

# Foundations of Mission

course # ICS1013-1 FA14  
credit hours: 3  
location: Campus Center 300  
time: T-R 8:40-10:10  
instructor(s): Matt Price

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Noah is found in the holy writings of Jews, Christians, and Muslims. Noah gathered a remnant of God's creation into a sturdy ark in order to survive the watery chaos of divine judgment upon the earth that was "corrupt... [and] full of violence." (Genesis 6:11). A dove was set free by Noah to search for dry land, the hope of restoration. The images of the prophet, ark, remnant, and even the dove stand as enduring symbols for how the Church responds to the *missio Dei*. The Church exists because of the mission—To be sent into a darkened and dying world with the Light of Jesus Christ and to become the hope of the Good News to all the nations.

## Course Description

This course is an overview of the biblical and theological bases for missions. Topics include the biblical mandate, theological framework, and practical outworking of the *missio Dei* as well as the making of a Christian missionary in light of new strategic demands in a changing global context.



Credit: Noah Mosaic Basilica San Marco Venice 12<sup>th</sup> century (Public Domain)

Allen, Roland. *Missionary Methods: St. Paul's or Ours?* Grand Rapids, Mich.: Eerdmans, 2001 (reprint of 1962 edition).

[http://www.gospeltruth.net/miss\\_methods.htm](http://www.gospeltruth.net/miss_methods.htm) (free online, 1927 edition) (231 pages)

Escobar, Samuel. *The New Global Mission: The Gospel from Everywhere to Everyone*. Downers Grove: IVP Press, 2003. (190 pages)

Green, Michael. *But Don't All Religions Lead to God?* Grand Rapids, MI: Baker Books.

### What's in the syllabus?

Description & Textbooks p1

Outcomes & Assignments p2

Grades & Policies p3

Readings & Due Dates p4

## Course Textbooks (required)

### Three Ways to Explore the Course Outcomes (James 1:2-8)

**Skimmers** show a tangential interest in the course subject. They will skim the reading, attend class, & learn the main concepts but stay near the surface without venturing far from familiar shores. They will earn an average grade at best.

**Snorkelers** will move beyond the shallows to probe below the surface, examine the concepts, make connections, and try to apply them. More than curious, but engaged, they will spend more time on the readings, ask more **WHAT** and **HOW** questions, and participate actively in class.

**Deep divers** will critique what they find and how to apply it while seeking new insights and integrating them with previous learning, asking **WHY** questions, spending more time on each assignment going beyond the minimum.

## READING ASSESSMENTS

**Fish Bowl Discussions.** (Course outcomes 1, 2, 3, 7). For each unit of study (approx.. every two weeks), **every student** will prepare at least one page of notes from the assigned reading. **Four students** will be chosen randomly to be on the roundtable (each student will participate twice). They will take 20 minutes to discuss the main ideas, big questions, and practical implications gleaned from the unit's reading assignments and class presentations (found in the Course Schedule). **The rest of the class** will take notes on what is discussed. The reading notes taken prior to class, and the notes taken during class will be submitted together at the conclusion of the class time. All of the students—the roundtable participants and the audience—will be graded on what they contribute or write down during the discussion, using this general rubric:

Reading Notes = 30%

Discussion Notes=30%

Quality of Critique/Questions=40%

### MIDTERM EXAM PROJECT. Missions

**Involvement in the Local Church: Discover & Report (Course Outcomes 1, 2, 3, 5).** Find out how your local church participates in activities, promotions, services, trips, and ways to be involved in missions education, missions financing and missions prayer support. Look for evidence on bulletin boards, pre-service slides, newsletters, and web sites. Talk to three lay leaders involved with promoting missions and your pastor. If you really want to earn a good grade, talk to your district missions president (or his or her equivalent in your denomination) about his or her expectations for missions support among churches on the district. The outline of the paper should be: Why This Church Thinks Global Missions Is Important, How This Local Church Promotes Global Missions, Surprising Things I Learned. Submit the **1000 word report** on Moodle.

**Book Reflection Paper. (Course outcomes 2,4,7).** Instructions and selected books for this assignment can be found on the last page of the syllabus.

## Course Outcomes

1. Grasp the variety of problems, tensions and opportunities facing missionaries and sending churches and agencies.
2. Articulate the Church's missional vocation (*missio Dei*) in biblical, theological and strategic context as well as the place of individuals and faith communities in fulfilling that task.
3. Compare and contrast the assumptions of theology and the social sciences in the development of mission strategy and practice.
4. Explore the various approaches to the missionary task through analysis of incarnational models of ministry and contemporary strategies for missions.
5. Evaluate intercultural communication and contextualization of God's Message as a vital skill for accomplishing the missionary task.
6. Integrate personal and vocational life goals with a missional perspective in the world and missionary engagement within the global church and its local expressions.
7. Interact with available resources for learning from missionaries in the past as well as in the present day.

This course partially fulfills the educational requirements toward ordination for Nazarenes as well as other church denominations:

1. To acquaint the student with the Biblical and theological foundations of Christian missions.
2. To prepare the student for Christian service as a specialist or lay volunteer.
3. To develop an understanding and appreciation of the doctrines, tradition, and mission of the Church of the Nazarene.
4. To help the student grow in the knowledge of Jesus Christ as Redeemer, Sanctifier, and Giver of the Great Commission.

## COURSE PROJECTS

**Crucial Issues Group Roundtables (Course Outcomes 1, 3, 4, 7).** The class will be placed into groups with each group conducting a roundtable before the rest of the class. You will be graded on the notes students take on 1) Main Points, 2) Big Questions It Raises, 3) Controversies (pros/cons) within the topic, 4) Major Sources (Significant authors/practitioners, recurring books/articles related to subject). Work together in research, organization, and participation. If this was a true group presentation, consider this assignment as the organizational meeting you would have just prior to the presentation itself, but instead, it will take place in front of the class. Each roundtable must show integration of the topic with application to real-life experience. Cite at least five key sources.

Group 1: Orality & Bible Storytelling (C.B.S. and JESUS Film)

Group 2: Volunteer Teams—Helps or Hinders Long-term Missions?

Group 3: Human Trafficking

Group 4: Realities of Spiritual Warfare & Power Encounters

Group 5: Necessity of Language Learning

Group 6: Insider Movements

### FINAL EXAM PROJECT. Deputation Service Report (Course Outcomes 1, 2, 3, 5, 7).

Attend a deputation service featuring missionary speakers. Observe the missionary's actions and attitudes while communicating with the audience and individuals before, during, and after the service. Submit a **1000 word reflection** on the experience covering the following content. List the service's details: date and time, name(s) of the missionary, their place of ministry, and the name and pastor or designated leader(s) at the church or location of the service. (Information from this bullet point does not count toward total word count for the assignment). In what ways did the content of the service and message affirm or challenge what I've learned in class? According to this particular service, what kind of effort does it take to be a missionary? Why should churches send missionaries? What are the key elements of a memorable missionary service?

## Course Evaluation

Assignments	Points	Learning Hours
Attendance (absences automatic 50 pt deduction for each absence)	(Minus 50 pts per unexcused absence)	39
Reading (~675/15 pph)	--	45
Fishbowl Discussions (5x100 pts)	500	12
Midterm Project	150	12
Critical Issues Group Roundtable	100	12
Midterm Exam Project	150	15
Book Reflection Paper	50	5
Final Exam Project	50	2
<b>Total</b>	<b>1000</b>	<b>142</b>

Grading scale is:

<b>A</b>	1000-930	<b>B</b>	879-830	<b>C</b>	749-720	<b>F</b>	599>
<b>A-</b>	929-900	<b>B-</b>	829-800	<b>C-</b>	719-700		
<b>B+</b>	899-880	<b>C+</b>	799-750	<b>D</b>	699-600		

### One course learning hour equals . . .

- 10-15 pages of reading (1000 level) (300 page book = 30 learning hours)
- 15 pages of reading (2000 level) (300 page book = 20 learning hours)
- 15-20 pages of reading (3000 level) (300 page book = 15-20 learning hrs)
- 20-25 pages of reading (4000 level) (300 page book = 15 learning hours)
- 2 pages of writing (500 words) (add one hour of research for every research page written, no extra hours added for reflection papers)
- 1 minute of video
- 3 minutes of presentation with visual aids (Powerpoint, Prezi, object lesson, skit, illustration, dialogue, etc.)
- 60 minutes of class time or
- 60 minutes of research
- 60 minutes of exam time

All scheduled time spent in seminars/conferences/field trips (e.g. LEAP seminar should be added into total course work hours) excluding travel

### Grading Rubric

**A**—Critical thinking and superior analysis, proper format and citations, new insights, good application, shows integration of outside sources, on time.

**B** – Solid work but misses the mark, few connections, no insights or integration, not formatted correctly, grammatical errors

**C**—Meets bare minimum expectations, summarizes without adequate analysis or application, many errors

## Course Policies

<b>Attendance Policy</b>	1) participation in official university organizations (e.g. sports teams) and pre-arranged course trips; 2) severe emergencies or death in the immediate family; 3) legal responsibilities; or 4) extended personal illness when an authorized medical official requires confinement to home, room, or hospital. (NOTE: The following are not excused absences: Weddings, birthdays, school functions, holiday celebrations, work obligations, volunteer work, job interviews, hospital visits, feeling sick or tired).	<b>Assignment Submissions</b> Assignments are due on the due date at class time. No exceptions. Nothing accepted by email, either. Standard submission will be paper copy in class and/or to Moodle (Turnitin) unless otherwise noted. 12pt font, double-spaced, proper APA or MLA citations, no grammar or spelling errors
<b>Academic Integrity</b>	MVNU seeks learners committed to honesty among students, faculty, and staff, a standard governing expectations for all campus and educational activities. As a Christian community, there is a moral and ethical responsibility to uphold this standard as found in the Academic Catalog (for examples of violations). All course work submitted to instructor(s) should be evidence of personal learning endeavors.	<b>Accommodation</b> See the instructor if you need accommodations, as defined by the Americans with Disabilities Act of 1990, and then follow the Disability Services Policies and Procedures as put forth by the office of Academic Success office or search for page on the MVNU web site. Instructors are generally able to accommodate as needed.

## Course Schedule—ICS1013-1—FALL 2014 (T-R) 8:40a-10:10a

Date	Topic	Reading	What's Due	Date	Topic	Reading	What's Due
<b>Unit 1 Trends and Tensions in World Mission</b>				<b>Unit 5 Contemporary Strategies for Mission</b>			
Sept 2 T	Case Study Intro & Syllabus		Finish reading by class time	Nov 4 T	Church Planting Movements	Garrison article	
Sept 4 R	Course Projects & Key Words			Nov 6 R	Compassionate Ministries	Deal article	
Sept 9 T	Key Words cont'd			Nov 11 T	Local Initiative: Dependency & Generosity	Price article Schwartz article Allen, Pt 2 Finance	
Sept 11 R	Trends & Tensions in Missions	Wright article (all articles on Moodle)		Nov 13 R	"The Process"	Allen, Part 3, Part 4, Part 5	Roundtable
Sept 16 T	Trends & Tensions cont'd	WCC article		<b>Unit 6 Mission Mobilization</b>			
Sept 18 R	Missiology as Theology & Social Science	Escobar, Preface, & c1, c2, c3	Roundtable	Nov 18 T	Calling & Guidance		
<b>Unit 2 Biblical Basis for the Missio Dei</b>				Nov 20 R	Raising Support		
Sept 23 T	OT Basis	Escobar c5, c8		Nov 25 T	North America as Mission Field / Planning Day		Book Reflection
Sept 25 R	Cont'd	Piper article		<b>Nov 27 NO CLASS Thanksgiving</b>			
Sept 30 T	NT Basis	Escobar, c6, c7		<b>Unit 7 Critical Issues</b>			
Oct 2 R	Cont'd	Book of Acts	Roundtable	Dec 2 T	Groups 1, 2, 3		
<b>Unit 3 Missio Dei in Theological Context</b>				Dec 4 R	Groups 4, 5, 6		
Oct 7 T	Trinitarian Basis for Mission	Escobar c4, c9, c10		Dec 9 T	7:50a-9:50a	"The Mission" Film & Critique	Final Exam Project
Oct 9 R	Religious Pluralism	Yong article		<b>NOTES:</b>			
Oct 14 T	<i>New Religious Movements</i>	Green					
Oct 16 R	<i>Cont'd</i>		Roundtable Midterm Exam Project				
<b>Oct 21 NO CLASS Midterm Break</b>							
<b>Unit 4 Incarnational Models for Mission</b>							
Oct 23 R	Proclamation & Essential Gospel						
Oct 28 T	Power Encounter & Deliverance	Hiebert article					
Oct 30 R	Persecution, Suffering & Glory	Allen, Part 1, Part 2	Roundtable				

### Recommended Books

- Baker, Rob. 2012. *Adventures in Music and Culture: Travels of an Ethnomusicologist in West Africa*. Greenville, SC: Ambassador International. Bosch, David J. *Transforming Mission: Paradigm Shifts in Theology of Mission*. Maryknoll, NY: Orbis Books, 1991. (BV2063 .B649)
- Cook, R. Franklin. 2009. *Paul Orjala: The Man, The Mission*. Kansas City: Beacon Hill Press.
- Culbertson, Howard and Gailey, Charles R. *Discovering Missions*. Kansas City: Beacon Hill Press, 2007.
- De Neui, Paul H. and David S. Lim, eds. *Communicating Christ in the Buddhist world*. Pasadena, Calif: William Carey Library, 2006 BV2618 .C66 2006
- Elmer, Duane, *Cross cultural connections: stepping out and fitting in around the world*. Downers Grove, IL: InterVarsity Press, 2002 BV2082.I57 E46 2002
- Elmer, Duane, *Cross-cultural servanthood : serving the world in Christlike humility*. Downers Grove, Ill.: IVP Books, 2006. BT738.4 .E46 2006
- Everts, Don with Doug Schaupp. *I once was lost: What postmodern skeptics taught us about their path to Jesus*. Downers Grove, Ill.: Intervarsity Press, 2008. (BT780 .E94)
- Cook, R. Franklin. *Vistas: The changing face of Nazarene missions*. Kansas City: Beacon Hill Press, 2009. (ISBN: 9-780-834-124622) (95 pages)
- Flemming, Dean. *Recovering the Full Mission of the God: A biblical perspective on being, doing and telling*. Downers Grove: Intervarsity Press, 2013.
- Gailey, Charles R., and Howard Culbertson. 2007. *Discovering Missions*. Kansas City: Nazarene Publishing House.
- Gilliland, Dean S., ed. *The Word Among Us: Contextualizing Theology for Mission Today*. Dallas: Word Publishing, 1989.
- Greeson, Kevin. *The camel: how Muslims are coming to faith in Christ*. Arkadelphia, AR: WIGTake Resources, 2007. BV2625 .G74 2007
- Grigg, Viv. *Companion to the Poor: Christ in the Urban Slums*. Monrovia, CA: MARC, 1990. BV3705 .P53 G85
- Hesselgrave, David J. *Paradigms in Conflict :10 Key Questions in Christian Missions Today*. Grand Rapids: Kregel, 2005.
- Hiebert, Paul G. *Anthropological Insights for Missionaries*. Grand Rapids: Baker Book House, 1985. BV2063 .H43
- . *Anthropological Reflections on Missiological Issues*. Grand Rapids: Baker Books, 1994.
- Hiebert, Paul G. and Eloise Hiebert Meneses. *Incarnational Ministry: Planting Churches in Band, Tribal, Peasant, and Urban Societies*. Grand Rapids: Baker Books, 1995.
- Kraft, Charles H. *Worldview for Christian Witness*. Pasadena: William Carey Library, 2008.
- Livermore, David A., *Serving with eyes wide open : doing short-term missions with cultural intelligence*. Grand Rapids, MI: Baker Books, c2006. BV2082.S56 L59 2006
- Newbigin, Lesslie. *The Open Secret: An Introduction to the Theology of Mission*. Revised ed. Grand Rapids, MI: Wm B. Eerdmans Publishing Company, 1995.
- Olson, C. Gordon. *What in the World is God Doing? The Essentials of Global Missions: An Introductory Guide*. 4<sup>th</sup> ed. Cedar Knolls, NJ: Global Gospel Publishers, 1998.
- Pocock, Michael, Gailyn Van Rheenen, and Douglas McConnell. *The Changing Face of World Missions: Engaging Contemporary Issues and Trends*. Grand Rapids: Baker Academic, 2005.
- Tennent, Timothy C. *Invitation to World Missions: A Trinitarian Missiology for the 21<sup>st</sup> Century*. Grand Rapids: Kregel Academic: 2010.
- Van Rheenen, Gailyn. *Biblical Foundations & Contemporary Strategies of Missions*. Grand Rapids, MI: Zondervan Publishing House, 1996.
- Walls, Andrew F., 1996. *The Missionary Movement in Christian History: Studies in the Transmission of Faith*. Maryknoll, N.Y.: Orbis Books.
- . 2002. *The Cross-Cultural Process in Christian History*. Maryknoll, N.Y: Orbis Books.
- Winter, Ralph D. and Hawthorne, Steven C. *Perspectives on the World Christian Movement: A Reader*. 3<sup>rd</sup> edition. Pasadena, CA: William Carey Library, 1999.
- Wright, Christopher J.H. *The Mission of God's People: A Biblical Theology of the Church's Mission*. Grand Rapids, MI: Zondervan, 2010.

Collateral reading options include the following fiction novels with characters that are missionaries:

- Achebe, Chinua. 1959. *Things Fall Apart*.  
Cather, Willa. 1927. *Death Comes for an Archbishop*.  
Endo, Shusaku. 1966. *Silence*  
Grisham, John. 1999. *The Testament*.  
Kingsolver, Barbara. 2005. *The Poisonwood Bible*. Harpers.  
Russell, Mary Doria. 1996. *The Sparrow*.

## Guidelines for a Book Reflection Paper

After reading a recommended book from the syllabus or bibliography of a textbook, the student will write a four-page (1000-word max) book reflection. Include the following parts **Summary**, **Critique**, and **Application** of this book into your personal and/or ministry experience. Be sure to cite the book throughout your reflection. Think of the reflection paper as a conversation between your life and the ideas encountered in the book. Three (3) points will be deducted for each error in spelling, grammar, and style (It helps to use spell check AND read it aloud before submitting it). Use proper MLA citation (MVNU Library home page has a link for further guidance on MLA citations). Include a Works Cited page if necessary. Submit it to Moodle, name the file: ICS1013 Book Reflection YourFirstInitialLastName

You may use the following format for the paper:

**Name:**

**ICS1013 – Fall 2014**

**Date:**

**Book Reflection— *Title by Author***

- (1) Summary (100 words)** -- What is this book about? What are some unique characteristics about the author? Why do you think the author wrote the book?
- (2) Critique (600 words)** – What does this book say specifically about the biblical and theological basis for missions, mission structures, and missionary practices? In what ways do you agree or disagree? How has the author defined missions and mission Dei compared to other sources? What does this book say specifically about the theory of intercultural missions? In what ways do you agree or disagree? What does this book say specifically about missions and the mission Dei in the life of the church? In what ways do you agree or disagree? *What are some connections between the course presentations, discussions and readings and what you've read from the author?* How has the author helped you understand the global nature of the missional task of the church?
- (3) Application (300 words)**. *In what ways has the author challenged your previous thinking about the missions especially as you seek to incorporate these ideas and practices into your personal life and your present or future role in the church? How might you change your mind and possibly your life in response to what you've read?*