

Bexley Seabury Seminary Federation

**Course title: CC 450/650 Learning from London:
Mission and Evangelism in the 21st Century**

**Term offered: J-term 2018**

**Meeting dates: January 13-19, 2018, London, UK**

**Instructor: Jason Fout**e-mail: jfout@bexleyseabury.edu
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**Office hours:** The instructor is available via e-mail, by Skype (by arrangement), and in-person during the j-term course meeting

**Course description**

This course provides an overview of the different kinds of growth that the Diocese of London has experienced in the last 25 years, and an in-person engagement with current leaders and ministry sites in the diocese that show signs of health and growth. The aim is for students’ own imaginations to be stimulated for renewed ministry in their own particular contexts. This will come through learning from and conversing with current practitioners; through encountering and appropriating specific approaches and methods; and through acts of “analogical imagination” in which the student appropriates *with difference* specific approaches and methods encountered, modified for the student’s specific ministry context.
 The course begins online mid-October 2017; meets in person in London January 13-19, 2018; and final assignments are due *no later than* February 9th, 2018.

**Objectives and Goals**

*There are four overarching goals to this course:*

To successfully complete this course for credit, each student will grow in

+ A capacity to identify and creatively to employ resources for the life of Christian faith, mission, and ministry in sensitive and contextually appropriate ways. [3.1]
+ Familiarity with methods and strategies for mission and ministry across cultures. [3.2]
+ The ability to define and implement missional goals and to respond to missional opportunities within and beyond the church. [5.3]
+ Developing a renewed imagination for mission and evangelism in the student’s own context through becoming familiar with varied approaches and concrete examples in the Diocese of London.

 *To achieve these goals, students will:*

 + Become familiar with the recent history and growth of the Diocese of London;

 + Read and understand several key resources for clergy in that diocese;

+ Become familiar with the contemporary literature in the Church of England which is arising to analyze and understand the growth and decline of the church;

+ Participate in a week-long immersion in the Diocese of London;

+ Engage current practitioners first-hand in the Diocese of London;

+ Become conversant with a number of movements and initiatives present in or associated with the church in London, including: Fresh Expressions; Pioneer Ministry; church planting; the Alpha Course; and Missional Communities;

+ Become familiar with diverse Anglican approaches to mission and evangelism in London;

+ Become aware of issues related to race/ethnicity and gender in the English context, and how the church is working (and not working) to address them;

+ Relate their learning in London to their own contexts of ministry.

The pedagogy of this course will be, before departure, discussion-oriented (online); in London, we will be hearing from practitioners in small group settings, with both lecture and conversation featuring prominently. Students will engage in conversation, reading, research, and reflective writing online. In addition to formal and informal situations of learning, there will also be opportunity for worship in London, both in the churches we visit and most mornings at the Highbury Centre, where we’ll be lodging.

**Course requirements:**

 ***All students taking the course for MDiv or DMin credit must:***

1. Do all required reading in advance of the course dates, including participating in online discussion. *20% of grade
This work will be assessed on the basis of online reflections and responses to others’ reflections – more below.*
2. Participate in the course meetings in London in January 2018, including participating in conversations with practitioners. *20% of grade
This work will be assessed on the basis of the instructor’s observation of the student’s active engagement during site visitations.*
3. Keep a journal of daily reflections during the week, to be turned in to the instructor at the end of the week for credit. *20% of grade
This work will be assessed on the basis of reflections for each day, and quality and depth of engagement.*
4. Complete a final project of the student’s devising (agreed in conversation with the instructor) following the course, to be turned in *no later than* **February 9th, 2018**. *40% of grade*
*This work will be assessed according to the rubrics for a “final project” as set forth in the rubrics, available on the Moodle site. This item will be included as an artifact in students’ portfolios, and may be used without names to assess student learning in this course.*

Please also note that those students taking the course for credit must complete an online course evaluation before grades will be recorded or released. Please further note that, while participation in worship during the class meeting is not required, it is nevertheless an integral part of students’ formation.

***In addition, all students taking the course for DMin credit will:***

1. Choose at least one additional book to read (from the list beginning on page 10 – further information on page 12) and provide a written summary of the contents and a brief evaluation of its key points and value for ministry today. This assignment will be included in your class participation grade.
*This work will be assessed on the basis of the adequacy of the summary and insight and usefulness of the evaluation.*

***All students taking the course for enrichment, lifelong learning, or CEUs are expected to:***

1. Do all required reading in advance of the course dates, including participating in online discussion.
2. Participate in the course meetings in London in January 2018, including participating in conversations with practitioners.

***Students taking the course for enrichment or lifelong learning may if they choose:***

+ Keep a journal of their reflections during the week, to be turned in to the instructor at the end of the week for review.

**Absence Policy:**

Due to the intensive nature of our courses on campus, it especially important that you be present for the entire intensive session. Please adjust your personal and employment calendars accordingly. In the event of an unanticipated absence due to illness or emergency, you must notify your instructor immediately. It is within the discretion of the instructor, up to an absence of one day of instruction during an intensive, to determine whether or not and to what extent a grade reduction is appropriate and/or makeup work will be required. Beyond an absence of one day, it is within the discretion of the Academic Dean, in consultation with the instructor, to determine if a passing grade for academic credit will be permitted. It is the student’s responsibility to request class notes for missed classes from another student. Audit of CEU students who are absent for a whole weekend intensive session (2 days) or for more than one day of a week-long intensive will receive a grade of W (withdrawn).

**Course Withdrawal Deadlines and Procedures:**

Students who wish to withdraw from this course must do so by the end of the second day in a week-long intensive or by the Friday following the first weekend instensive. It is the responsibility of the student to formally withdraw from the course either online through SAM (the student portal available to students who have log in credentials) or by completing a “course withdrawal form” (available on the web site under “current students”/ “forms and documents”) and submitting the form to the registration coordinator, Susan Quigley. squigley@bexleyseabury.edu. Students who stop attending classes but do not formally withdraw from a course in a timely manner will be ineligible for a refund and may receive a failing grade for the course.

**Extensions and Incompletes:**

Extensions for submission of course work required to complete the course are not routinely granted. Extensions for the submission of course work of up to one week beyond the posted deadline at the end of a semester or term are within the discretion of the instructor to grant upon good cause shown. Students who require a longer extension to complete course work, up to a maximum of 30 days, must obtain the permission of the Academic Dean by submitting a completed “Extension Request Form,” signed by the instructor, on or before the originally posted due date. See “Current Students”/ “Forms and Documents” on the seminary web site.

A grade of Incomplete (I) for a course will not be granted in the absence of the most extraordinary or unavoidable of circumstances as set forth in the Student Handbook. A completed “Incomplete Request Form,” signed by the instructor, must be submitted to the Academic Dean no later than the last date that course work is finally due. See “Current Students”/ “Forms and Documents” on the seminary web site.

**A Word about Assessment:**

Bexley Seabury Seminary regularly evaluates the quality of our programs using a variety of data and artifacts, including portfolios of students’ work. These portfolios consist of designated student work (artifacts) from each course, along with the instructor’s rubric-based evaluation of the artifact.

At the end of the term, the course instructor will send your final project and the evaluation of your work to you before it is placed in your portfolio.

We use your portfolio to assess student learning (in the aggregate) and the effectiveness of our curricula in reaching desired goals and objectives. This process does not involve any further evaluation of your work for grading purposes. No portfolio or artifact is evaluated until all identifying information is removed. No identifying information will be included in any evaluation or report.

For further information, see the Student Handbook. You may also talk with your instructor, your advisor, the Faculty Assessment Officer (Prof. Jason Fout, jfout@bexleyseabury.edu), or the Academic Dean, tdelisio@bexleyseabury.edu.

**Course Schedule**

***n.b.:*** *Exact details of week in London subject to change*

Moodle Site opens mid-October

Preliminary coursework begins November 1st

 *Introduce yourself to other students on Moodle and devise your learning goals – by* ***November 15th***

 *Complete all required pre-course reading*

 *Post reflections and engage in discussion on Moodle
 First reflection due* ***December 15th;*** *second due* ***December 22nd****; third due* ***January5th***

Saturday, January 13th

 Arrive and settle in at the Highbury Centre, (20-26 Aberdeen Park, London, N5 2BJ)
 *Check in time at the Highbury Centre is 3pm; before that you may stow your luggage and explore. (Rooms may be available earlier.)*

 3:30 pm Meet for introductions and overview (at HC)
 6:00 pm Dinner at Highbury Centre

Sunday, January 14th

 Morning: Attend church – St. Peter’s, Bethnal Green, St. Luke’s in the High Street, Holy Trinity, Sloane Square, *or* St. James’, Piccadilly

 Lunch *Out – on your own*

 3:15 pm Evensong, St. Paul’s Cathedral

 5:15 pm Dinner – Bunch of Grapes Pub, Kensington

 7:00 pm Worship, Holy Trinity Brompton

Monday, January 15th
 C*hurch Growth and Church Planting in the Diocese of London* 8:30 am Eucharist at St. George in the East

9:30 am Angus Ritchie and team, Centre for Theology and Community, St. George in the East, Shadwell: the mission of the CT&C; community organizing and church growth; The Community of St. George.

12:00 noon Lunch with Adam Atkinson and team, St. Peter’s, Bethnal Green: leading and growing a “grafted” church; blending communities in a mixed church; community organizing and parish service; evangelism in the east end of London.

2:30 pm Ric Thorpe, Bishop of Islington: Diocesan culture of mission, church planting strategies and church growth in London.
*At St. Edmund the King, London*

4:00 pm Mark Bishop and Phil Hoyle, Missional Communities in London
*At St. Edmund the King, London*

6:00 pm Dinner at the Highbury Centre

Tuesday, January 16th

 Morning Prayer, Highbury Centre

 *Fresh Expressions and Pioneer Ministries*

 10:00 am Michael Moynagh, (at HC) an introduction to Fresh Expressions

 12:45 Lunch provided at HC

 1:30 pm Will Cookson and Sue Bosley (at HC): planting and growing a Fresh Expression of Church in the Diocese of Southwark

 3:45 pm Annie McTighe (at HC) Pioneer Ministry in the Diocese of Chelmsford; preparing to plant a church in the Olympic Village

*and*

Frances Shoesmith (at HC) Fresh Expressions in the Diocese of Chelmsford: St. Luke’s-in-the-High Street

6:00 pm Dinner at HC

Wednesday, January 17th

 Morning Prayer, Highbury Centre

 Morning for rest and reflection

 Lunch on your own

 *Holy Trinity Brompton and Alpha*

3:30 pm Mark Elsdon-Dew, HTB

 7:00 pm Alpha Course Meeting, HTB (dinner included)

Thursday, January 18th
 Morning Prayer, Highbury Centre

 *City Centre Church*

 10:00 am Lucy Winkett and team, St. James, Piccadilly: creative community engagement; ministry in the arts and with the homeless

*Catholic Growth*
 12:30 pm Lunch with Nick Wheeler and team, Holy Trinity Sloane Square

6:00 pm Dinner at HC

(possible show in the West End for those who choose?)

Friday, January 19th

 Morning Prayer, Highbury Centre

 *Multicultural Ministry; serving in “socially deprived areas”* 9:00 am John Wood and team; St. Ann’s Tottenham: growing church and developing ministry in a diverse parish; contesting the designation “socially deprived area”; building a multi-ethnic ministry team.
 Lunch provided by St. Ann’s
 Afternoon Andrew and Martina Kwapong, Engine Room Community Centre/ Andrew Williams, St. Francis Church, Hale Centre: Encouraging community, planting and growing a church in a new estate.
 Afternoon Reflections and wrap up; turn in journals to instructor
 Dinner Festive farewell dinner

Saturday, January 20th
 Depart Highbury Centre
 9:30 am Brunch with practitioners to process the class

February 9th – *Deadline for final project*

**Readings**

***Required***

***Books*** *– required to be read*

Archbishop’s Council on Mission and Public Affairs, *Mission-Shaped Church: church planting and fresh expressions in a changing context*. London: Church House Publishing. 2ND ed., 2009.

Michael Moynagh, *Being Church, Doing Life: creating gospel communities where life happens*. Oxford: Monarch Books. 2014.

Robert Warren, *The Healthy Churches’ Handbook: a process for revitalizing your church.* London: Church House Publishing. 2004.

***Manuscript – to be available on Moodle*** *(please read and provide feedback)*

Manuscript for companion volume to Learning from London, by Jason A. Fout

***Essays – required to be read; available on Moodle***

*Church Growth in East London: A Grassroots View*, Beth Green, Angus Ritchie, and Tim Thorlby, with a response by Stephen Cottrell, Bp. Of Chelmsford. Centre for Theology & Community. 2016.

From *Church Growth in Britain: 1980 to the present.* ed. by David Goodhew. Ashgate Contemporary Ecclesiology Series. Farnham, Surrey: Ashgate Publishing. 2012.

“Anglican Resurgence: The Church of England in London”, by John Wolffe and Bob Jackson, pp. 23-40.

“A History of Fresh Expressions and Church Planting in the Church of England” by George Lings, pp. 161-178.

***Online resources –*** *become familiar with these in order to understand our context and site visits better.*

Church Growth

 “Achieving Sustainable Growth” by the Rev. John Walker, from *Resourcing Mission Bulletin*, July 2012 (.pdf on Moodle)

Diocese of London material

Capital Vision 2020 (Diocesan overview): <http://www.london.anglican.org/mission/capital-vision-2020/>

Capital Vision 2020 (reflections and process), from the *Resourcing Mission Bulletin,* October 2013 (.pdf on Moodle)

Church Planting in the Diocese of London (models and procedures, available as a .pdf on Moodle)

Material particular to our sites *(Available online on Moodle)*

*St. Peter’s, Bethnal Green*:

*St. James, Piccadilly:*

*Holy Trinity, Brompton:*

*Springfield Church:*

*Olympic Village Church plant*:

*Alpha:*

*Holy Trinity Sloane Square:*

*St. Ann’s Tottenham* Growing Urban Ministry: a case study of St. Ann’s Church, Tottenham (.pdf on Moodle)

*Engine Room/ St. Francis, Tottenham Hale*: <http://www.london.anglican.org/articles/new-church-presence-in-tottenham-hale/>

***Elective – helpful to be familiar with***

*Diocese of London*

The London Challenge (diocesan vision statement, 2002-2012)

London Stories (follow up to The London Challenge)

 *Research into the growth in London*

A Capital Idea (growth in London, 1990-2002)

Another Capital Idea: Church Growth in the Diocese of London, 2003-2010

 *Tottenham Riots, 2011, and the church’s response*

BBC overview of the riots: http://www.bbc.com/news/uk-14452097

The church’s response: <http://www.london.anglican.org/articles/londons-churches-continue-response-to-the-riots/>

 *Mission Action Plans (MAPs)*

Mike Chew and Mark Ireland, *How to do Mission Action Planning: a vision-centred approach.* London: SPCK. 2009.

*Further resources on church growth*

*Church of England Statistics for Mission, 2012*. (.pdf on Moodle)

*Church Growth Research Project: Church Planting (November 2013)* (.pdf on Moodle)

*From Anecdote to Evidence: Findings from the Church Growth Research Programme, 2011-2013*. (.pdf on Moodle)

*General background and context for understanding the English as a people and London as a city:*

Kate Fox, *Watching the English: The Hidden Rules of English Behaviour (Revised and Updated)*. (London: Hodder & Stoughton. 2014/ Boston: Nicholas Brealey America. 2014)

The historical evolution of the City of London: <https://www.youtube.com/watch?v=NB5Oz9b84jM>

***Next steps – further, supplementary reading***

***(for DMin students, or otherwise to read beyond the class)***

Jonny Baker and Cathy Ross, *The Pioneer Gift: Explorations in Mission*. Norwich: Canterbury Press. 2014. (244pp)

Paul Bayes and Tim Sledge (ed.s). *Mission-Shaped Parish: Traditional Church in a Changing World*. London: Church House Publishing. 2010. (148pp)

Mike Chew and Mark Ireland, *How to do Mission Action Planning: a vision-centred approach.* London: SPCK. 2009. (160pp)

Graham Cray, Aaron Kennedy & Ian Mobsby (ed.s). *Fresh Expressions of Church and the Kingdom of God*. Norwich: Canterbury Press. 2012. (180pp)

Steven Croft (ed). *Mission-Shaped Questions: Defining Issues for Today’s Church.* London: Church House Publishing. 2008. (240pp)

Steven Croft, Ian Mobsby & Stephanie Spellers (ed.s). *Ancient Faith, Future Mission: Fresh Expressions in the Sacramental Tradition*. Norwich: Canterbury Press. 2009. (182pp)

David Goodhew (ed.). *Towards a Theology of Church Growth*. Farnham, Surrey: Ashgate. 2015. (260pp)

David Goodhew, Andrew Roberts and Michael Volland. *Fresh! An Introduction to Fresh Expressions of Church and Pioneer Ministry*. London: SCM Press. 2012. (200pp)

Nicky Gumbel. *Telling Others: How to Run the Alpha Course*. London: Alpha International. 2011. (250pp)

Bob Jackson. *The Road to Growth: Towards a Thriving Church.* London: Church house Publishing. 2015. (272pp)

Ian J. Mobsby. *Emerging and Fresh Expressions of Church: how are they authentically church and Anglican?* London: Moot Community Publishing. 2008. (124pp)

Michael Moynagh, *Church in Life: Emergence, Ecclesiology, and Entrepreneurship*. London: SCM Press. 2017. (560 pp.)

Michael Moynagh and Philip Harrold. *Church for Every Context: An Introduction to Theology and Practice.* London: SCM Press. 2012. (512pp)

Tricia Neill. *From Vision to Action: Practical Steps for Church Growth*. London: Alpha International. 2013 (143pp)

Louise Nelstrop and Martyn Percy (ed.s). *Evaluating Fresh Expressions: Explorations in Emerging Church*. Norwich: Canterbury Press. 2008. (234pp)

Emma Percy. *Mothering as a Metaphor for Ministry.* Farnham, Surrey: Ashgate. 2014. (184pp)

Martyn Percy. *Anglicanism: Confidence, Commitment and Communion.* Farnham, Surrey: Ashgate. 2013. (240pp)

Alan J. Roxburgh. *Missional: Joining God in the Neighborhood.* Grand Rapids: Baker. 2011. (196pp)

Paul Sparks, Tim Soerens and Dwight J. Friesen, *The New Parish: how neighbourhood churches are transforming mission, discipleship and community.* Downers Grove, IL: InterVarsity Press. 2014. (208pp)

Ed Stetzer. *Subversive: Living as Agents of Gospel Transformation*. Nashville: Broadman & Holman. 2012. (236pp)

Ed Stetzer & Warren Bird. *Viral Churches: Helping Church Planters Become Movement Makers.* San Francisco: Jossey-Bass. 2010. (244pp)

Ed Stetzer & Thom S. Rainer. *Transformational Church: Creating a New Scorecard for Congregations*. Nashville: Broadman & Holman. 2010. (243pp)

Murray Stuart. *Planting Churches in the 21st Century.* Harrisonburg, VA: Herald Press. 2010. (280pp)

Graham Tomlin. *The Provocative Church.* 4th ed. London: SPCK. 2014. (180pp)

John Walker. *Testing Fresh Expressions: Identity and Transformation.* New ed. Farnham, Surrey: Ashgate. 2014. (254pp)

Robert Warren, *Developing Healthy Churches: returning to the heart of mission and ministry*. London: Church House Publishing. 2012. (192pp)

**Additional information** pertaining to assignments:

**Online Reflections and Discussion**

For each of the three required books, you will be required to read and write a brief, two-paragraph reflection in the discussion section of Moodle. Your reflection should be 300-400 words. The first paragraph of your reflection (around 100-150 words) should summarize *the entire work*: what is the task, strategy and main points of the author? The last paragraph of your reflection should focus on a particular section (a chapter, or smaller unit) which you would like to ruminate on: is there something in it that troubled you? That provoked you? That encouraged you? That you think is wrong? That you would like to explore further? That you think needs expanding? That you would like to draw on in your own practice, to imagine what that would look like in your context? Say something that will help us to open up the part that struck you and see more of what is present there.

Each student should also respond to ***at least two out of three*** student reflections (in a response of around 50-75 words). The idea behind this is to generate discussion around each of the three works. Please also feel free to respond to each other’s responses, and sustain expansive conversation. Students’ responses to each posting will be due by the following online reflection due date: *so, for the first reflection, responses will be due December 22nd; for the second, January 5th; for the third (because of departure date), January 11th.* As people may post their reflections early, you are certainly free to respond to them early too!

In conversation, please bear in mind that central to Bexley-Seabury’s goals for students is that they will “*contribute to a learning community characterized by dialogue, mutual respect, and appreciation of diverse views*.” This is the rubric under which we have online conversation. We may – and likely will – disagree with each other at times; such disagreement means we are engaged with each other and the subject matter, which is good. But disagreement should at all times be charitable, as well as being clear.

*All of this work is to be completed before departing for London (i.e. by January 12th)*.

**DMin students’ literature review**

Each student taking the course for DMin credit should choose at least one additional book to read from the ‘Next Steps’ bibliography above. Total additional reading should consist of around 250-300 pages – it may be one book and several essays, or two shorter books. Read the work(s) and provide a written summary of the contents of each book (500 words) and a brief evaluation (250 words) of its key points and value for ministry today. (So: reading two books would mean writing two summaries; essays may be summarized in at least 200 words, with an evaluation of at least 50 words.) This assignment is to be posted *on Moodle by Thursday, January 11th*.

**Final Project**

 Each student taking the course for credit (or a CEU certificate) should discuss with the instructor, *via e-mail before departure*, the form a final project might take. One recommended project would be to construct a Mission Action Plan for the student’s particular ministry setting, using learning that the student has gained through reading and on-site interviews. There are other possibilities – better ideas would bring together specific learning goals for the course and a current context of ministry for the student. In most cases, no reading beyond the bibliography, above, will be required for a final project. Projects will be in the form of an 8-10 page paper, or else an alternative project (approved by the professor) that would represent a similar amount of work. **Due February 9th**

**Plagiarism**

*Bexley Seabury Seminary’s Statement on Responsible Use of Material by Others*

Plagiarism is the taking of the words, ideas, and methods of others as one's own. In academia, plagiarism involves the use of others' words and ideas without adequate reference to the author or indication of quotation. It is a serious form of academic dishonesty or academic fraud, and offenders are subject to discipline, up to and including expulsion from the school. In order to avoid plagiarism, especially by inappropriate use or citation of quotations and ideas, students are expected to familiarize themselves with the requirements and practices of citation found in Turabian’s *Manual for Writers*. Unfamiliarity with these requirements and practices is not an acceptable reason for unintentional plagiarism. Plagiarism cannot be evaded through the alteration of occasional words from one's source.

When plagiarism is detected, the instructor will assign the work an appropriate grade and then refer the matter, together with evidence, to the Academic Dean who, in consultation with the faculty and the President, will make an appropriate disposition of the matter, which may include failure of the course, academic probation for a designated period, suspension for a designated period, or expulsion from the program. The student's bishop will normally be notified of the situation.

Those who have questions about the nature and scope of plagiarism should consult the Academic Dean.

*Last updated October 2, 2017*