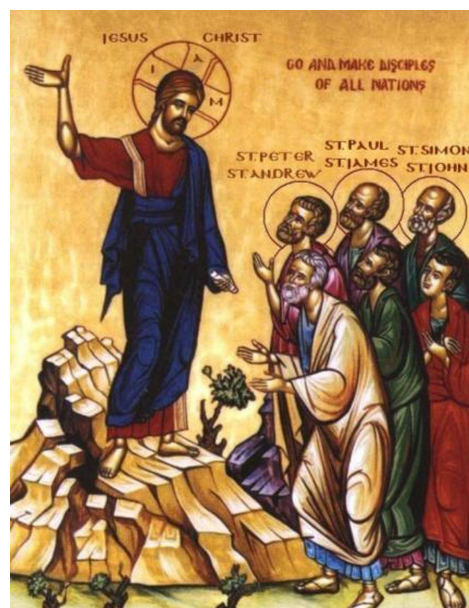




# St Andrew's Greek Orthodox Theological College

## M7110A The Evangelising Mission of the Church

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**Semester 2, 2023**

***Academic Staff:***

Visiting Lecturer: Very Rev. Dr. Chad Hatfield  
hatfield@svots.edu

Coordinator: Dr Lydia Gore-Jones  
[lgorejones@sagotc.edu.au](mailto:lgorejones@sagotc.edu.au)

## M7110A The Evangelising Mission of the Church

### Semester 2, 2023

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**Unit Weighting:** 9 credit points  
**Mode of study:** Zoom lectures and on campus intensive seminars  
**Pre-requisite units:** Nil  
**Co-requisite units:** Nil

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**Scheduled times and Venues:** Zoom and on campus at St Andrew's Greek Orthodox Theological College

Lectures: see detailed schedule below

**Teaching Staff:**

Visiting Lecturer:	Very Rev. Dr. Chad Hatfield hatfield@svots.edu
Coordinator:	Dr Lydia Gore-Jones
Phone:	0404 224 060
Email:	lgorejones@sagotc.edu.au
Consultation times:	By appointment

**Learning Management System:** <http://sagotc.moodle.com.au/>

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<b>Workload:</b>	Total contact hours:	approx. 36
	Study & assignments per week:	9
	Total Workload/week:	12
	Demand hours:	144

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## Curriculum Objectives

This course unit equips the student to understand how the practice of mission has evolved throughout the centuries in response to the changing needs of the world. It introduces students to contemporary theological perspectives and entry points for mission.

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## Learning Outcomes

At the end of this course unit, students should be able to:

1) explain the biblical and theological basis of selected historical approaches to the task of world mission;
2) analyse specific theological concepts that underpin the practice of mission;
3) critique from a theological and biblical perspective selected models of mission and their influence on Church ministry practice;
4) reflect upon and assess the key understandings of mission in selected contemporary Church documents and practice;
5) apply a specific model of mission to the student's own ministry context.

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## Threshold Concepts

For many, mission is synonymous with proclamation or evangelism. While proclamation has remained constant and urgent throughout the history of the Church's mission, the demands, trends and insights into mission have changed over the centuries as the needs of world have changed. It is critical to realise this, to map the changes and to discern the new missionary activities needed today.

## Learning Activities

Lectures, intensive seminars and symposium participation

## Content

1. Biblical foundations for mission
2. A history of mission
3. Contemporary Church teaching on mission
4. Trinitarian basis of mission and *Missio Dei*
5. The Holy Spirit, Jesus, the reign of God and the Church
6. Proclamation/witness and evangelism in mission
7. Other aspects of mission: e.g. prayer, justice, ecology, inculturation, dialogue and reconciliation
8. Contemporary entry points and strategies for mission

## Unit Schedule

Session 1      Introduction; Syllabus Day  
*Zoom lecture, Wednesday July 19, 8am-10am Sydney time*

No readings this week.

Session 2 The Alaskan Mission  
*Zoom lecture, Wednesday August 2, 8am-10am Sydney time*

Reading:

Michael Oleska. *Orthodox Alaska: A Theology of Mission*, pp. 13-41.

Session 3 Alaskan Mission (continued)  
*Zoom lecture, Wednesday August 9, 8am-10am Sydney time*

Reading:

Michael Oleska. *Alaskan Missionary Spirituality*, pp.3-55; 285-339.

Session 4 Rolland Allen – British Missiologist  
*On Campus, Thursday 17 August, 10am-1pm*

Reading:

Roland Allen. *The Spontaneous Expansion of the Church and the Causes Which Hinder It*. pp. 1-68;

Roland Allen. *Missionary Methods*.

Session 5 Archbishop Anastasios of Albania  
*On Campus, Thursday 17 August, 5pm-8pm*

Reading:

Archbishop Anastasios Yannoulatos. *Facing the World: Orthodox Christian Essays on Global Concerns*, pp. 11-101;

Archbishop Anastasios Yannoulatos. *Mission in Christ's Way: An Orthodox Understanding of Mission*, pp.119-134; 179-187.

St Andrew's Theology Symposium on Mission  
*On Campus, August 18-19*

Session 6 Bill Black – American Missiologist in Kenya  
*On campus, Saturday August 19, 3pm-6pm*

Reading:

William Joseph Black. "Effects of Dependency in Orthodox Church Missions: A Western Kenyan Perspective". *SVS Quarterly* 64:1-2 (2020): 182-207;

Demetrios Aslanidis and Damascene Grigoriatis. *Apostle to Zaire: The Life and Legacy of Blessed Father Cosmas of Grigoriou*.

Session 7 Coptic & Ethiopian Missions to Africa  
*On campus, Sunday August 20, 2pm-5pm*

Reading:

Stephen Hayes. "Orthodox Mission in Tropical Africa". *Missionalia* 24:3 (1996): 383-398;

*A Brief History of Orthodox Evangelism IV "[Contemporary Coptic Evangelism in Africa](#)"*

Session 8 Asia with an emphasis on South Korea  
*On Campus, Monday August 21, 10am-1pm*

Reading:

Kevin Baker. *A History of the Orthodox Church in China, Korea and Japan*.

Session 9      Class Project Presentations  
*Zoom meeting, Wednesday September 6, 8am-10am Sydney time*

No readings this week.

## Learning Resources

### Required Textbooks

- Allen, Roland. *Missionary Principles and Practice*. Rev. ed. Cambridge: Lutterworth Press, 2006. ISBN: 978-0718891701 (Amazon \$28.80)
- Allen, Roland. *The Spontaneous Expansion of The Church: And The Causes Which Hinder It*. CreateSpace Independent Publishing Platform, 2018. ISBN: 978-1985103153 (Amazon \$6.99)
- Aslanidis, Demetrios and Grigoriatis, Monk Damascene. *Apostle to Zaire, The Life and Legacy of Blessed Father Cosmas of Grigoriou*. Thessalonica: Uncut Mountain Press, 2022. ISBN: 978-1639410101 (Amazon \$17.00)
- Baker, Kevin. *A History of the Orthodox Church in China, Korea and Japan*. Edwin Mellen, 2006.
- Huneycutt, Joseph David. *One Flew over the Onion Dome (Orthodoxy & Mission)*. Yonders, St Vladimir's Seminary Press, 2018. ISBN: 978-0881416152 (Amazon \$16.37, SVS Press \$22.00)
- Jenkins, Philip. *The Next Christendom: The Coming of Global Christianity*. 3<sup>rd</sup> ed. New York: Oxford University Press 2011. ISBN: 978-0199767465 (Amazon \$23.95, SVS Press \$18.95)
- Oleksa, Michael J. *Alaskan Missionary Spirituality*. 2<sup>nd</sup> ed. Yonkers: St Vladimir's Seminary Press, 2010. ISBN: 978-0881413403 (Amazon \$ 25.00, SVS Press \$27.00)
- Veronis, Luke. *Go Forth.: Stories of Missions and Resurrection in Albania*. 1<sup>st</sup> ed. Ben Lomond: Conciliar Press, 2010. ISBN: 978-0982277065 (Amazon \$18.95, SVS Press \$19.00)
- Yannoulatos, Archbishop Anastasios. *In Albania: Cross and Resurrection*, Yonkers: St Vladimir's Seminary Press, 2017. ISBN - 9780881415308. (Amazon \$30.00, SVS Press \$32.00)

### Recommended But Not Required Textbooks

- Allen, Roland. *Missionary Methods St. Paul's or Ours?* Grand Rapids: Eerdmans, 1962. ISBN: 978-0802810014. SVS Press (\$22.50)
- Allen, Roland and David M. Paton. *Reform of the Ministry - A Study in the Work of Roland Allen*. Cambridge: Lutterworth Press, 2002. ISBN: 978-0718891039 (Amazon \$29.24)
- Jenkins, Philip. *The Next Christendom: The Coming of Global Christianity*. 3<sup>rd</sup> ed. New York: Oxford University Press, 2011). ISBN: 978-0195168914. (Amazon \$14.00) SVS Press ISBN: 978-0199767465 (\$18.95)
- Kalu, Ogbu U. *Mission after Christendom, Emergent Themes In Contemporary Mission*. 1<sup>st</sup> ed. Louisville: Westminster John Knox Press, 2010. ISBN: 978-0664234652. (Amazon \$ 27.00)
- Oleska, Michael. *Orthodox Alaska: A Theology of Mission*. Rpt ed. Yonkers: St Vladimir's Seminary Press, 1993. ISBN: 978-0881410921 (Amazon \$ \$22.00, SVS Press \$24.00)
- Slagle, Amy. *The Eastern Church In the Spiritual Marketplace*. Dekalb: Northern Illinois University Press, 2011. ISBN: 978-0875806709. (Amazon \$30.37)

Yannoulatos, Archbishop Anastasios. *Mission In Christ's Way*. Brookline: Holy Cross Orthodox Press, 2018. ISBN: 978-2825415412 (Amazon S23.86) SVS Press ISBN: 978-1-935317-07-4 (\$24.95)

Yannoulatos, Archbishop Anastasios. *Facing The World: Orthodox Christian Essays on Global Concerns*. Yonkers: St Vladimir's Seminary Press, 2019. ISBN: 978-0881412468 (SVS Press \$20.00)

## Assessment Profile

Assessment tasks are designed both to help students attain the unit outcomes and enable lecturers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:

- 1) Analyse specific approaches to the task of world mission from biblical, historical and theological perspectives. [Outcomes 1, 2]
- 2) Review and critique missiological models and contemporary church practice. [Outcomes 3, 4]
- 3) Prepare a model of missionary engagement relevant to the student's ministry context. [Outcome 5]

## Assessment Schedule

Type of Assessment Task	Value (%)	Date due	Unit Learning Outcome(s) assessed
Three reflection papers based on assigned readings (1,500 words in total; 500 words each)	30%	23 Aug	Outcomes 1, 2
Essay on the contribution of one of the Missiologists studied in class (2,000 words)	40%	11 Oct	Outcomes 3, 4
Essay on missionary engagement in the student's ministry context (1,500 words)	30%	1 Nov	Outcome 5

### Detailed information on assessment tasks and assessment standards

Assignments should be submitted via Moodle by the end of the prescribed due-date. Submissions should be made with a signed cover sheet attached (found on this Moodle site of this course), to form ONE document.

#### Assessment task 1:

**Three (3) reflection papers, 1,500 words in total. 30% of the grade. Due Wed 23 Aug.**

*Choose three assigned readings in this unit, and write a reflection on each.*

- *Write 500 words (+/- 10%) on each reading;*
- *Summarise briefly the main content and key points of the reading;*
- *Analyse critically the specific mission approach from biblical, historical and theological perspectives ;*
- *Show engagement with the text.*

#### Assessment task 2:

**2,000-word essay, 40% of the grade. Due Wed 11 Oct.**

Choose one of the Missiologists we have studied in class, and write an essay on their mission. Evaluate critically the specific model(s) used and the contributions to the contemporary mission of the Church.

### **Assessment task 3:**

**1,500-word essay, 30% of the grade. Due Wed 1 Nov.**

Prepare a model of missionary engagement relevant to the student's ministry context. The points which you could consider include:

- A description of your ministry context;
- Objectives and rationales;
- Biblical, historical, cultural and socio-political, spiritual and theological issues;
- Specific approaches and plans;
- Some aspects that you can focus on:
  - New Church Plants
  - Parish Revitalization
  - Prayer
  - Justice
  - Ecology
  - Inculturation
  - Ecumenical Dialogue
  - Reconciliation

You should consult your lecturer first on your chosen topic and approach.

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## **Course Unit Revision**

This course unit booklet was last revised on 17 July, 2023.

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## **Extension Policy**

Students must submit all assignments by the due dates set by the lecturer and published in the course unit profiles.

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## **Late Penalty**

Late assignments without an approved extension will attract an automatic penalty deduction of 5% of the marks available for the item of assessment for every day (including weekends and holidays), or part thereof, beyond the date and time of submission (or any extension granted). Assignments submitted without an approved extension beyond 10 days after the due date will receive a zero mark and NOT be annotated by the lecturer.

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## **Example:**

*Student submits an assignment worth 50 marks 4 days late.*

*Total mark available=50*

*Penalty: 4 days late = 5% of 50x4 = 10 mark penalty*

*The student's original mark is 40.*

*Final mark =40-10=30*

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## Grounds for Extension

An extension of an assessment task due date may be granted on the following grounds: (a) medical illness (certified by medical certificate); (b) extreme hardship, and/or (c) compassionate grounds.

In such cases (which are generally understood to be beyond the student's control) an extension of up to 28 days may be granted without penalty but only if requested prior to the assessment due date. The student should send a sufficiently worded email or letter with the title "Application for Extension" including supporting documentation to the lecturer for authorising prior to the due date. The student's full contact details must be included. The Registrar must be provided a copy of this correspondence also, either by email CC or copy of the written letter. The student will then be informed of the result of the request by the lecturer.

In extreme cases, extensions beyond 28 days may be granted. Such extensions must be applied for in writing, including supporting documentation, and addressed to the Faculty of St Andrew's Greek Orthodox Theological College setting out the extreme circumstances. Faculty, or a Subcommittee of Faculty, will consider such an unusual extension and notify the student of the outcome in writing.

If the unit's assessment includes an examination and an extension is granted then arrangements will be made for an alternative examination to be given to the student within the extension period.

At the end of a semester, no grade other than a 'Fail' will be ascribed by Faculty to any unit where none of the assessment tasks have been completed. If the unit assessment includes an examination and an extension is granted arrangements will be made for an alternative examination to be given to the student within the extension period.

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## Plagiarism

Plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use or paraphrasing of another person's work, and the inappropriate unacknowledged use of another person's ideas. For more information on plagiarism and other forms of academic misconduct, please refer to the College's website: <http://www.sagotc.edu.au/policies/academic-misconduct>.

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## Intellectual Property

The Course Unit Outline from which this Course Unit Booklet is derived is the property of the Sydney College of Divinity. The particular interpretation, amplification, and extension of the Course Unit Outline that expresses the theological values of the Member Institution and meets the needs of its stakeholder are the property of the Member Institution.

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## Demand Hours and Attendance

The student workload is 144 hours per 9 credit point unit, typically comprised of 12 teaching weeks with 3 hours contact per week in class (except for distance education units, and whenever a unit stipulates a residential on-campus class requirement for visiting scholars) and 9 hours per week of private study (including assessment preparation).

As a general suggestion, regular 2-3 hour study periods are better than isolated bursts of 5-6 hours. Students are therefore encouraged to:

- a. set aside an appropriate number of private study periods in the week of 2-3 hours duration
- b. select study times when you are not likely to be tired or interrupted
- c. space your study out over the week
- d. aim for 8-9 hours of private study per week per unit (if also attending classes) or 10-12 hours of study per week per unit (if studying via distance education)
- e. plan some rest from study during the mid-semester recess
- f. maintain church, social, and recreational activities at a reasonable level since you are more likely to study effectively if you maintain other interests and commitments, even if you may have to reduce them.

Some online units may have a compulsory residential component that includes classroom contact. Please consult your Course Unit Booklet handout.

Demand hours for assessment tasks in undergraduate units are notionally allocated on the basis of:

- 12 demand hours per 1000 words
- 6 demand hours per 1 hour examination
- 12 demand hours per 15 mins of oral exam / class presentation

Demand hours in postgraduate units are notionally allocated on the basis of:

- 8 demand hours per 1000 words
- 8 demand hours per 15 mins oral exam / class presentation

All students should allocate sufficient time to visit the College's Library or another library with useful resources. Please contact the College Librarian for assistance with inter-library loans and research needs.

To complete a course unit a student must have been present for at least 80% of all prescribed face-to-face contact hours, field work, residential school programs and other activities. In the case that a student cannot attend a lecture, he or she must inform the lecturer.

## General Criteria for Allocation of Grades

The general description of each of the grades in the table below is the overarching statement of the principles that discriminate between each of the grades.

The subsidiary descriptions (*Reading, Knowledge of topic, Articulation of argument, Analytical and evaluative skills, Problem solving, Expression and presentation appropriate to the discipline, Oral presentation skills, Tutorial preparation, Participation and interaction with others*) amplify the general description. The subsidiary descriptions are guides to the general description. Student work at any grade will satisfy some of the subsidiary descriptions without necessarily satisfying all subsidiary descriptions.

	High Distinction (H)	Distinction (D)	Credit (C)	Pass (P)	Fail (N)
Percentage score	85-100%	75-84%	65-74%	50-64%	0-49%
General Description	Outstanding work that comprehensively attains the required outcome(s) showing superior knowledge, understanding, analysis, critical interpretation, presentation, and originality	Excellent work that substantially attains the required outcome(s) showing a high level of knowledge, understanding, analysis, critical interpretation, presentation, and some originality.	Work that soundly attains the required outcome(s) showing a good level of knowledge, understanding, analysis, presentation, and some evidence of critical interpretation.	Work that satisfactorily attains the required outcome(s), with adequate knowledge, understanding, analysis, and presentation.	Work that fails to attain the required outcome(s), lacking in basic knowledge, understanding, analysis, and presentation.
Subsidiary Descriptions					
Reading	Evidence of wide, relevant, and independent reading beyond core texts and materials	Evidence of relevant reading beyond core texts and materials	Evidence of sound understanding of core texts and materials	Evidence of having read core texts and materials	Inadequate evidence of having read any of the core texts and materials
Knowledge of topic	Outstanding factual and conceptual knowledge incorporating highly distinctive insight into deeper and more subtle aspects of the topic	Substantial factual and conceptual knowledge incorporating distinctive insight into deeper and more subtle aspects of the topic	Extensive factual and conceptual knowledge	Satisfactory factual and conceptual knowledge to serve as a basis for further study	Inadequate factual and conceptual knowledge
Articulation of argument	Sustained evidence of imagination, originality, and independent thought	Evidence of imagination, originality, and independent thought	Ability to construct well-reasoned and coherent argument based on discriminating use of evidence	Ability to construct sound argument based on evidence	Inability to construct coherent argument
Analytical and evaluative skills	Evidence of highly developed analytical and evaluative skills	Evidence of well-developed of analytical and evaluative skills	Evidence of developed analytical and evaluative skills	Evidence of analytical and evaluative skills	Insufficient evidence of analytical and evaluative skills
Problem solving	Ability to solve or resolve non-routine or very challenging problems	Ability to solve or resolve routine or challenging problems	Ability to use and apply fundamental concepts and skills to basic problems	Evidence of problem-solving skills	Insufficient evidence of problem-solving skills <i>(Continued on next page)</i>

Expression and presentation appropriate to the discipline	Highly developed skills in expression, presentation, and documentation appropriate to wider audiences	Well developed skills in expression, presentation, and documentation appropriate to the discipline and audience	Good skills in expression, presentation, and documentation.	Adequate skills in expression, presentation, and documentation.	Inadequate skills in expression, presentation, and documentation.
Oral presentation skills	Highly developed skills in Delivery; Content; Structure; Use of Visual Aids Response to Questions	Well developed skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Good skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Adequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Inadequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions
Tutorial preparation, participation and interaction with others	Evidence of outstanding preparation, highly developed skills in making focused and constructive contributions to discussion, in listening to and responding to the contributions of fellow members of the group.	Evidence of thorough preparation, well developed skills in making a constructive contribution to discussion, in working well with other members of the group and in valuing their contributions	Evidence of sound preparation, good skills in actively contributing to discussion and in responding positively to the views of others	Evidence of adequate preparation, adequate skills in participating and in listening to others while relying on others to do most of the work.	Insufficient evidence of preparation, participation, and interaction with others