

Dr. Michael Pocock  
 214-733-6386  
 Dallas Theological Seminary  
[missions@dts.edu](mailto:missions@dts.edu) or [mpocock@dts.edu](mailto:mpocock@dts.edu)

WM420 Missions Strategies for Unreached Peoples / 2hrs  
 Fall, 2018  
 Wednesdays, 2:25-4:15pm

## **WM420 MISSIONS STRATEGIES FOR UNREACHED PEOPLES SYLLABUS**

### **I. COURSE DESCRIPTION**

A study of ministry to unreached peoples and “closure strategy” in missions, with attention to identification, selection and entry into contemporary unreached people groups; and the concept of homogeneous units as targets for evangelistic ministry.

### **II. COURSE OBJECTIVES**

#### **A. Cognitive**

- Students will understand efforts already made to realize the goal of world evangelization.
- Students will understand the contemporary concept of unreached peoples and why these constitute the priority focus of missions today.

#### **B. Behavioral**

- Students will identify and study certain unreached people groups.
- Students will formulate a strategy for a particular unreached people.

#### **C. Affective**

- Students will become committed to finishing the task of world evangelization.
- Students will develop a compelling spiritual concern for peoples without Christ, resulting in a lifetime of prayer and mobilization on their behalf.

### **III. COURSE TEXTBOOKS**

#### **A. Required**

Winter, Ralph and Stephen Hawthorne, eds. *Perspectives on the World Christian Movement*. 4th edition. Pasadena: William Carey Library, 2009. (Mainly the Strategic Perspective, some other chapters will be assigned. 254 pps).

Piper, John and David Mathis, eds. *Finish the Mission: Bringing the Gospel to the Unreached and Unengaged*. Wheaton: Crossway Books, 2012. (181 pps)

Pocock, Michael and Enoch Wan, Eds. *Diaspora Missiology: Reflections on Reaching the Scattered Peoples of the World*. Vol. 23 EMS Series. Pasadena: William Carey Library, 2015. (268 pps)

Current strategic websites and articles will also be consulted or read.

Consult the WM420 Bibliography and the Universal World Missions Bibliography. (Posted Class website)

#### **B. Suggested**

Talman, Harley, and John Travis (pseudonymns) eds. *Understanding Insider Movements*. Pasadena: William Carey Library, 2015.

### **IV. COURSE REQUIREMENTS**

#### **A. Reading Assignments**

Students will read a total of 1000 pages from the texts, bibliography, and resources related to the class project. Reading in *Perspectives* must include all chapters in the Strategic Perspectives section, and other articles from *Perspectives* which will be assigned. Students will record and submit **an unevaluated bibliographic list of all reading**, listing author, title and number of pages for each article/text read. Internet sites may be used.

### Written Assignments (papers, journals, study exercises, charts, etc.)

1. **Pocock/Wan Text:** Write and submit 2 page evaluation and takeaway.
2. **Piper/Mathis text:** Write and submit a 2 page evaluation and “take-away”.
3. **Winter-Hawthorne *Perspectives* Evaluation:** Students will write a five-page evaluation of the strategy sections of Winter and Hawthorne’s text. Assess the sections’ value, or the lack of it. Evaluation, not summarization, is the key. You may single out the chapters or ideas that are most pertinent to your ministry plans. You may write the paper as if creating a resource that helps the average church leader understand missions to unreached peoples.
4. **People-Group Profile:** Each student will prepare a profile on an unreached people of his or her choice. These may be selected from the Joshua Project list or other database, or based on the student’s personal knowledge. All students will bring their completed people-group profiles to class on **Wed Sept. 26**. During this class session, each student will present his or her profile to the rest of the class with a view to convincing them that the class should adopt the people presented. The professor will conduct a prior discussion of what criteria can be used in team decision-making. On **Wed Oct. 3**, the class will come to agreement on adopting one unreached people group for whom a more detailed strategy will be formulated during the balance of the course. All students will submit their individual people-group profiles to the professor on **Wed Oct 3**.
5. **People-Group Strategy:** Based on the class decision made, the class will organize itself as a team, assigning responsibilities to each team member for researching and making recommendations relative to an effective strategy for entering, living among, reaching, and discipling the particular people group chosen by the class. Each team member will be responsible for research/writing on topics such as:
  - a. Preparation for Entry (spiritual and cultural)
  - b. Historical attempts, failures or successes in ministry to the selected people.
  - c. Legal and Cultural Constraints
  - d. An appropriate “platform” for presence in the country
  - e. Logistical and cost-of-living issues
  - f. Most appropriate communication strategy

Students are welcome to study the strategy papers created by earlier classes. These are available for review at the World Missions and Intercultural Studies Department located on second floor of Walvoord Student Center. Ask the WMIS Admin for access to the files. Professor will bring example to class Aug 29, or post on class website. Many of these earlier studies are available electronically.

Students will learn individual responsibilities during the Oct 3<sup>rd</sup> class. It is possible to work in small teams which should be ready to report, in rough draft, on **Dec 12**. A coordinated team presentation takes place during that same day. Reports in final form—compiled into a single team report—are due on **Dec 20 and may be electronically submitted**. If a student wishes to take this course for additional credit

or substitute some assigned work to coordinate and collate the final class strategy for the adopted people group, inform professor.

#### B. Quizzes and/or Exams

There will be no quizzes or exams.

### V. COURSE POLICIES

#### A. Weight Given to Course Requirements for Grading

1. Winter/Hawthorne *Perspectives* Evaluation—20%
2. Piper/Mathis *Finish the Mission* evaluation-10%
3. Pocock/Wan *Diaspora Missiology* evaluation-10%
4. Individual People-Group Profile—20%
5. Team People-Group Strategy work—30%
6. Total Reading Report—10%

#### B. Class Participation

This is a seminar-style class. Earlier class sessions will be lecture-discussion. Later, several case studies will be presented on tribal missionary efforts, working among major religions, business as mission, and community development. During the second half of the course, the sessions will focus on class discussions of students' readings and include use of bi-vocational "tentmaking" ministries. When this happens, the students are expected to be fully prepared to enter into discussion. Class members will "adopt" an unreached people and then research this people group and create plans for ministry.

#### C. Late Assignments

Assignments received after the due date will be penalized by subtracting one numerical point from assignment grade for every one day late (including weekend days). Refer to the *Dallas Theological Seminary 2009-11 Student Handbook* (1.19) for additional policies related to late work.

#### D. Absences

The number of permitted absences is four, 50-minute absences. Coming late to class three times equals one absence. Each unexcused absence over this prescribed limit results in a reduction in the student's final grade according to the *2009-11 Student Handbook* 1.15.3. Students who are **auditing** and want this class to be listed on their DTS transcripts must attend 75 percent of the lectures (*2009-2011 DTS Student Handbook*, 1.3.2).

#### E. Plagiarism

"The website, Turnitin.com, defines plagiarism as 'the use of another's original words or ideas as though they were your own. Any time you borrow [copy] from an original source and do not give proper credit, you have committed plagiarism...'  
([http://turnitin.com/research\\_site/e\\_faqs\\_text](http://turnitin.com/research_site/e_faqs_text)). Plagiarism is academically dishonest and contrary to biblical standards of integrity. Any course work involving dishonest academic practices will be graded as zero without any resubmission permitted. In each case, the Office of the Dean of Students will be notified" (*2009-11 Student Handbook* 1.16.3). It is also disappointing to the professor who trusts each student for their integrity in this high calling.

#### F. Assignment Submission Procedures for World Missions Courses

Students should submit all completed assignments in hard-copy format during the class day they are due. Some indicated assignments can be electronically submitted. **Each student will write his/her name and campus folder number, the course number and name, and assignment title on all assignments.**

**G. Letter/Numerical Grade Scale**

A+ 99-100	B+ 91-93	C+ 83-85	D+ 75-77	F 0-69
A 96-98	B 88-90	C 80-82	D 72-74	
A- 94-95	B- 86-87	C- 78-79	D- 70-71	

**H. WMIS E-mail Announcements**

The World Missions and Intercultural Studies e-mail announcements are the primary avenue through which the WMIS Department announce events, academic news and other information pertinent to world missions and intercultural ministry. Students enrolled in World Missions classes will automatically be added to the list. Students will be held responsible for reading the content of these e-mails as long as they are enrolled in WMIS classes.

**VI. COURSE SUPPLEMENTAL INFORMATION**

DTS does not discriminate on the basis of disability in the operation of any of its programs and activities. To avoid discrimination the student is responsible for informing the Coordinator of Services for Students with Disabilities and the course instructor of any disabling condition that will require modifications.

Readings and assignments listed in VII match approximately the subject under discussion in the lectures/discussion schedule in the right column below. All readings for a given Saturday should be completed *before* that weekend.

**VII. COURSE LECTURES AND ASSIGNMENT SCHEDULE**

Date	Topic	Assignments Due on Dates in Left Column
<b>Thinking Strategically</b>		
8/29	Course Introduction, Organization, and resources. Intro Missionary in Residence for 2018, Ron Redell, missionary to Macedonia.	Start reading <i>Perspectives</i> text. Only Strategic portion. Familiarize self w. Pocock and Piper texts. Be prepared to state why the course interests you and what you hope to get out of it.
9/5	How far have we come in world evangelism? How far left to go?  Class Discussion: Implications of the size and complexity of the unreached people challenge.	Read "Covering the Globe" by Johnstone in <i>Perspectives</i> , pp. 547-557.  Read "Where Do We Stand?" (Pocock), and "Mapping the Diaspora" (Castor: <i>Diaspora Missiology</i> ). Report your choice of people group to profile. Read "Bridges of God" by McGavran in <i>Perspectives</i> .

9/12	<p>Where Do We Go From Here?</p> <p>The Task We Have Been Given: A Biblical Study of the Scope of the Great Commission</p> <p>Strategic Case Study re the World: CCC's Jesus Film Project, Newer video projects. Internet and radio tools.</p>	<p>In <i>Perspectives</i>, read Mandryk's "The State of the Gospel," pp. 361-368, and Winter and Koch's "Finishing the Task," pp. 531-546.</p> <p>Read Wagner's "On the Cutting Edge of Mission Strategy" in <i>Perspectives</i>, pp. 574-582.</p> <p>Access and study Joshua Project activities and the "Least Reached Peoples" list at <a href="http://www.joshuaproject.net">www.joshuaproject.net</a></p> <p>- How does this help focus evangelistic efforts? What specifics were new or arresting to you?</p>
9/19	<p>1. People-Group Approach to Strategy Why Strategize?</p> <p>2. Criteria for engaging a people.</p>	<p>Read Winter, pp. 531-546.</p> <p>Read Bush's "Global Planning for the Resistant" in <i>Reaching the Resistant</i>, pp. 232-247.</p>
9/26	<p>3. Students present individual people profiles.</p> <p>4. People profiles continued. Decision</p>	<p>Due: Individual People-Group Profiles (completed unreached people profile and proposal for class presentation)</p> <p>Think about the class presentations. Determine your own decision on the people-group adoption and the basis for it.</p>
10/3	<p>5. Team Adoption of a People Group: Team Member Assignments/tasks.</p> <p>6. John Lawrence: Case Study from India</p>	<p>Read: "A Troubled Troika: The CoMission, The Russian Min. Of Education and the Russian Orthodox Church." <a href="http://www.eastwestreport.org/articles/ew08301.html">www.eastwestreport.org/articles/ew08301.html</a></p> <p>This was a strategy for a society in transition (Russia)</p>
<b>Strategies for Reaching Unreached Peoples</b>		
10/10	<p>Guest Lecturer: Ron Redell Business as Mission Overview of Historic Strategies: Focus on Nestorians; J. L. Nevius (case of Korea) J.R.Mott- "Evangelization of World in this Generation" Ralph Winter/Luis Bush.</p>	<p><i>Perspectives</i>, pp. 693-697, pp. 715-717</p> <p>Read Beaver's "The History of Mission Strategy" in <i>Perspectives</i>, pp. 228-238.</p> <p>Read Sunquist's "Asian Christianity" in <i>Perspectives</i>, pp. 239-243.</p>
<b>Missions &amp; Evangelism Lectureship</b>		
10/17	<p>Guest Lecturer: Dr. Mark Harlan, Director of Abraham Center, GIAL</p> <p>1. "Insider Movements"</p>	<p>Due: Evaluation of Pocock/Wan text. "Myths and Misunderstandings about Insider Movements." Higgins, Jameson and Talman, <i>Insider Movements</i> p.41ff.</p>
10/24	<p>1. Strategic Case Study re Islam</p> <p>2. S.H. will visit class to explain house church movement and Gospel response among Muslim Iranians, Iraqis in those countries and the diaspora.</p>	<p>Read Gintner's "...Tentmaking" in <i>Reaching the Resistant</i>, pp. 209-218.</p> <p>Read Parshall's "Going Too Far," Travis' "C-Spectrum" and "Must All Muslims ...," Winter's "Going Far Enough," Lewis' "Insider Movements," and Brown/Hawthorne's "Three Types ..." in <i>Perspectives</i>, pp. 668-676.</p>

10/31	<p>Guest: TBA</p> <p>5. Orality – Oral-based Learning: A case study of Nosu people in China; Thangka</p> <p>6.Teams Meet: Work on target people team projects.</p>	<p>Work on target people team projects.</p> <p>“International Disciples of Oral Learners” <i>Perspectives</i>, p. 437-39, and “Stories” Steffen.. 440-44.</p>
<b>Implementing Strategies</b>		
11/7	<p>7. Strategic Case Study re. Tribal Work: New Tribes Mission (NTM)</p> <p>Evangelizing/discipling Chronological Approach: <i>Ee-taow</i> (video)</p>	<p>Read Elkins’ “Pioneer Team in Zambia” in <i>Perspectives</i>, pp. 677-681.</p> <p>Read Woodberry’s “South Asia” in <i>Perspectives</i>, pp. 715-717.</p> <p><u>Review</u> Parshall’s “Going Too Far” in <i>Perspectives</i>, pp. 663-667.</p>
<b>Reading Week – No Classes</b>		
<b>Thanksgiving Break – No Classes</b>		
11/28	<p>1. ESL, Community Development as Base for Ministry.</p> <p>2. Guest: S.H. Counting the Cost.</p> <p>3. Strategic Case Study re Wycliffe Bible Translation (SIL)</p>	<p><i>Perspectives</i>, pp. 592-626.</p> <p>Review website Evergreen China Service.</p> <p>Read “Overcoming Resistance Through Martyrdom” in <i>Reaching the Resistant</i>, pp. 155- 179.</p> <p>Read Grimes’ “From Every Language” in <i>Perspectives</i>, pp. 565-567.</p>
12/5	4. Class meets to compare notes on strategy presentation	
12/12	5. Class Strategy Presentation Final Class! Thanks for your work!	<b>Due:</b> Rough drafts, individual/team reports
12/19	No class, no exam, exam week next week. Class project due <a href="#">Dec 20</a>	<b>Due: Reading list report, Perspectives Eval. Finished Amalgamated Report of Class Strategy Plan. <a href="#">Dec 20</a></b>