

# Missiology and Contextualization

Course Syllabus, Summer, 2020

## Course Description

**PRTH6960: Missiology and Contextualization (3 hours)** offers learners a chance to explore the challenges and complexity of global mission. Course material and learning activities will allow students to review the historical dimensions of missiology, analyze biblical and theological foundations for missional ecclesiology, and strategize for the cross-cultural communication of the gospel.

## Prerequisites

None

## Instructor

**Professor:** Howard Culbertson

**Office:** N/A

**Phone:** 405-740-4149

**Email:** hrculbertson@nnu.edu

**Office Hours:** N/A

## Student Learning Outcomes

By course end, successful students should be able to...

- A. Articulate a compelling biblical foundation for making disciples in every people group on earth
- B. Name and describe some key historical figures and movements powering the 2,000 years of the Church's expansion around the world
- C. Describe the implications and consequences of taking culture seriously in the fulfillment of the biblical Great Commission
- D. Explain the state and current progress of world evangelistic efforts
- E. Make judgments about the viability of church-planting movements in terms of contextualization, sustainability, and the likelihood that they will be infinitely reproducible
- F. Describe and evaluate how one denomination – the Church of the Nazarene – has attempted to fulfill the biblical global mandate

## Program Outcomes

### Religion

**RE 1, Content:** Graduates will have knowledge of the content and be able to interpret the Old and New Testaments, the theology of the Christian faith, the doctrine of holiness, the history and mission of the church, and the history and polity of the Church of the Nazarene.

**MAML (RH):** Understands the historical interplay between cultural, philosophical, and theological shifts that inform Christian ministry practice in the Wesleyan tradition.

**MAML (MPL):** Understands and is able to explain God's mission in the midst of a dynamic world.

**MAML (PSF):** Utilizes insights of missional leadership to evaluate and assess congregational context and move persons and congregations toward formational practices consistent with a Wesleyan-Holiness theology.

**MAML (CC):** Engages the social context from the perspective of Christian mission to articulate and embody the gospel of Christ.

**MAPM (RH):** Understand and explain Wesleyan-Holiness Theology as it relates to Scripture, Christian Tradition, reason, and experience the practice of ministry.

**MAPM (MPL):** Integrates Christian theological themes in the understanding and practice of ministry and leadership.

**MAPM (PSF):** Practice the means of grace (spiritual disciplines) that lead to emotional and spiritual health, personal Christian virtue, and responsible social engagement.

**MAPM (CC):** Identifies characteristics of the cultural context of ministry and assesses them through and appropriate theological perspective, compares existing cultures with alternative cultural expressions, and develops personal and corporate practices consistent with the Kingdom of God.

**MASF (RH):** Assess the spiritual journeys of individuals and communities, both past and present, for the purpose of establishing the theological, philosophical, and practical framework for spiritual guidance and leadership.

**MASF (MPL):** Integrate the various ways spiritual formation may be part of the ministries of a local church in teaching, worship, preaching and mission.

**MASF (PSF):** Understand and develop spiritual formation practices, under the supervision of a mentor, that foster personal and spiritual growth.

**MASF (CC):** Practice the role of a spiritual guide by utilizing spiritual formation practices to a local group in his or her ministry context.

**MAYCFM (RH):** Values role of Practical Theology in the Wesleyan-Holiness tradition and philosophy to inform practices fostering young persons and families.

**MAYCFM (MPL):** Demonstrates a dynamic integration of practice and philosophy of leadership suitable for ministry in the Church and in the world.

**MAYCFM (PSF):** Articulates and embodies a biblical understanding of faith formation within the community of faith including the family

**MAYCFM (CC):** Understands both the history and contemporary characteristics of human development, adolescence and family systems theory necessary for engaging in youth, children, and family ministry.

## **MA CORE IN PROGRESS**

### University Values

#### Transformation

We believe education fosters transformation. NNU engages and affects all domains of life—intellectual, social, physical and spiritual—thereby advancing the transformation of the individual, the church and the world.

#### Truth

We believe education pursues truth. NNU explores knowledge, the wonder of God's creative activity, the story of human civilization and the achievements in the arts, sciences and professions. Ultimately, we believe Jesus is the truth incarnate; therefore, we pursue Christ.

## Community

We believe education flourishes in community. NNU provides a learning and faith community that teaches, challenges and encourages each other through intellectual and spiritual practices. Within covenantal relationships, we express our love for God and others.

## Service

We believe education cultivates service. NNU teaches the importance of a life of servanthood as modeled by Jesus Christ. We learn to lead by giving of ourselves to God and humankind.

## COSAC Outcomes

### Content (14 Ability Statements)

**CN10, Church History:** Ability to tell the story of Christian history and the development of creeds and major doctrines.

**CN11, Church History:** Ability to describe the mission and practice of the Church throughout its history.

**CN13, The History and Polity of the Church of the Nazarene:** Ability to identify and explain the significance of the major events, and male and female figures in the Church of the Nazarene.

**CN14, The History and Polity of the Church of the Nazarene:** Ability to identify the directives of the Manual of the Church of the Nazarene that pertain to the organization and ministry of the local, district, and general church.

### Competency (14 Ability Statements)

**CP1, Oral and Written Communication:** Ability to communicate publicly through multiple methods (oral, written, media, etc.) with clarity, and creativity, utilizing gender inclusive language.

**CP2, Management, Leadership, Finance, and Church Administration:** Ability to oversee ministry using management skills including servant leadership, conflict resolution, administration, and team building.

**CP8, Effective Evangelism and Discipleship:** Ability to lead in discipling and assimilating new converts into the Church.

**CP10, Christian Education:** Ability to envision and implement Christian education in the local church.

**CP12, Ministry Emphasis (Preaching/Chaplain):** Ability to prepare, and deliver biblically sound sermons using appropriate techniques and skills demonstrating cultural sensitivity.

**CP17, Ministry Emphasis (Compassionate Ministry):** Ability to prepare and lead compassionate ministries that are biblically sound and culturally sensitive.

### Character (8 Ability Statements)

**CH2, Christian Ethics:** Ability to discern and make ethical decisions in the midst of a complex and/or paradoxical context within a Wesleyan framework

### Context (8 Ability Statements)

**CX1, Anthropology and Cross-Cultural Communication:** Ability to understand, appreciate, and work sensitively with cultures and sub-cultures.

**CX2, Anthropology and Cross-Cultural Communication:** Ability to identify and apply the principles of cross-cultural communications.

**CX3, Contemporary Context and social Environment:** Ability to discern sociological dynamics, (including the power dynamics of gender, age and ethnicity) and to apply that information to specific ministry settings.

**CX5, Historical Context:** Ability to place the ministry context in light of the large schemes of world and national history.

**CX7, Missions:** Ability to understand and articulate the biblical, historical, and theological bases for Christian mission.

**CX8, Missions:** Ability to describe basic missiological principles and to apply them to the development of ministry in the local church.

## Course Materials

### Course Texts (required)

[Video description on YouTube](#)

- *Perspectives on the World Christian Movement* (4th ed.) by Ralph Winter and Steven Hawthorne ISBN-13: 978-0878083909
- *Mission to the World* by Fred Parker ISBN: 0834117940 (out of print, though available through some used bookstores such as [www.abebooks.com](http://www.abebooks.com). Requirid pages are available in Canvas in PDF format.

### Supplemental Texts (recommended, optional)

- *Discovering Missions* by Chuck Gailey and Howard Culbertson ISBN-13: 978-0834122574 Available in PDF format through link in Canvas

## Online and Other Resources

Details are available in the course site on Canvas.

## Technology Suggestions

### WORD PROCESSOR

- Microsoft Word is preferred. Visit [help.nnu.edu](http://help.nnu.edu) to find instructions for obtaining a free license for MS Office 365.

### COMPUTER

- 3 or more GB RAM
- 2 GHz or faster Processor

### OPERATING SYSTEM

- Windows 10 or newer, or Mac OSX 10.6 or newer

### INTERNET CONNECTION

- 2 or more mbps

Canvas is the learning management system used at NNU. Please visit the Canvas support website to see [which web browsers are compatible with Canvas](#). You may also benefit by learning more about [how to use the features of Canvas](#).

## Technical Skills

To succeed in this course, you should be able to do the following:

- Open, read, and send email
- Use Canvas to view pages, upload assignments, and complete assessments
- Follow links to other websites
- Play online videos
- Create and submit files using a program such as Microsoft Word

If you need assistance with any of these skills, contact the NNU Help Desk at [help.nnu.edu](http://help.nnu.edu) or (208) 467-8111.

## Course Activities

### Readings

Any graduate course you take is either introducing new facts/concepts/skills to you or building on ones you already know, and you cannot master them without first learning what they are. I encourage you to schedule regular blocks of time for the readings. Skimming first will help you pick up on key terms.

### Online Discussions

Online discussion gives everyone the opportunity to deliberate on the course topic — sharing insights, asking questions, introducing new sources of information to consider, etc. Your participation should stimulate reflective thinking, deeper learning, and a productive exchange of ideas. Please be respectful to your classmates. This does not mean you must agree with everyone; rather, if you disagree on a point, write in such a way that challenges the premise, not the person. That is a key skill every person in ministry needs to acquire.

### Written Assignments

You will turn in all homework via the assignment areas provided in the Canvas course site. If you compose assignments in a word processor such as MS Word, please copy and paste what you have written into the appropriate discussion board in Canvas rather than sending the document as an attachment.

## Respectful Language and Conduct Policy (CTCM)

Northwest Nazarene University's heritage is the Wesleyan-Holiness tradition, which includes a commitment to lifting all forms of oppression (Isa 58:6). Language related to race, gender, class, nationality, and other social locations can cause injury as it may elevate some people at others' expense, even if one intends no harm. We see the power of language most pervasively with gender and gendered language.

Our Wesleyan-Holiness tradition includes the belief in equality between genders. All human beings are created equally in God's image (Gen 1:27). At Pentecost, the Holy Spirit empowered both women and

men as agents of God’s mission (Acts 2:17-18). Christian faith exclaims “there is no longer Jew or Greek ... slave or free ... male and female; for all of you are one in Christ Jesus” (Gal 3:28, NRSV).

In light of our history, theology, and understanding of Scripture, we expect professors and students alike to write and speak inclusively, e.g., using the terms “humankind,” “humanity,” or “human being” instead of “mankind” or the generic “man”; and using the pronouns “he or she,” “his or her,” “they” and “their” instead of masculine pronouns only. Such language accurately reflects all human beings’ equal status as persons.

When referring to God, we suggest using a wide variety of images found in Scripture, such as rock (Ps 89:26), light (1 John 1:5), eagle (Deut 32:11), shepherd (Ps 23:1), mother-hen (Luke 13:34), creator (Isa 40:28), father (Matt 6:9), and so on. By drawing on such biblical images, we hope to deepen our understanding of God and become a more inclusive community.

All members of a healthy Christian university treat one another with respect, which means recognizing each other’s equal personhood. The Graduate School of Theology faculty are committed to this pastoral approach to learning and expect students to show respect to their peers and professors even when they disagree. The CTCM aims not for forced unity or indoctrination, but for mutual respect, critical thinking, and growth in wisdom within a gracious community of learners.

## Course Schedule

As necessary, I will amend this schedule and notify you via an announcement through Canvas. All course work will be submitted via Canvas by 11:59p MT on the dates listed. This is an overview to help you plan; for details about each assignment, go to Canvas.

Date	Class Activities / Assignments
<b>Week 1</b>	<ul style="list-style-type: none"> <li>• MONDAY: Brief autobiography and statement of perspective on world evangelism.</li> <li>• THROUGHOUT WEEK:               <ul style="list-style-type: none"> <li>○ Be present at least 5 out of the 7 days.</li> <li>○ At least 6 substantive responses to other students’ posts.</li> </ul> </li> <li>• WEDNESDAY: Reading report 1</li> <li>• DAY OF YOUR CHOOSING: Two global missions sermon ideas.</li> <li>• END-OF-WEEK: No earlier than Friday evening or no later than Sunday evening, submit an end-of-the-week reflection</li> </ul>
<b>Week 2</b>	<ul style="list-style-type: none"> <li>• THROUGHOUT WEEK:               <ul style="list-style-type: none"> <li>○ Be present at least 5 out of the 7 days.</li> <li>○ Submit least 6 substantive response posts</li> </ul> </li> <li>• WEDNESDAY: Reading report 2.</li> <li>• DAY OF YOUR CHOOSING: Sermon illustration from global missions’ history,</li> <li>• END-OF-WEEK: No earlier than Friday evening or no later than Sunday evening, submit an end-of-the-week reflection</li> </ul>
<b>Week 3</b>	<ul style="list-style-type: none"> <li>• THROUGHOUT WEEK:               <ul style="list-style-type: none"> <li>○ Be present at least 5 out of the 7 days.</li> <li>○ Submit at least 6 substantive response posts</li> </ul> </li> <li>• WEDNESDAY: Reading report 3</li> </ul>

	<ul style="list-style-type: none"> <li>• DAY OF YOUR CHOOSING: Mission book report.</li> <li>• END-OF-THE-WEEK: No earlier than Friday evening or not later than Sunday evening, post an end-of-the-week reflection</li> <li>• Complete Mid-Course Evaluation before Week 4</li> </ul>
<b>Week 4</b>	<ul style="list-style-type: none"> <li>• THROUGHOUT WEEK: <ul style="list-style-type: none"> <li>○ Be present at least 5 out of the 7 days.</li> <li>○ Submit at least 6 substantive response posts</li> </ul> </li> <li>• WEDNESDAY: Reading report 4</li> <li>• DAY OF YOUR CHOOSING: Missionary interview report</li> <li>• END-OF-THE-WEEK: No earlier than Friday evening or no later than Sunday evening, submit an end-of-the-week reflection</li> </ul>
<b>Week 5</b>	<ul style="list-style-type: none"> <li>• THROUGHOUT WEEK: <ul style="list-style-type: none"> <li>○ Be present at least 5 out of the 7 days.</li> <li>○ Submit at least 6 substantive response posts</li> </ul> </li> <li>• WEDNESDAY: Reading report 5</li> <li>• DAY OF YOUR CHOOSING: Local church's global involvement report</li> <li>• END-OF-THE-WEEK: No earlier than Friday evening or no later than Sunday evening, post an end-of-the-week reflection.</li> </ul>
<b>Week 6</b>	<ul style="list-style-type: none"> <li>• THROUGHOUT THE WEEK: <ul style="list-style-type: none"> <li>○ Be present at least 5 out of the 7 days.</li> <li>○ Submit at least 6 response posts</li> </ul> </li> <li>• WEDNESDAY: Reading report 6</li> <li>• DAY OF YOUR CHOOSING: One-on-one mobilization conversation report</li> <li>• END-OF-THE-WEEK: No earlier than Friday evening or no later than Sunday evening, post an end-of-the-week reflection.</li> <li>• Complete Student Mentoring Experience Report before Week 7.</li> </ul>
<b>Week 7</b>	<ul style="list-style-type: none"> <li>• THROUGHOUT THE WEEK: <ul style="list-style-type: none"> <li>○ Be present at least 5 out of the 7 days.</li> <li>○ Submit at least 6 substantive response posts.</li> </ul> </li> <li>• WEDNESDAY: Reading report 7</li> <li>• END-OF-THE-WEEK: Friday evening or no later than Sunday evening, post your end-of-the-week reflection.</li> <li>• Final exam</li> </ul>

## Student Evaluation

### Assignment Scoring

Type of Activity	[Overall Points]
Autobiographical statement	8
7 reading reports	175
Global sermon ideas	15
Sermon illustration	15
Mission book evaluation	60
Mi-course evaluation	10

Missionary interview	70
Local church involvement report	100
One-on-one mobilization report	50
Response posts	112
Attendance	245
7 End-of-the-Week reflections	245
Final exam	100
<b>Total</b>	<b>1,205</b>

## NNU Approved Grading Scale

Percentage	Letter Grade
93% - 100%	A
90% - 92.9%	A-
87% - 89.9%	B+
83% - 86.9%	B
80% - 82.9%	B-
77% - 79.9%	C+
73% - 76.9%	C
70% - 72.9%	C-
67% - 69.9%	D+
60% - 66.9%	D
≤ 59.9%	F

## Grading Policy

Written assignments receiving full credit must reflect clear thinking and have correct grammar and accurate spelling. This is not because I am "picky." It is because I want you to be the best possible minister of the gospel that you can be. For some tongue-in-check advice about writing:

<http://home.snu.edu/~hculbert/cheklist.htm>

The week begins with Monday as Day 1 and Sunday as Day 7. Assignments coming in late will not receive full credit. Exceptions to assignment deadlines may be given but must be arranged, usually in advance and are at the instructor's discretion. (Note: night owls need to see the FAQ page about whether midnight is considered the "end" of a day.)

Read the rubrics and grading criteria on Canvas before each assignment is due so that you know the standards and can work accordingly.

If you have a question about a grade on an assignment, e-mail me, being as specific as you can about what is confusing. Be sure to refer to the rubric and quote it: which parts of it match what you did in your work? I will then follow up with you. Understanding the evaluations we call grades is part of the learning process: once you know what to work on, you can do so and earn a better grade on the next assignment. I am here to help you learn.

## Course Expectations & Policies



## Attendance Policy

Your success in this course depends heavily on your presence and engagement in class. Attendance is therefore factored into your final grade. This means you should be engaged with all class discussion and activities.

**COMMUNICATION IS KEY:** Let me know by e-mail as far as possible in advance about when and why you are absent; if you are sick, e-mail me as soon as possible also. You must request makeup work promptly; otherwise, the participation points may be lost.

## Plagiarism or Other Forms of Cheating

Don't do it. A first-time incident of plagiarism or other dishonesty is reported to the Vice President for Academic Affairs, your academic dean, and your advisor. A first plagiarized assignment earns a zero, whether or not the plagiarism was intentional, and may incur additional penalties at the instructor's discretion. For the full policy, see the University Syllabus Addendum.

## Academic Resources

The [Center for Academic Success and Advising](#) provides free, ungraded help with study skills, writing, and reading. The Center (known as CASA) can help you plan and draft papers, revise work, and develop writing skills.

When you visit CASA or see a tutor, always have the assignment instructions available, any work you've already done, and (if applicable) comments made on your work, either on this assignment or on a previous assignment.

## Help!

If you are having difficulties that may affect your performance and/or attendance, please email me or call me as soon as possible. The earlier we talk, the more likely it is that we can work something out.

If you need assistance with anything related to the university or with something personal, NNU faculty and staff are here to help you! Please do not hesitate to reach out to me or someone else with whom you feel comfortable sharing your concerns.

## About the Syllabus

### Potential Changes

This syllabus is composed in good faith. However, the syllabus or schedule may be adjusted to meet the learning needs of the students or to cope with external circumstances. Such changes will be communicated as far in advance as possible. Notice of such adjustments and changes will be communicated through Canvas rather than in a revised syllabus.

### Syllabus Addendum

Please refer to the University Syllabus Addendum within the online course site in Canvas for additional policies and expectations.

Revised May, 2020