

History of World Christian Movements (ICS3023)
School of Theology and Philosophy
Mount Vernon Nazarene University
Syllabus – Spring 2013

Credit: Three (3) semester hours
Schedule: Tuesday and Thursday 12:50p-2:20p
Location: MO203
Instructor: Matt Price, MA, PhD., Matt.Price@mvnu.edu
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Course Description

This course is a brief historical survey of Christian missions by means of a missiological interpretation of the history of the church worldwide with an overview of missions in the Church of the Nazarene and other missionary sending agencies.

Course Outcomes

This course is designed to help the student meet the following objectives:

1. Understand the missionary character of the Christian church.
2. Demonstrate a general knowledge of the history of the expansion of the Christian church, including its major events, strategies, theological breakthroughs, and spiritual dynamics.
3. Identify key persons God has used in significant ways to advance the gospel in their historical and geographical context, with special attention to their unique contributions and their spiritual and leadership characteristics.
4. Identify the kinds of structures that have facilitated the expansion of the Christian church.
5. Demonstrate a general knowledge of the beginnings, administrative structures, and present status of the missionary work of several denominations and sending agencies, including the Church of the Nazarene.
6. Evidence an appreciation of the impact being made by the World Christian movement.
7. Demonstrate a willingness to be personally involved in the global mission of the church in some capacity.

Institutional and Departmental Goals

This course will lead to partial fulfillment of the educational requirement toward ordination in the Church of the Nazarene as well as other church denominations by helping students to:

- Ability to identify and describe the significance of the major figures, themes, and events of the: Patristic, Medieval, Reformation, Puritan, Pietist, Wesleyan, and Modern periods of Church History (CN25 ability expressed in CO#2, 3)
- Ability to describe how the church implemented its mission in the various periods of Church History (CN26 ability expressed in CO#1, 2, 3, 5)
- Ability to identify the formative influences of the American Holiness Movement and the Church of the Nazarene (CN27 ability found in CO#2, 3, 5)
- Ability to communicate publicly through multiple methods (oral, written, media, etc.) with clarity and creativity for the sake of fostering meaning (CP1 ability expressed on CO#6)
- Ability to write clearly and in a grammatically correct manner in the modes of discourse used in the ministry (CP2 ability expressed in CO#5)
- Ability to apply Christian ethics to the issues of the integrity, specifically as they relate to ministers and laity for authentic Christian faithfulness and public witness (CH5 ability expressed in CO#3, 6, 7)
- Ability to place the ministry context in light of the large schemes of world and national history (CX8 ability expressed in CO#1, 4, 6)
- Ability to apply historical analysis to the life of a local congregation in order to describe its historical and cultural context (CX9 ability expressed in CO#5, 6)

Course Textbooks

Required Textbooks

- Pierson, Paul E. *The Dynamics of Christian Mission: History through a Missiological Perspective*. Pasadena, CA: Wm. Carey Library, 2009. 368 pages. (978-0865850064)
- Hunter, George. *The Celtic Way of Evangelism, the Tenth Anniversary Edition: How Christianity Can Win the West . . . Again*. Nashville: Abingdon Press, 2010. 144 pages. (978-1426711374)

Recommended Books

- Anderson, Gerald H., ed., *Biographical dictionary of Christian missions*. Grand Rapids, MI: Wm B. Eerdmans, 1999. **BV3700 .B56**
- Conley, Joseph, *Drumbeats that changed the world*. Pasadena, CA: Wm Carey Library, 2000. **BV2361 .R44**
- Cook, Guillermo, *New face of the church in Latin America*. Maryknoll, NY: Orbis Books, 1994. **BR600 .N49**
- Dollar, Harold E., *St. Luke's missiology: a cross-cultural challenge*. Pasadena, CA: Wm Carey Library, 1996. **BS2589 .D593**
- Freston, Paul, ed. *Evangelical Christianity and Democracy in Latin America*. Oxford: Oxford University Press, 2008.
- Hastings, Adrian, *The Church in Africa: 1450-1950*. New York: Oxford University Press, 1996. **BR1360 .H364**
- Hattaway, Paul. *China's Book of Martyrs*. Carlisle: U.K.: Piquant, 2007.
- Hofman, J. Samuel, *Mission work in today's world: insights and outlook*. Pasadena, CA: Wm Carey Library, 1993. **F1221 .T8 H64**
- Jenkins, Philip. *The Next Christendom: The Coming of Global Christianity*. New York: Oxford University Press, 2002.
- Jenkins, Philip. *New Faces of Christianity: Believing the Bible in the Global South*. London, England: Oxford University Press, 2008. ISBN **978-0195368512**
- Kaplan, Steven, ed., *Indigenous responses to western Christianity*. New York: New York University Press, 1995. **BV2100 .I53**
- Lambert, Tony. *China's Christian millions: The costly revival*. Grand Rapids, MI: Kregel Publications, 2000 **BR1285 .L35**
- Larson, Rebecca, *Daughters of light: Quaker women preaching and prophesying in the colonies and abroad*. New York: Knopf, 1999. **BX7636 .L37**
- Maust, John. *New song in the Andes*. Pasadena, CA: Wm Carey Library, 1992. **F2230.2 K4 M378**
- McGavran, Donald A., *The Satnami Story: a thrilling drama of religious change*. Pasadena, CA: Wm Carey Library, 1990. **BV2628 .S37**
- Muck, Terry and Frances S. Adeney. *Christianity Encountering World Religion : The Practice of Mission in The Twenty-First Century*. Grand Rapids, MI : Baker Academic, 2009. **BV2063.M73.**
- Neely, Alan, *Christian Mission: a case study approach*. Maryknoll, NY: Orbis Books, 1995. **BV2061 N39**

- Neill, Stephen, *Concise Dictionary of the Christian World Mission*. Nashville, TN: Abingdon Press, 1971. **BV2040 .N44**
- Neill, Stephen. *A History of Christian Missions*. 2nd ed. London: Penguin Books, Ltd., 1986.
- Nunez, Emilio and William Taylor, *Crisis and hope in Latin America*, Pasadena. CA: Wm Carey Library, 1996. **BR600 .N86**
- Parker, J. Fred. *Mission to the World: A History of Missions in the Church of the Nazarene through 1985*. Kansas City: Nazarene Publishing House, 1988.
- Parlier, Jaki, *Poking holes in the darkness*. Orange, CA: Promise Publications, 1994. **BV3680 .5 P3**
- Rubinstein, Murray A. *The origins of the Anglo-American missionary enterprise in China*. Lanham, MD: Scarecrow Press, 1996. **V3425 .C2 R83**
- Schreiter, Robert, ed. *Faces of Jesus in Africa*. Maryknoll, NY: Orbis Books, 1991.
- Showalter, Nathan D., *The end of a crusade: the Student Volunteer Movement for Foreign Missions and the Great War*. Lanham, MD: Scarecrow Press, 1998. **BV2360 .S85 56**
- Spickard, Paul and Cragg, Kevin M. *Global History of Christians: How Everyday Believers Experienced Their World*. Grand Rapids: Baker Academic, 2008. ISBN**978-0801022494**
- Swanson, Jeffrey. *Echoes of the call: identity and ideology among American missionaries in Ecuador*. New York: Oxford University Press, 1995. **BV2853 .E2 S93**
- Tucker, Ruth A. *From Jerusalem to Irian Jaya*. 2nd ed. Grand Rapids, MI: Zondervan, 2004.
- Walls, Andrew F., *The missionary movement in Christian history: studies in the transmission of the faith*. Maryknoll, NY: Orbis Books, 1996. **BV2100 .W26**
- Woodberry, J. Dudley, ed., *Muslims and Christians on the Emmaus road*. Monrovia, CA: MARC, 1989. **BV2625 .M87**
- Yamamori, Tetsunao and Donald Miller. *Global Pentecostalism: The New Face of Christian Social Engagement*. Berkeley: University of California Press, 2007.

You might be interested in these websites:

<http://digilib.bu.edu/mission/>

<http://www.christianitytoday.com/ch/bytopic/missionsworldchristianity>

Course Requirements

Faithful class attendance and online participation. The learning objectives for this course depend on completing assignments, reading supporting material, attending class, and participating in the online discussion of what it means to be an evangelistic and missional church. See Course Policies for more details.

Reading Assessments

To prepare for class discussion you will be expected to read all assignments from the texts before the class sessions as well as any other distributed or assigned readings. You will need to complete **all assigned and collateral reading** (reading unassigned textbook chapters counts toward collateral reading pages).

Reading will be assessed by **Class Reading Quizzes, Unit Reading Reflections and Book Reflection Paper**.

(In-class) Reading Quizzes. Most class sessions will begin with a 10-minute quiz on the assigned reading. It will be a variety of objective questions including multiple-choice and short answer. You may use handwritten notes taken from the reading.

Unit Reflections (See Course Schedule for Due Dates). This 800-word Unit Reflections assignment pertains to what you think were the key items covered during the unit in the readings and class presentations, and how they might apply to your present or future education, life, or ministry. You will also respond to two questions based on the assigned reading.

This is a very important part of the learning experience each unit and should contain significant thinking on what you have learned. (It may help to cut and paste the following items into the body of your reflection paper). It might help to cut and paste the following questions into another document, and put your response below each question:

Questions 1-5 (500 words)

1. What is the most significant thing I learned during this unit?
2. How did what I learned change my thinking about this unit's topic(s)?
3. What previous experiences relate to what I read and learned?
4. How will I use (or have I used) this knowledge in my ministry or life?
5. What questions do I still have about this section's learning?

Reading Report: List author, book/article title, pages numbers for assigned and collateral reading during this unit.

To score well, the reflection must make reference to the assigned reading (including parenthetical references), will include suggested real-world examples and applications of the course material, and will include a plan for implementing the material in the student's personal and/or professional setting.

Hunter on Celtic Christianity 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.

Attach it as a Word document to the discussion board, name the file: ICS3012 Book Reflection YourFirstInitialLastName

You may use the following format:

Name:

ICS3012 – Spring 2012

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 missions, mission structures, church movements and missionary practices? In what ways do you agree or disagree? How has the author defined missions and evangelism

compared to other definitions you know? What does this book say specifically about the theory of intercultural missions? In what ways do you agree or disagree? What does this author say about the practice of mission life and work? What does this book say specifically about missions and evangelism in the life of the church? In what ways do you agree or disagree? How has the author helped you understand the missional task of the church?

(3) Application (300 words). *In what ways has the author challenged your previous thinking about the history of missions especially as you seek to incorporate these ideas and practices into your personal life and your present or future role in the church? What are some connections between the course presentations, discussions and readings and what you've read from the author? How might you change your mind and possibly your life in response to what you've read?*

Course Projects

(Point Value in Course Evaluation; Due dates in Course Schedule)

Missionary Biography Research Paper. This is an honest-to-goodness "old school" research project. It will be about **8-10 pages (2000 words)**. You will need to **research an historical figure in the history of missions** using four (4) library books, two (2) peer-reviewed articles, and two (2) websites and online resources (not including Wikipedia. You can start there for ideas, but cannot use it as a cited source).

- *Describe this person's life and work that gives a sense of their historical context: what makes this person stand out from (or above or away or into) what was happening in the church and world of his or her context.*
- *Why this person entered Christian ministry as a missionary: were they called?*
- *Think about what you can learn from this person about the theory and practice of mission: what did they do that was so important for the church and world?*

Choose your **top four choices from the provided list** of historical personalities: "First come, first serve."

Group Prezi on World Christian Movements. The class will be placed into groups with each one making two (2) presentations to the rest of the class. Each member of the group must work together by participating in research, organizing the presentation, as well as actively participating in the presentation. Each presentation must show integration of the topic with application to real-life experience. Prepare for a **15-minute presentation with a well-designed handout and questions for discussion** for follow-up. It will be necessary to cite **at least five (5) sources**:

Group Presentation 1: Assigned chapters 26 & 31

Group Presentation 2: Assigned chapters 27 & 32

Group Presentation 3: Assigned chapters 28 & 33

Group Presentation 4: Assigned chapters 29 & 34

Group Presentation 5: Assigned chapters 30 & 35

Final Project -- Historical Timeline of Christian Missions. Develop a historical timeline of the 15 most influential people or events (positive or negative) throughout the study of missions history. Annotate each submission highlighting their contribution to world evangelization. Each annotation should be 75 to 100 words in length. Finally, submit a 100 word minimum final paragraph answering the question: "How would you defend the idea that God uses historical figures and events to accomplish His mission in the world?"

Course Evaluation

The number of points accumulated during the semester determines the final grade.

Assignments	Points	Learning Hours
Attendance (50 pts deducted for each absence) Cannot pass if you miss 6	(50 pts x # of absences)	37
In-class Participation Projects (10x5pts)	50	--
Assigned Reading (512 pages/20 pph); Reading Quizzes	200	27
Unit Reflection Papers (100 pts x4)	400	12
Hunter Book Reflection Paper	75	10
Missionary Biography Research Paper	125	12
Chapter Presentations (2 x 50 pts, 15 mins each)	100	10
Final Project	50	7
OPTIONAL: Cross-cultural Orientation	Extra credit	20
Total	1000 pts	135 hrs

Grading scale is:

A	1000-950	B	879-850	C	749-720	F	599>
A-	949-930	B-	849-800	C-	719-700		
B+	929-880	C+	799-750	D	699-600		

MVNU does not recognize A+ or D-.

One course learning hour equals . . .

- 20 pages of reading (3000 level) (300 page book = 15 course work 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

Course Policies

This course involves a variety of real-life scenarios and engaging activities to challenge students with the realities of working in and with churches in contemporary contexts. Integration is fostered through personal reflection and praxis, and as such each student is responsible for their own learning. Students should expect to be engaged in self-motivated learning for a minimum of four hours per week during the semester. Note: Students are responsible for all Moodle and email communication sent for the course.

- **Attendance and Participation:** Regular attendance and participation is critical and expected. **You will lose 50 points for every unexcused absence** (5% of total grade) or three (3) tardies (arriving late, leaving early) and **25 points for every excused absence** (2.5% of total grade). You have an attendance “buffer” of one day. *Please inform the professor as quickly as possible about any anticipated or unanticipated absences.*

The MVNU policy on class attendance provides consideration (through the Academic Affairs Office) for **four categories of excused absence**: 1) assignments with official university organizations (e.g. sports teams) and pre-arranged trips; 2) emergencies or death in the immediate family; 3) legal responsibilities; or 4) extended illness when an authorized medical official requires confinement to home, room, or hospital.

- **Integrity:** MVNU promotes and adheres to the principle of unquestioned honesty among students, faculty, and staff, a standard that governs relationships and behavior in the classroom, residence halls, chapel, and other campus activities. As a Christian community, students and faculty have a moral and ethical responsibility to uphold this standard and refrain from any activity that would involve academic dishonesty or lack of personal integrity. (See the University Catalog for definitions and examples or violations of academic integrity.) Please be aware that all work submitted must be done on a personal and individual basis unless otherwise stipulated in the instructions. Plagiarism will result in a grade of “0” for that assignment and can result in failing the course
- **Format for papers:** Submit files with the following title: Course Assignment Last Name First Initial (for instance: ICS3023 Research Project PriceM). Papers should be formatted with 1” margins, 12 pt. font – New Times Roman/Arial/Tahoma, double-spaced, numbered pages. The works cited page is not included in the suggested word count. There is no excuse for misspelled words, poor grammar and wrong punctuation. Avoid long paragraphs. Rarely is a paragraph a page or more long. For suggestions on good writing style, consult Strunk & White’s *The Elements of Style*. All written assignments must be typed using a standard MLA formatting for bibliography and citation of sources.
- **Late Work:** If you need more time on a project, I will listen carefully to understand your concerns. However, you must talk to me *before* the due date. Failure to receive an extension before the due date will result in a 10% reduction in points given for each class day after the due date, accumulating to 50%, unless arrangements are made in advance with the professor. Papers should be turned in to the instructor by the end of the class session on the day due. No assignments will be accepted after the final exam date. Plagiarism will result in a grade of “0” for that assignment and can result in failing the course.
- **Disability statement:** Students who qualify for and desire accommodations in this course due to a disability, as defined by the Americans with Disabilities Act of 1990, must follow the Disability Services Policies and Procedures as put forth by the office of Academic Support. A hard copy of the guidelines can be obtained at the Academic Support office or accessed in electronic form at the following web address:
<http://www.mvnu.edu/academics/services/dservices.html>.

Course Schedule—Spring 2013

Submission deadline for assignments is 12:50 p.m. on the day the assignment is due.
Schedule subject to change.

Unit One (Jan 31-Feb 23) – More Than Conquerors . . .

Assigned Readings:

- Pierson, c1-7
- Additional handouts (usually found on Moodle)

Mon	Tue	Wed	Thu	Fri
			Jan 31 Intro	
	Feb 5 NT Expansion c.1-2		Feb 7 Two Structures c.3	
	12 Early Church c.4-5		14 Early Monasticism c.6	
	19 Celtic Church c.7 DUE Book Reflection Paper		21 Barbarians at the Gate c.8-9 DUE Unit 1 Reflection	

Unit Two (Feb 26-Mar 21)—The Church Made Visible

Assigned Readings:

- Pierson, c8-16

	Feb 26 (Joe) The Crusades c.10		28 (Joe) Medieval Lay Movements c.11-12	
	5 (Matt) Reformers and Missions (Anabaptists) c.13, 14, 15		Mar 7 (Matt) Catholic Reformation and Mission c.16	
SPRING BREAK March 9-17				
	19 Faith & Film: The Mission		21 Faith & Film: The Mission DUE Unit 2 Reflection	

Unit Three (March 26-April 18)—Evangelical Missions

Assigned Readings:

- Pierson, c17-22

Mon	Tue	Wed	Thu	Fri
	26 (Matt) Puritanism & Pietism c17		28 (Joe) Moravians and Methodists c18	Easter Break
Easter Break	Apr 2 (Joe) William Carey c19		4 NO CLASS Knight Conference	
	9 (Matt) Mission in America c20		11 American Frontier c21	
	16 (Matt) Renewal Movements c22-23 DUE Research Project		18 (Matt) Women in Missions (Jeanne Serrao) c24 DUE Unit 3 Reflection	

Unit 4 (April 23-May 15)—Modern Missionary Movements

Assigned Readings:

- Pierson, c23-35

Mon	Tue	Wed	Thu	Fri
	23 Edinburgh 1910 c25		25 NO CLASS Blue/Green Day	
	April 30 (Joe) Developing World Group Presentations C26, 27, 28, 29, 30		May 2 (Joe) Developing World Group Presentations C31, 32, 33, 34, 35	
			9 FINAL 10:00-11:50 DUE Unit 4 Reflection	