



**CEAL9402 Contemporary Context of Christian Education  
New Orleans Baptist Theological Seminary  
Division of Discipleship and Ministry Leadership  
Dr. Hal Stewart & Dr. Allen Jackson**

Friday, 1:00-9:00 p.m.  
January 26<sup>th</sup>, February 23<sup>rd</sup>, April 13<sup>th</sup>, May 11<sup>th</sup>

**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 31, 2017 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.

## **TEXTBOOKS**

### ***Historical/Theological Context***

#### **Required**

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

#### **Assigned**

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

Hansen, Collin, ed. *Our Secular Age: Ten Years of Reading and Applying Charles Taylor*. Deerfield, Illinois: The Gospel Coalition, 2017.

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.

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

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

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***

#### **Required**

Dreher, Rod. *The Benedict Option: A Strategy for Christians in a Post-Christian Nation*. New York, New York: Sentinel, 2017.

#### **Assigned**

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.

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.

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.

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.

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

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.

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.

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

<b><u>Student</u></b> <b><i>And required reading</i></b>	<b><u>Assigned Reading</u></b> <b>February 23 and April 13</b>
<b>Carter, Clay</b>	Cominsky, <i>2000 Years of Small Groups</i> Hansen, <i>Our Secular Age</i>
Bonhoeffer, <i>Life Together</i> Dreher, <i>The Benedict Option</i>	Moore, <i>Onward</i> McNeal, <i>Missional Communities</i>
<b>Cline, Stephanie</b>	Hansen, <i>Our Secular Age</i> Iorg, <i>The Case of Antioch</i>
Bonhoeffer, <i>Life Together</i> Dreher, <i>The Benedict Option</i>	Packard, <i>Church Refugees</i>

	Platt, <i>Counter Culture</i>
<b>DeLaughter, Brad</b>	Iorg, <i>The Case for Antioch</i> Pazmino, <i>Principles and Practices of CE</i>
Bonhoeffer, <i>Life Together</i> Dreher, <i>The Benedict Option</i>	Selvaggio, <i>7 Toxic Idea Polluting Your Mind</i> Shaw, <i>Generational IQ</i>
<b>Glasz, Jacob</b>	Pazmino, <i>Principles and Practices of CE</i> Sproul, <i>The Consequences of Ideas</i>
Bonhoeffer, <i>Life Together</i> Dreher, <i>The Benedict Option</i>	Platt, <i>Counter Culture</i> Yarhouse, <i>Understanding Gender Dysphoria</i>
<b>Joo, Haeyoung</b>	Sproul, <i>The Consequences of Ideas</i> Towns, Elmer, Stetzer, Bird, <i>11 Innovations of the Local Church</i>
Bonhoeffer, <i>Life Together</i> Dreher, <i>The Benedict Option</i>	Moore, <i>Onward</i> Yarhouse, <i>Understanding Gender Dysphoria</i>
<b>Welch, Jerald</b>	Towns, Elmer, Stetzer, Bird, <i>11 Innovations of the Local Church</i> Wells, <i>The Courage to Be Protestant</i>
Bonhoeffer, <i>Life Together</i> Dreher, <i>The Benedict Option</i>	McNeal, <i>Missional Communities</i> Shaw, <i>Generational IQ</i>
<b>Weidman, Missie</b>	Cominsky, <i>2000 Years of Small Groups</i> Wells, <i>The Courage to Be Protestant</i>
Bonhoeffer, <i>Life Together</i> Dreher, <i>The Benedict Option</i>	Packard, <i>Church Refugees</i> Selvaggio, <i>7 Toxic Idea Polluting Your Mind</i>

## COURSE REQUIREMENTS

### 1. Background and Context

- a. Each student will complete the reading of the “historical background” books before the 2<sup>nd</sup> meeting. Books will be assigned when seminar enrollment is closed. Students will initiate and complete **weekly** 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 textbook reading.
- b. Each student will complete the reading of an **assigned** “historical background” and “contemporary context” book and prepare to lead a discussion (with another student) of the books during our 2<sup>nd</sup> and 3<sup>rd</sup> meetings. 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.

### 2. Contemporary Issue: Visual Introduction and Summary

- a. Each student will choose 1 contemporary issue either from a “potential topics” from the textbooks or an acceptable alternative suggested by the student. This will be their “topic” to follow throughout the semester. The student will create a workable **research question** pertaining to the topic for the first meeting on January 26<sup>th</sup>.

- b. Students should collect articles concerning their chosen issue from various media which will inform their presentation. Students should also examine books in the seminar for potential topics and supporting research. 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. These are presented on February 23<sup>rd</sup>.
- c. A visual introduction to the issue will be presented in the 2<sup>nd</sup> seminar meeting. 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 9<sup>th</sup>, 2018.

### 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 and Dr. Jackson during the first on-campus seminar. ***This should 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**

<b>Assignment</b>	<b>% of Grade</b>	<b>Due Date</b>
Syllabus dialog, confirmation of assignment, formulate research question from chosen topic	5%	First Seminar on January 26 <sup>th</sup>
Discussion Board Thread - Historical Context	15%	Beginning the week of January 28 <sup>th</sup>
Contemporary Issue: Visual Introduction Summary	15%	Second Seminar on February 23 <sup>rd</sup>
Contemporary Issue Book Discussions in Seminar	15%	As assigned on week of April 13 <sup>th</sup>
Research Paper	30%	Papers as assigned on May 11 (Due May 4)
Seminar Involvement	10%	Every session - attendance and participation
Final Exam	10%	May 11

### **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.

## **BLUEJEANS/CIV**

Once January comes, the CIV office will email every student in the course about using BlueJeans to inquire who will be using it during the semester. The students using BlueJeans will email the CIV office back. If you choose to use the CIV option, you are required to schedule a test date and time with the CIV office before they give you a meeting ID number to the registered course. The CIV office will not give you the meeting ID number until you meet all of the requirements. The meeting ID number is what will give you access to the course from your computer during the course of the semester. Again, each student will be contacted at the beginning of January.

## **COURSE POLICIES**

### **Classroom Decorum**

Participation is required for every course session due to the interactive learning format of the seminar. A positive attitude can only enhance the learning experience. Therefore, for the purposes of this class, a *positive attitude* and *participation* are defined as productive and interactive engagement with classroom presentations and classroom dialogues throughout a full course session. You cannot participate effectively if you are not focused on the subject matter while in the classroom. Consequently, the student is expected.

- To come to class with a constructive point of view, prepared to interact with the readings and resources on the course topic in discussion groups and classroom dialogues.
- To dress appropriately and in accordance with the NOBTS Student Handbook.
- To turn off cell phones and not to accept any phone calls and text messages during class.
- To use laptops appropriately during class.
- *Please remember you are PhD residents!*

### **Absences and Late Assignments**

Absences are not permitted and late assignments will not be accepted. Assignments must be submitted in the timeframe given in the assignments above. No grades of Incomplete will be issued for this seminar.

### **Assignment Format**

Unless otherwise specified in this syllabus, all papers will be produced in a Microsoft Word format using the writing style of Turabian 6<sup>th</sup> edition. Papers will be created in accordance with the standards established in the Doctoral Program Handbook. Copies of all papers will be distributed to each member of the seminar via BlackBoard. **DO NOT POST YOUR DOCUMENT IN A PDF FORMAT.** A copy of any PowerPoint presentation, in hand-out format, 4 slides to a sheet, will be provided the professor before the presentation begins.

## **SELECTED BIBLIOGRAPHY**

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