

COURSE OF STUDY SCHOOL OF OHIO
COS 513 Our Mission: Church as Transforming Agent
June 25-26 and August 6-7, 2010

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In his first and last sermon in his home synagogue in Nazareth, Jesus announced that the purpose of his ministry was to proclaim the advent of the kingdom of God. Jesus' purpose is now the purpose of his body in the world today, the church. In this course we will explore the biblical and theological foundations of the church's kingdom mission to transform the world. We will learn about how John Wesley interpreted this mission in eighteenth century England. We will see how the United Methodist connection enables us to partner with ministries around the globe that are feeding the hungry, healing the sick, mediating conflicts, and advocating for justice. Finally, we will learn to utilize new tools to lead our local churches in developing new missions ministries, so we may proclaim the advent of the kingdom of God in our communities today.

Course objectives:

1. Development of a biblical and theological framework for Christian mission.
2. Consideration of the Wesleyan understanding of personal piety and social holiness.
3. Examination of unjust social realities, such as racism, sexism, and classism, that impact society and thus the mission of the church.
4. Exploration of the place of justice in the interconnections of the global community and the implications for the mission of the church.
5. Exposure to the United Methodist ecumenical, interreligious, and community programs that model effective social transformation in the spirit of the Gospel.
6. Analysis of the context of ministry of local congregations for the development of strategies and leadership skills for the transforming mission of the church.

Required Reading

Gooch, John. **John Wesley for the 21st Century**. Nashville: Discipleship Resources, 2006.

Gospel of Luke

Law, Eric. **The Wolf Shall Dwell with the Lamb: A Spirituality of Leadership in a Multicultural Community.** St. Louis: Chalice Press, 1993.

Payne, Ruby. **A Framework for Understanding Poverty.** Highlands, Texas: aha! Process , Inc., 2005.

Class Schedule and Assignments

June 25

Reading Assignments

Gospel of Luke

John Wesley for the 21st Century

Writing Assignments, to be turned in on June 25

1. You are teaching a Bible study on the Gospel of Luke to a group of youth or adults. Please pick one of the following texts and design an original lesson around it. Please include the following components in your lesson:
 - a. Bible Background (at least two pages)

Place the scripture in the larger context of the Gospel. Identify the main characters and explain their role in first century Palestine. For example, if the story has a woman character, tell about the status of women in first century Palestine.
 - b. Learning objectives (one page)

Explain what you hope your students will learn about the story and how the story illuminates Jesus' life and ministry. What difference will this story make in the faith lives of your students and in the life of your church?
 - c. Lesson outline (one or two pages)

Include your activities, discussion questions, and resources in this section.

Luke texts:

Luke 1: 39-56

Luke 2: 1-20

Luke 4: 16-30

Luke 6: 20-30

Luke 5: 27-32 and Luke 7: 36-50

Luke 8: 42b-48 and Luke 13: 10-17
Luke 14: 7-24
Luke 18: 18-30

(20% of final grade)

2. John Wesley preached personal holiness and social holiness. In **John Wesley for the 21st Century**, John Gooch describes the ways in which early Methodists were active in their communities, focusing on the themes of education, economics, health care, prisons, and slavery. Please pick two themes and write an essay that includes the following topics:

A. Describe the conditions in 18th England related to the two themes you chose and explain how the Methodists responded. (two pages)

B. Describe the conditions in the community you serve related to the themes you chose and explain how the United Methodists in your church and in other churches are responding, or, if not, how they could respond. (two to four pages)

(20% of final grade)

Topics to be covered on June 25-26

The evolution of Jesus' kingdom ministry in the Gospel of Luke
John Wesley's spirituality and social witness
Community asset-mapping

August 6, 2010

Reading Assignments

The Wolf Shall Dwell with the Lamb

Framework for Understanding Poverty, chapters one through six

Written Assignments, to be turned in on August 6

1. Using the conceptual model of High Power Distance and Low Power Distance cultures and Law's application of this model to the U.S., conduct a power analysis of your congregation. Are your parishioners predominantly High Power, Low Power, or a both? How could this analysis affect the way you preach, teach, and facilitate large and small group discussions? Then, please conduct a power analysis of the community in

which you serve. How could this analysis affect the ways in which you engage your neighbors in ministry? (three to four pages, 20% of grade)

2. Choose one of the following options.

A. Please meet with a group of people who serve in missions ministries in your church and/or in the community. Ask them to take the quiz on pages 38-40 of **A Framework for Understanding Poverty**. Then, explain the concept of hidden rules. Ask each person to evaluate how well he or she knows the hidden rules of each class and how he or she has experienced these hidden rules when serving in ministry with people from different economic classes. Ask the group to assess if this model could help the church improve the effectiveness of your mission ministries. Report on the results of this meeting in a three to four page paper. (20% of grade)

B. Ruby Payne defines poverty as a lack of access to resources. She describes these resources in chapter one of **A Framework for Understanding Poverty**. Please interview a person who interacts regularly with people living in poverty, such as a social worker, a health care worker, a teacher, a school nurse, a school counselor, a volunteer at a food pantry, etc. Ask this person to assess the list and see if it adequately reflects the resources people need to live sustainable lives. Then, ask the person to identify types of resources that students/patients/clients commonly have and commonly lack. Brainstorm together about ways your church can partner with the school/agency/hospital/health clinic/agency to support families living in poverty. Report on the results of this interview in a three to four page paper. (20% of grade)

3. Create a map of your community's assets, using guidelines distributed in class on June 26. (20% of grade)

Topics to be covered on August 10-11

Inclusive churches, inclusive communities

Just Neighbors

Generational poverty vs. situational poverty

Bridges out of Poverty

The Search Institute and the 40 Developmental Assets

Community asset-mapping and ministry partnerships

UMCOR, GBGM, and the United Methodist witness around the world

Attendance, Participation, and Grading

Grades will be determined by your attendance at each class session, your participation in the small and large group discussions, and by the quality of your written work.



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 COS 513

Our Mission: Church as Transforming Agent
 Rev. Elizabeth Rand
Summer Weekends 2010

			Retail Price	Disc.	Clergy Price
Required Books					
_____	<i>John Wesley for the 21st Century</i>	Gooch	15.00	20%	12.00
_____	<i>The Wolf Shall Dwell with the Lamb</i>	Law	16.99	20%	13.59
_____	<i>A Framework for Understanding Poverty</i>	Payne	29.12	20%	23.30

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