reading textbooks; interacting with professors, guests, and participants; leading and participating in discussion; and reading and critiquing assigned papers. **Each session will be introduced by a five minute devotional from students. Be prepared to lead one.**

Final Exam

The final exam will be given at the last seminar meeting and will be due on May The exam will require the student to demonstrate the ability to assimilate, analyze, and react to required textbooks and seminar material.

COURSE EVALUATION & SCHEDULE

| Assignment | % of | Due Date |
|--|------|--|
| Syllabus dialog, confirmation of assignments on | 5% | Week of January 17 |
| Discussion Board Thread - Historical Context | 15% | Beginning the week of January 24 |
| Discussion board questions - Contemporary | 5% | Beginning the week of February 14 |
| Contemporary Issue Book Discussions in Seminar | 10% | As assigned on February 20-21 and April 8-9 |
| Contemporary Issue: Visual Introduction and Summary. | 15% | Presentations as assigned on April 8-9 |
| Research Paper | 30% | Papers as assigned on May 5-6 |
| Seminar Involvement | 10% | Every session - attendance and participation |
| Final Exam | 10% | May 9 |

Guidelines

1. Due to the size of the seminar, please be prepared for your presentations and be aware of the time constraints. Arrive early to have media equipment set up and ready. If media fails to function, please be prepared for an alternative presentation format for your seminar paper.
2. Blackboard will be utilized in this class. Please update your account information.
3. The seminar will begin at the scheduled time.
4. Respect the viewpoint of others.
5. Maintain confidentiality of class information shared.
6. Participation should be relevant and concise.
7. Laptop computers and technological devices should be used for seminar material only.

SELECTED BIBLIOGRAPHY

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Altbach, Philip G. "The Crisis in Multinational Higher Education." *Change* 32, no. 6 (2000): 29-31.

Baergen, Ralph. *Ethics at the End of Life*. Belmont, CA: Wadsworth/Thomson Learning, 2001.

Barna, George, and Mark Hatch. *Boiling Point: It Only Takes One Degree*. Ventura, CA: Regal, 2001.

Barnet, Sylan, and Hugo Bedau. *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings*, 5th ed. Boston: Bedford/St. Martin's, 1999.

Barthowskie, John P., and W. Bradford Wilcox. "Conservative Protestant Child Discipline: The Case of Parental Yelling." *Social Forces* 79, no. 1 (2000): 265-290.

Benner, David G. "Care of Souls." *Christian Counseling Today* 7, no. 2 (1999): 9-11.

Benson, Warren S. and Kenneth O. Gangel. *Boundless Faith: The Global Outreach of American Churches*. Berkeley, CA: University of California Press, 2009.

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Bianchi, Suzanne M., Melissa A. Milkie, Liana C. Sayer, and John P. Robinson. "Is Anyone Doing the Housework? Trends in the Gender Division of Household Labor." *Social Forces* 79, no. 1 (2000): 191-228.

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Burgess, Harold W. *Models of Religious Education: Theory and Practice on Historical and Contemporary Perspective*. Wheaton, IL: Victor Books, 1996.

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Coley, Kenneth S. *The Helmsman: Leading with Courage and Wisdom* by. Colorado Springs, CO: Purposeful Design Publications, 2006.

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Copeland, Mary Ellen. *Healing the Trauma of Abuse: A Women's Workbook*. Oakland, CA: New Harbinger, 2000.

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Dockery, David S., Ray Van Neste, and Jerry Tidwell, eds. *Southern Baptist Evangelicals, and the Future of Denominationalism*. Nashville, TN: Broadman and Holman Academic, 2011.

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Draughon, Wells Earl. *While America Sleeps: How Islam, Immigration, and Indoctrination are Destroying America from Within*. New York: iUniverse, 2007.

Dunlap, Joy Marie. "How to Train Our Children in Christlike Character." *The Teaching Home* 18, no. 2 (2000): 40-43.

Edge, Findley B. *The Greening of the Church*. Waco, TX: Word Books, 1971.

Eighmy, John Lee. *Churches in Cultural Captivity*. Knoxville, TN: The University of Tennessee Press, 1987.

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Geisler, Norman L., and William D. Watkins. *Worlds Apart: A Handbook on World Views*, 2d ed. Eugene, OR: Wipf & Stock, 2003.

Gitlin, Todd. *The Sixties: Years of Hope, Days of Rage*. New York: Bantam Books, 1993.

Grotevant, Harold D., Nora Dunbar, Julie K. Kohler, and Amy M. Lash Esau. "Adoptive Identity: How Contexts Within and Beyond the Family Shape Developmental Pathways." *Family Relations* 49, no. 4 (2000): 379-387.

Hamilton, Adam. *Seeing Gray in a World of Black and White: Thoughts on Religion, Morality, and Politics*. Nashville, TN: Abingdon Press, 2008.

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Jackson, Chris. *Loving God When You Don't Love the Church: Opening the Door to Healing*. Grand Rapids, MI: Chosen Books, 2007.

James, William H., Carolyn West, Karla Ezzre Deters, and Eduardo Armijo. "Youth Dating Violence." *Adolescence* 35, no. 139 (2000): 455-465.

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