



Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

ICS529 — Mission in Global Contexts Online

Fall 2017

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Essential Information

The following resources contain information helpful in the successful completion of courses and degree programs at Nazarene Theological Seminary. These resources can be accessed via the NTS website or on Moodle at the “Welcome to Seminary” page:

<http://moodle.nts.edu/course/view.php?id=755>

- [NTS Mission Statement & Purpose](#)
- [Degree Objectives](#)
- [NTS library services](#)
- [NTS textbook information](#)
- Online technical requirements and Moodle support information
- [NTS Student Handbook including statements on quality of work, plagiarism, and academic probation](#)
- [Handbook for Inclusive Language](#)

Instructor Information

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(Please do not call between 9 p.m. and 7 a.m. Central Time Zone)

Catalog Description

This course focuses on the vocational role of the global missionary within the framework of historical, theological and contemporary contexts. Evolving understandings of missiology as well as changing global dynamics shaping mission practice will be explored.

Course Narrative & Rationale

Assignments and discussions will focus on equipping people planning to traverse geographic and ethno-linguistic boundaries in the fulfillment of their call to be expatriate missionaries.

That particular focus in no way denigrates a broader understanding of mission and the *missio Dei* that includes ministry in local as well as global context. Indeed, because ministers are often

called/sent to minister in cultural contexts to which they are not indigenous, all theological students can profit from the insights, perspectives, tools, and strategies offered by this course regardless of whether they fulfill their call close to home or far away.

A spiral approach to course design means that some topics or subjects may surface again and again.

In addition to the material in this syllabus, Moodle will contain grading rubrics plus additional suggestions and information about assignments.

Degree Objectives

While the full range of objectives/outcomes of the MA in InterCultural Studies shape all degree program courses, this particular course focuses on objectives three and four:

- 3. Interpret the factors that constitute the contexts in which the Church participates in the missio Dei.*
- 4. Use missiological tools to assist the Church in engaging its missional context as it fulfills its missional calling.*

The NTS Catalog contains a complete list of Degree Program Objectives.

Course Outcomes

1. By the end of this course, the student will be able to articulate a contemporary theological and biblical understanding of global missions including the specific role of expatriate missionaries.
2. By the end of this course, the student will be able to articulate historical as well as current global developments relevant to Great Commission fulfillment and implications of these for the expatriate missionary.
3. By the end of this course, the student will be able to describe the unique role of the expatriate missionaries as they face culture transition and cross-cultural ministry in new contexts.

The weekly reading reflections, online discussions and the various integrative assignments will demonstrate fulfillment of these objectives by students.

Required Texts & Course Materials

- Elmer, Duane. 2006. *Cross-Cultural Servanthood*. Downers Grove Ill. Intervarsity Press.
- Goheen, Michael W. 2014. *Introducing Christian Mission Today*. Downers Grove, Illinois, IVP Academic.
- Maranz, David. 2001. *African Friends and Money Matters*. Dallas, Texas. International Academic Bookstore.

Wan, Enoch and Pocock, Michael eds. 2009. *Missions from the Majority World: Progress, Challenges and Case Studies*. Pasadena, California, William Carey Library.

Additionally, some book excerpts, periodical articles and a few YouTube videos will also be used.

Course Outline

- Biblical and Theological underpinnings for missions.
- Historical development of missions
 - o Within the Christian Church
 - o Within the Church of the Nazarene
- Current developments in missions
- Servanthood role of missionary in a global context
- Cross-cultural use of resources

Course Assignments & Requirements

1. Brief autobiography: 5 pts

A brief autobiography must be posted in Week 1 giving basic information including current ministry involvement and description of the student's call to ministry.

2. Weekly reflections on assigned readings: (Course outcomes 1-3) 30 pts each

A reflection of at least 300 words on each week's readings (textbooks and other sources including video clips) will be due almost every Thursday.

Here are some "starter questions." You do not need to respond to ALL or even to ANY of these. Select only those for which you have a substantive answer.

- What did you learn from the lecture or the textbook or the book excerpt? What do you know now that you didn't know before?
- What did you feel as you read?
- Did you wind up sharing any of this with someone else?
- Did it challenge some assumptions you held?
- Did it confirm something you have been thinking about for a while?
- Was there a phrase that grabbed your attention and has remained impressed in your mind?
- What relevance do you see between the material you read and your own current ministry?
- What relevance of this week's reading would you foresee for your future ministry?

Each weekly reading reflection will demonstrate one or more of Outcomes 1-3, depending on the direction a student takes in a particular post.

2. At least one substantive response post in any forum on a minimum of three days each week. (Course outcomes 1-3) 18 pts each week

These can be responses to other students' assignment submissions or they can be responses to other students' response posts (thus creating discussion threads) Posts will be counted for the week during which they are actually submitted to Moodle. Thus, they cannot be made up.

In the first few days of each week, students can post in the General Discussion threads and such posts will count as response posts. Response posts will demonstrate one or more of Outcomes 1-3, depending on the direction a student takes in a particular post.

Note: If a student does not meet online class participation standards for four or more weeks, the professor may automatically fail that student.

3. Two global missions' sermon ideas (Course outcome 1) 25 pts each

From your reading, including ideas sparked by your classmates' assignment submissions, come up with two global missions sermon ideas. The first one is due toward the beginning of the course and the second one is due in the middle.

Do not submit the entire sermon. Simply provide the following:

- Sermon Title - You may be creative, but make sure the title reflects the passage and the thesis of the sermon
- Sermon Text - Provide the Bible passage that contains the text of the sermon
- Summary Statement of Sermon (Thesis statement) - Reduce your sermon to two or three complete sentences. Above all, this is the main thing you are going to communicate when you share this message on global missions.

These titles should be clearly global missions-oriented in which people are called to participate in some way in the task of proclaiming the Kingdom to the far corners of the earth.

4. Two cross-cultural ministry interviews (Course outcomes 1-3) 60 pts each

On the two due dates in the course calendar submit a written report of an interview of a person from one of the half dozen or so categories listed in the instructions in Moodle. These two interviews must be done face-to-face or via telephone, Skype, or FaceTime.

Further details and suggestions on this assignment are in Moodle.

Your report of these interviews should include:

1. Background reading that you did to inform your questions.

2. An overview of the encounter itself.
3. Your observations after the encounter.

5. Mid-term summary (Course outcomes 1-3) 50 pts

During R&R Week 1, write a 250-500-words on your insights and reflections from the first half of the course. Write a response post to the mid-term summary of at least one classmate.

6. One-on-one mobilization (Course outcomes 1-3) 50 pts

Report on an extended, one-on-one conversation you've had with an individual since this course began that you were trying to get "on board" in a specific way with global missions. For this project, you are to become a mobilizer or a motivator or a recruiter. Further instructions will be in Moodle.

7. Integrative paper (Course outcomes 1-3) 100 pts

Select one primary topic or theme encountered in the course. Write at least 1,500 words following that theme or topic throughout materials used for this course (books, articles, projects, online discussions and videos). Take an integrative approach.

Sources other than those used for this course may also be used, but limit those to no more than three.

8. Critique of a fellow student's integrative paper (Course outcomes 1-3) 30 pts

Each student will be assigned to critique another student's paper. The critique should be posted on Moodle by the assigned date. The written critique should be at least 350 words. Do not just summarize the paper. Address the paper's strengths and give suggestions for improvement. Assess the argumentation and use of the literature. (Note: Good reviews often check the author's sources and suggest additional sources.)

Form and Style Expectations

Unless otherwise noted, submissions should follow formatting and style requirements of Turabian/*Chicago Manual of Style*.

Method for Submitting Assignments

All assignments for online courses at NTS are to be submitted in Moodle.

Distribution of Student Learning Hours

	hours
Online Participation in forums	32
Reading	56
Writing	41

Other Assignments and Learning Activities	15
TOTAL	144

Course Grading

The maximum number of points each submission can earn are listed in the “Assignments” section. Grading rubrics for assignments will be available In Moodle. Here is a generic evaluation checklist:

1. Does the submission meet minimum length requirement?
2. Was it posted on time?
3. Were *all* instructions followed?
4. Does the submission show a growing understanding of, interaction with and application of course content?
5. Is the submission acceptable graduate-level reflective writing?
6. Can the submission be characterized by the two words “originality” and “integrative”?
7. Is the submission relatively free of proofreading, grammatical and syntax errors?
8. In terms of achieving assignment goals, is this submission exceptional, excellent, good, acceptable, minimal or inadequate?

Individual assignment scores will normally be posted in Moodle each Monday.

The following criteria will be used to assign course letter grades:

“A” (100%-90%) Assignments were submitted on time and in proper format. The student demonstrated excellence all aspects of the course through (1) engagement with and learning from course material, (2) promptness in assignment submissions, and (3) substantive online discussion involvement. Written work was superior in every way. Submissions were characterized by careful reflection, insight, and originality. Writing was clear with almost no factual errors or lapses in form, style, grammar, syntax, word usage, or spelling. The writing was integrative, drawing reading content into project reports and vice versa.

“B” (89%-80%) The student’s engagement with material in all components of the course described in “A” was above average. Writing was generally clear, with few errors of form, style, grammar, syntax, spelling, and word usage. On the whole, assignments met expectations including evidence of careful preparation.

“C” (79%-70%) The student’s engagement with course material was unremarkable. Written assignments could be called adequate, but seemed sloppily done. Content managed to reach minimum expectations for assignments. However, submissions often lacked insight and originality.

“D” (below 70%) The student only superficially engaged course material. Submissions showed little insight or reflections. There was evidence of significant failure to grasp the content of assigned materials. Instructions were not followed. Writing was of poor quality and marred by many errors. Time-on-task fell short of expectations.

“F” (below 60%) Work was not done or was submitted extremely late. Work appeared to have been done hastily and was unsatisfactory. There seemed to be a lack of careful preparation as well as little understanding of the assigned material or of the purposes underlying particular assignments.

For the general expectations for all NTS students, see the “Quality of Work” section under Academic Policies in the *NTS Student Handbook*.

Policy Regarding Late Work

Late work will be accepted, but it will not be eligible for full credit.

Tentative Course Calendar

NOTE: This actual course calendar of readings and assignment due dates will be in Moodle.

Assignments without a specific day of the week given as a due date are due Sunday evening.

Books excerpts and articles to be read are available via clickable links in Moodle.

Theme	Week	Assignments
Introduction, Mission as the metanarrative of scripture, theological underpinnings	1	<ul style="list-style-type: none"> • Tues. – Brief autobiography including current ministry involvement and a description of your calling. • Thurs. – Reading: <ul style="list-style-type: none"> • Goheen, p. 12-113 (Preface, Introduction, chapters 1-2) • “Biblical Foundations” lecture by Howard Culbertson • “Is mission first local and then global, or all at once?” <i>Engage</i> magazine
Historical background	2	<ul style="list-style-type: none"> • Thurs. – Reading: <ul style="list-style-type: none"> • Goheen 117-224 (chapters 3-5) • “Historical Progression” lecture by Howard Culbertson • "Four Men, Three Eras, Two Transitions: Modern Missions" by Ralph Winter • 1st world missions’ sermon idea
Culture	3	<ul style="list-style-type: none"> • Thurs. – Reading <ul style="list-style-type: none"> • Goheen pp. 227-330 (chapters 6-8) • "Identification in the Missionary Task" by William Reburn

		<ul style="list-style-type: none"> • “Carey’s Holistic Ministry” <i>Engage</i> magazine • “Mission briefing: Contextualization” <i>Engage</i> magazine
World religions, Urban and frontier missions	4	<ul style="list-style-type: none"> • Thurs. – Reading: <ul style="list-style-type: none"> • Goheen pp.331-435 (chapters 9-11) • "Finishing the Task: The Unreached Peoples Challenge" by Ralph Winter and Bruce Koch • 1st interview report
Majority World mission	5	<ul style="list-style-type: none"> • Thurs. – Reading: <ul style="list-style-type: none"> • Wan pp. 1-95 (chapters 1-4) • "Confront Idols" by Chris Wright (video)
Issues: Asia / Africa	6	<ul style="list-style-type: none"> • Thurs. – Reading: <ul style="list-style-type: none"> • Wan pp. 97-219 (chapters 5-9) • "Redemptive Analogy" by Don Richardson
Latin America, Issues of concern	7	<ul style="list-style-type: none"> • Thurs. -- Reading: <ul style="list-style-type: none"> • Wan pp. 221-338 (chapters 10-14) • “Where the Church is not yet” <i>Engage</i> magazine • 2nd world missions’ sermon idea
R&R 1	8	<ul style="list-style-type: none"> • Mid-course summary
R&R 2		
Case studies, Missionaries as servants	9	<ul style="list-style-type: none"> • Thurs. – Reading: <ul style="list-style-type: none"> • Wan pp. 339-408 (chapters 15-17) • Elmer, 11-34 (chapters 1-3) • “The Viable Missionary: Learner, Trader, Story Teller” by Donald Larson
Servanthood process	10	<ul style="list-style-type: none"> • Thurs. – Reading: <ul style="list-style-type: none"> • Elmer, pp. 37-152 (chapters 4-10) • “The Spontaneous Multiplication of Churches” by George Patterson • “Reflecting Christ: Servanthood” <i>Engage</i> magazine
Servanthood challenges, Money in global mission	11	<ul style="list-style-type: none"> • Thurs. – Reading: <ul style="list-style-type: none"> • Elmer pp. 155-198 (chapters 11-14) • Maranz 1-62 (chapters 1-2) • Nazarene global outreach, lecture by Howard Culbertson • 2nd interview report
Friendships, money matters	12	<ul style="list-style-type: none"> • Thurs. – Reading: <ul style="list-style-type: none"> • Maranz 63-170 (chapters 3-6) • Dr. David Wesley’s paper on cultural brokers
Cross-cultural money issues	13	<ul style="list-style-type: none"> • Thurs. – Reading: Maranz 171-209 (chapters 7-8) • “Dependency” by Howard Culbertson
	14	<ul style="list-style-type: none"> • Final integrative paper due • Course Evaluation

	15	<ul style="list-style-type: none"> • Thurs. – Reading: <ul style="list-style-type: none"> • “Senders” by Steven Hawthorne • “Let the nations be glad” by John Piper • Critique of final integrative paper of fellow student
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General Institutional Standards

Accommodations

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly, NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the beginning end of the first week of class to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

Inclusive Language

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

Beyond gender equality, this understanding would apply to all persons. Labels to describe people based on ethnicity, phenotype, socio-economic status, educational level, sexual orientation, origin, etc. are often a form of marginalizing others. All written and verbal work for courses and course discussions must be inclusive and should not use descriptive terms in a derogatory manner.

Class Attendance

For an online course such as this one, “attendance” is measured by the submissions of assignments and response posts.