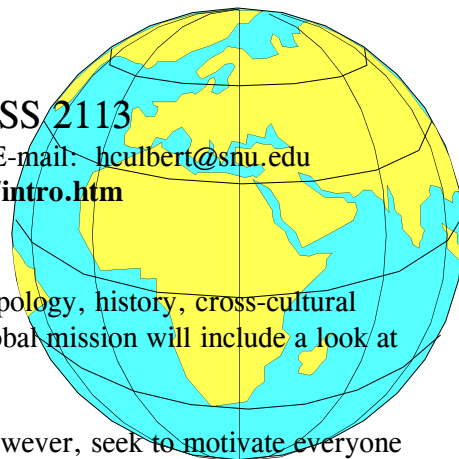


## Introduction to Christian Missions -- MISS 2113

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Course web page: <http://home.snu.edu/~hculbert/intro.htm>



### COURSE DESCRIPTION

Missiology is the science of mission. It combines intercultural studies, anthropology, history, cross-cultural communications and theology. This introductory overview of the church's global mission will include a look at biblical motivations, historical background and current strategies.

This course does not seek to transform everyone into a missionary. It will, however, seek to motivate everyone to be a mobilizer for the cause of missions.

### This course should produce in students the following outcomes:

1. Ability to understand and articulate the biblical, historical and theological bases for Christian mission
2. Ability to describe how the church implemented its mission in the various periods of Church History
3. Ability to describe the general story line of the expansion of the Church
4. Ability to identify and describe the significance of major figures, themes and events of various periods of Church History as they relate to missionary outreach
5. Ability to sensitively explain the nature of cultures
6. Ability to describe and interpret the relationship between culture and individual behavior
7. Ability to identify and apply the principles of cross-cultural communications
8. Ability to describe basic missiological principles
9. Ability to think globally and engage cross-culturally for the purpose of mission
10. Ability to envision contextualized worship
11. Ability to discern and make theologically based ethical decisions in the midst of a complex and/or paradoxical context
12. Ability to synthesize, analyze, reason logically for discernment, assessment and problem solving and live with ambiguity
13. Ability to develop team building skills, identify and cultivate spiritual gifts, recruit volunteers
14. Ability to write clearly and in a grammatically correct manner

### TEXTBOOK

*Discovering Missions* by Gailey and Culbertson

### ASSIGNMENTS

Jan. 22	Course introduction
24	Bible #1: Genesis 12:1-3; Genesis 28:10-15; Galatians 3:7-9
29	Moodle report on your reading of chapters 1-2 No class
31	Bible #2: Matthew 28:18-20; Mark 16:15; Philippians 2:9-11; Acts 1:8. <i>Note: Memorize Matthew 28:18-20 for first test</i>
Feb. 5	Moodle report on your reading of Chapter 3
7	Report on article from <i>Missiology</i> on a theological or biblical issue Bible #3: Joshua 4:19-24; 2 Chronicles 6:32-33 (Solomon's prayer of dedication for the Temple), Acts 13:47 (a quote from Isaiah 49:6)
12	Moodle report on your reading of chapter 4 plus Appendix A on Nazarene missions

14	Bible #4: Exodus 19:6; Isaiah 45:20-22; Acts 10:34-35
19	Moodle report on your reading of chapter 5
21	First exam: Biblical/theological perspectives and early history; Bible #5: Matthew 6:9-10; Ezekiel 36:22-23; Micah 4:1-3
26	Moodle report on your reading of chapter 6
28	Bible #6: Matthew 24:4-14; Luke 24:45-47; John 20:21
March 4	Moodle report on your reading of chapter 7
6	Bible #7: Psalm 47; Psalm 67:1-5; Psalm 96:10-13 Report on biographical article from <i>International Bulletin of Missionary Research</i>
11	Moodle report on your reading of chapter 8
13	Exam #2: History and cultural contexts Bible #8: Psalm 22:1, 27-28; Daniel 7:13-14; Revelation 7:9
25	Moodle report on your reading of chapter 9
27	Full-length feature film report
April 1	Moodle report on your reading of chapter 10
3	Report on Interview of a Missionary
8	Moodle report on your reading of chapter 11
10	Exam #3
15	Moodle report on your reading of chapter 12
17	Hands-on missions promotion report
22	Moodle report on your reading of chapter 13
24	<i>Evangelical Missions Quarterly</i> article reading report
29	Moodle report on your reading of chapter 14
May 1	Local church report
8	Final exam (Tuesday at 8 a.m.)

## REQUIREMENTS

1. **Read the assigned textbook readings.** Text reading will be reported by submitting 150 words or more of reflection on that day's reading. The chapters have discussion questions at the end. You may write an answer to one of those questions as your reading report. On reading report specify whether you read all (worth up to 25 points), 75% (worth up to 20 points), 50% (worth up to 17 points) or 25% (worth up to 12 points).

2. **Full-length feature film:** View and report on a full-length feature missions film such as “End of the Spear” or one of the film biographies in our library such as:
  - a. “Beyond the Next Mountain” (biography of Rochunga Pudaite of India)
  - b. “Candle in the Dark” (biography of William Carey)
  - c. “First Fruits” (story of first Moravian missionaries)
  - d. “Hudson Taylor” (biography of founder of China Inland Mission)
  
3. **Bible readings** Report the reading of selected Bible passages. Write 150 words or more to do one or more of the following:
  - a. Reflect on one of the passages (“These verses appear in the middle of a section on ...”)
  - b. Show the relevance of these passages to the task of world evangelization
  - c. What similar themes run through the passages for a particular day?
  - d. Report any new insights that came to you as you read
  - e. Reflect on why I asked you to read this passage (“I think you asked us to read this because . . .”)
  - f. Describe how the passage or passages might be used in a sermon or Sunday school class presentation As you do these readings, don’t be content with off-the-cuff remarks (after all, this is God’s Word).
  - g. Your reflection can even take the form of a written prayer.

We are sometimes conditioned to think of the Bible as “God’s Word to me individually.” It will be helpful in this assignment to ask yourself: “What do these passages mean for the People of God?” One criteria for the grade on this assignment is your articulation of the relevance of these passages to the cause of global evangelism.

4. **Read and reflect on one major article from each of these three periodicals: *Missiology*, *International Bulletin of Missionary Research* and *Evangelical Missions Quarterly*.**

What you report on needs to be a major journal article rather than one of the short book reviews or news stories.

- a. The article from *Missiology* needs to be on a biblical or theological subject.
- b. The article from *Bulletin of Missionary Research* needs to be a biography of some kind
- c. The last one can be any article in an issue of EMQ.

Submit to Moodle at least 150 words of summary/reflection on major ideas from the article. Be sure to give bibliographical information (author, article title, name of periodical, date article was published, page numbers on which article appeared) in your note. At the conclusion of your report, list some of the other articles in that issue using the sentence: “Among the other articles in this issue were . . . .”

5. **Hands-On Missions Promotion.** During the semester you must spend at least 5 hours promoting, recruiting, helping publicize or organize:
  - (1) Spring break trips

- (2) Commission Unto Mexico, Dec. 27 to Jan. 3
- (3) Youth in Mission summer opportunities (you could help someone, for instance with their fund-raising)
- (4) The one-year opportunities (such as MissionCorps) for graduating seniors in places like Bulgaria, Croatia, Macedonia, Sicily, and Spain.
- (5) Cross-cultural Orientation Seminar in early March on campus (to prepare people for MissionCorps service)
- (6) September Work and Witness conference

This assignment can be done individually or with others. A written report of what was done including a detailed log of time spent must be turned in.

This assignment can also be fulfilled by full participation in the Cross-Cultural Orientation Seminar.

Individuals have different learning styles that reflect preferences for acquiring and processing information. David Kolb's experiential learning theory proposes that "knowledge is created through the transformation of experience." This missions mobilization assignment is an experiential learning one. While many discussions on experiential learning focus on the experience portion of the theory, Kolb suggests that learning takes place through a four-step process. The steps in the experiential learning cycle include having a concrete experience, reflecting on that experience, conceptualizing abstractly about the experience, and actively experimenting with a new behavior.

6. **Interview someone with extended cross-cultural missions experience.** Ideally this will be a former, furloughed or retired missionary. It can also be someone who has spent at least three months in volunteer missionary service. Your written report of this interview (which needs to be more than a two-minute conversation in the hallway at church) can be done in several ways:
  - a. A simple transcript
  - b. An article written for the ECHO or a magazine
  - c. Personal reflections on ideas which sparked your own thinking.

Part of the grade will be based on how your report reflects themes dealt with throughout the semester. For some suggested questions, go to: <http://home.snu.edu/~hculbert/intervie.htm>

For a web page listing former, furloughed and retired missionaries living in the area, go to: <http://home.snu.edu/~hculbert/misslist.htm>

7. **An accurate picture of what one local church is doing in world evangelism.** Pick a local church, find out everything they're doing to promote world evangelism (events, publicity channels, prayer, hands-on opportunities) and write a detailed descriptive report. Don't just write what you see. The report must be based on interviews with NMI leaders and pastoral staff.
8. **Attendance.** An attendance grade derived from the percentage of times you were in class will be given. Students who arrive late for class or leave early will not receive full credit for that day.

**Late work:** Late work will be accepted for reduced credit.

**Writing Standards:** I expect students to produce written work that is focused, well developed, and organized. Written papers should be relatively free of grammatical, punctuation and spelling errors. Written work that falls short of this standard will not be accepted; the work will be returned to the students for revision within a reasonable time. For further writing help, see my web page and related links: <http://home.snu.edu/~hculbert/writing.htm>

<b>Grading</b>		
<b>13 Textbook readings @ 25 pts</b>	<b>325</b>	<b>Grade Percentage Equivalents</b>  <b>90 - 100 A</b> <b>80 - 89 B</b> <b>70 - 79 C</b> <b>60 - 69 D</b> <b>0 - 59 F</b>
<b>Journal article readings @ 50 pts</b>	<b>150</b>	
<b>Interview</b>	<b>100</b>	
<b>Full-length feature film</b>	<b>100</b>	
<b>Video/guest speaker reviews @ 10 pts</b>		
<b>8 Bible readings @ 10 pts</b>	<b>80</b>	
<b>Missions Promotion Report</b>	<b>100</b>	
<b>Local church report</b>	<b>100</b>	
<b>Attendance</b>	<b>100</b>	
<b>Exams @ 100 pts</b>	<b>400</b>	

**Academic dishonesty is never acceptable (especially in a religion class) and will be penalized severely. Check out SNU's policy on plagiarism and other forms of cheating at: <http://home.snu.edu/~hculbert/integrity.htm>**

If you need assistance with a learning, physical or psychological disability that may affect your academic progress, you are encouraged to contact the Academic Center for Excellence, Disability Services at #491-6694. Specialized services are also available for first generation (neither parent earned a bachelor's degree), low-income, and international students. All students are encouraged to seek assistance from ACE, the Academic Center for Excellence (Learning Resource Center, Room #309).