

## **WM101: INTRODUCTION TO WORLD MISSIONS**

### **I. COURSE DESCRIPTION**

A study of the biblical meaning and purpose of missions, missions agencies and instruments, and missions accomplishments, trends, needs, and possibilities.

### **II. COURSE OBJECTIVES**

#### **I. Cognitive**

- a. The student will understand the biblical, theological, and historical roots from which the modern missions movement has developed.
- b. The student will gain understanding into the dynamics of cross-cultural ministry and cultures, including the nature and importance of contextualization and globalization.
- c. The student will gain insight into practical matters related to missions, including strategic and personal lifestyle considerations.
- d. The student will be acquainted with literature relating to the world missionary enterprise.
- e. The student will have a strong base for further studies in cross-cultural issues.

#### **II. Affective**

- a. The student will be motivated to advance the cause of world missions.
- b. The student will appreciate the significance of cultural dynamics and contextualization within today's global setting.
- c. The student will value the need to apply cross-cultural ministry principles to their lives and ministries.
- d. The student will further appreciate aspects of other varied cultures.

#### **III. Conative**

- a. The student will be able to evaluate trends in missions and missions programs.
- b. The student will be able to articulate biblical and theological basis for missions.
- c. The student will be able to utilize basic cross-cultural practices.
- d. The student will process their personal role in God's global missions purpose.

### III. COURSE TEXTBOOKS

#### A. Required

- Hiebert, Paul G. *Anthropological Insights for Missionaries*. Grand Rapids, Mich.: Baker Book House, 1985.
- Moreau, A. Scott, Gary Corwin, and Gary McGee. *Introducing World Missions: A Biblical, Historical, and Practical Survey, 2<sup>nd</sup> Edition*. Grand Rapids: Baker Book House, 2015.
- Piper, John. *Let the Nations Be Glad*. Third Edition. Grand Rapids: Baker Academic, 2010.
- Tennent, Timothy C. *Invitation to World Missions: A Trinitarian Missiology for the Twenty-first Century*. Grand Rapids: Kregel Publications, 2010.

#### B. Suggested

- Arnold, Clinton. *Three Crucial Questions about Spiritual Warfare*. Grand Rapids: Baker Books, 1997
- Mandryk, Jason. *Operation World* 7th ed., completely rev. Colorado Springs, CO: Biblica Publishing, 2010
- Newell, Marvin J. *Crossing Cultures in Scripture: Biblical Principles for Mission Practice*. Downers Grove: InterVarsity Press, 2016.
- Ott, Craig and Stephen J. Strauss. *Encountering the Theology of Mission*. Grand Rapids: Baker Academic, 2010.
- Pocock, Michael, Gailyn Van Rheenen, and Douglas McConnell. *The Changing Face of World Missions: Engaging Contemporary Issues and Trends*. Grand Rapids, MI: Baker Academic, 2005.
- Tennent, Timoth C. *Theology in the Context of World Christianity*. Grand Rapids: Zondervan, 2007.
- Winter, Ralph D. and Steven C. Hawthorne, ed. *Perspectives on the World Christian Movement*. Pasadena, CA: William Carey Library, 2009.
- Wright, Christopher J. H.. *The Mission of God: Unlocking the Bible's Grand Narrative*. Downers Grove: InterVarsity, 2006.

## IV. COURSE REQUIREMENTS

### A. Reading (10%)

Students will read assigned sections of the textbooks and articles as indicated in this syllabus and in Canvas. It is recommended that students complete the reading prior to watching the videos for that particular week or attending the live onsite classes. In an attempt to distribute the reading throughout the semester, at times some reading assignments may not exactly correlate to the topics studied that week, yet the reading still should be comprehended to further facilitate the learning experience when considered elsewhere during the course. Some reading may be designated “Overview” suggesting that the student need only to be familiar with the content and not have to read the entire material in detail.

On occasion during the semester, the professor may substitute some of the reading with YouTube videos.

There will be two reading reports, both of which will be due in Canvas. The first reading report will be due the week of **October 20<sup>th</sup>** for the reading up to that point in the semester, and the second will be due during the final week of class on **December 15**.

### B. Video Assignments and Live Classes (15%)

Students must attend the lecture video sessions assigned for each week in each module. These sessions equal your class attendance. Please watch the videos prior to the interactions. In order to allow time for meaningful interactions, make sure to watch the videos early during the assigned week.

A portion of the course (51%) will be lecture and in-class interactions by the professor onsite in Washington DC on the following dates: **9/22; 10/13; and 11/10**.

On **August 28<sup>th</sup>**, from **5:30 to 7:00 PM CST** the professor will have live online office hours for students who desire to address any questions relative to the syllabus and/or the course direction. Please use the following link to meet: <https://call.lifesizecloud.com/extension/6377727>. This meeting is not mandatory.

### C. Interactions (15%)

Students will be expected to participate in class discussions and interact online. Post your response to questions that stimulate reflection on the content presented. Follow the detailed instructions provided in each module. Interact with at least two other members of the class during each module. There will not be online interaction for those weeks when live class sessions are held. Also, there will be no interaction during module 13. For the final week, there will be interaction relative to the International Friendship/Agape Project videos uploaded.

#### D. Nation/People-Group Prayer Assignment (5%)

Each student will lead a time of classroom prayer for a country or people group of their choosing. The prayer time should include a short (no more than 10 minutes) presentation of key prayer needs for the country. Students may use PowerPoint, handouts or other media to make the presentation. A copy of the student's own notes or any media used will be submitted to the professor on the day the student leads in prayer. The grade will be based on the information presented and the clarity and effectiveness of the presentation. *Operation World* is a prime resource. There will be dates and times to choose for student presentations in class during the three sessions in Washington DC. Some mission databases with helpful information:

- [www.joshuaproject.net](http://www.joshuaproject.net)
- [www.peoplegroups.org](http://www.peoplegroups.org)
- [www.ethnologue.com](http://www.ethnologue.com)
- [www.christiandatabase.org](http://www.christiandatabase.org)
- [www.worldmap.org](http://www.worldmap.org)
- [www.4kworldmap.com](http://www.4kworldmap.com)
- [www.prayercast.com](http://www.prayercast.com)

#### E. Written Assignments

##### 1. Personal Introduction

The student will post a personal introduction online through Canvas including their name, where they are from, ministry interests, and how they see their role within God's global mission. This should be no more than two paragraphs. This is due the **first week** of class.

##### 2. *Missio Dei* Biblical Study (15%)

Each student will write a biblically focused paper on the *missio Dei* concept. The paper should be no longer than four (4) pages. Specifically, please address God's mission as a missiological concept illustrated in one OT or one NT book. Jonah may not be used for this assignment. List and explain any principles and/or applications to carry out missions in the 21<sup>st</sup> Century. This assignment is due **October 12<sup>th</sup>, 2018**.

##### 3. Theological Issue/Book Review (20%)

Each student will write a paper no longer than five (5) pages with Turabian formatting on a theological issue informing and affecting the mission task of the church. This assignment is due **December 7, 2018**. The paper should include an explanation of the issue and how it impacts the missions task, the biblical evidence, different views on the issue and the student's position. Include a bibliography. Topics may include the following, though other topics may be considered with the professor's approval:

What is the role of the miraculous in missions?

What is the nature of demon possession and is it possible today?

What is the destiny of the unevangelized?

How do compassion and justice ministries fit in to the Great Commission?

What is open theism and its impact on evangelism and missions?

Is Allah of the Quran the same as the God of the Bible?

What is the role of spiritual warfare (including power encounter) in missions?

How should a missionary apply appropriate contextualization practices within a C1-C6 spectrum/setting?

As an alternative, students may elect to do a book review no longer than five (5) pages. The book must not be older than four (4) years and approved by the professor. If a student desires to do this assignment but cannot decide on a book, the professor may offer suggestions. The student will be expected to not only read and review the selected book, but also demonstrate how core principles of the book might be applicable for missions today and illustrate the same with concrete examples. To the extent relevant, the student may also include biblical and/or theological critiques of the book's content. With the professor's guidance, the review should be written with a view towards publication in a journal.

#### **4. International Friendship or Agape Project (20%)**

##### **International Friendship:**

- i. Please note that besides the written requirement for this assignment, each student should upload a video no longer than seven minutes sharing the most significant aspects of this assignment. The paper and the video upload are due **December 11<sup>th</sup>, 2018**. Student interaction following the upload date will be expected to be concluded by **December 14<sup>th</sup>, 2018**.
- ii. The student will cultivate a friendship during the course of the semester with an international non-Christian who is outside the seminary environment and from a culture different than their own. At least two in-depth conversations (minimum of four hours) are required during which the student should learn about the international person's home culture, including the place of Christianity in that culture, and perceived differences between the international's home culture and North American culture.

The student will write a five-page report of what was learned during the conversations.

The paper will include the following elements:

- a. An introduction of the person and the circumstances of the friendship, including the amount of time spent with the person and the setting in which you interacted (i.e. in person, via phone or e-mail, etc).

- b. A description of the international's home culture and perceived cultural differences with North Americans.
- c. A discussion of perceived barriers or points of contact in the international person's understanding of the Gospel and Christianity.

The professor will grade this assignment and assign it one of four rankings. DT administrators will use these rankings, in anonymous form, to measure the seminary's performance on key objectives. The ranking may reflect your grade, but it does not determine your grade. The rankings are as follows:

- a. Incomplete: The student did not establish a relationship with an international person and/or did not submit a complete report.
- b. Completed but unacceptable: The student submitted a complete report that compares and contrasts the person's worldview with the student's own, but the relationship described is based primarily on recollections of past interactions (i.e. prior to current semester) or current interactions that occurred via e-mail or phone (i.e. not in person). Reporting on a relationship with a person within the seminary environment, or a person who shares your own home culture, may also result in an "unacceptable" ranking.
- c. Completed and acceptable: The student submitted a complete report that compares and contrasts the person's worldview with the student's own, and the relationship described is based on current, in-depth conversations that occurred in person and at one time (i.e. two in-depth conversations in one day or one weekend).
- d. Completed and outstanding: The student submitted a complete report that compares and contrasts the person's worldview with the student's own, and the relationship described is based on current, in-depth conversations that occurred in person and at two or more meetings spread throughout the semester.

Tips: "How to Meet an International Non-believer"

- Ask an international believer to introduce you to an international non-believer. You can meet an international believer at one of many Chinese, Korean, Hispanic and other ethnic churches in your area.
- You can volunteer to serve internationals through ministries such as English lessons or outreach to international students.

### **Agape Project:**

#### Agape Assignment Requirements:

The professor of this course has identified an assignment that can be completed for Agape Project credit. In order to meet the requirements of an Agape assignment, the student must do the following:

#### Service in the Community

For the purposes of this assignment service must be relational, face-to-face (not an administrative role or a “packing boxes” type of role). The ministry should emphasize compassionate care for people whose needs are apparent, or even profound.

A compassion ministry may consist of serving any of the following people groups: single parents, orphans, immigrants, disabled, senior adults, hospital patients, extended care residents, mentally challenged individuals, homeless, marginalized people groups, etc. Any questions about qualifying service can be directed to Aaron Switzer, Associate Director of the Agape Project.

[aswitzer@dts.edu](mailto:aswitzer@dts.edu) or 214.887.5395

You **must have the approval** of the Associate Director **before** you begin your service.

The student spends a minimum of 15 hours serving over the course of the semester.

These hours are to be spread out (approximately 1-2 hours per week), not together in large blocks of time (not just in one weekend). Spreading out the hours allows more consistent relationship-building.

#### Reflection

The student will write a five page reflection paper. Reflection is a significant part of the learning process. Prompts for the paper are the same as above.

#### Online resources

<http://www.dts.edu/departments/academic/agapeproject/ministrydirectory/>

There is an online directory under “Ministry Directory” if you need help finding a place to serve.

<https://online.dts.edu/>

The Agape Project Canvas course is only used by ThM students who entered, or reclassified, during or after Fall 2015.

These same ThM students must complete **all** tasks in Canvas in order to receive Agape Project credit.

**Format:** All papers will be written following standard DTS form and will include footnotes and a bibliography. See *A Manual for Writers of Research Papers, Theses, and Dissertations*, by Kate L. Turabian et al.

## V. COURSE POLICIES

### A. 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		

### B. Class Participation

The course follows the lecture/discussion method. Therefore, students will regularly attend and participate in classes whether through online video sessions, interactions, and/or live class sessions in Houston.

### C. Late Assignments

Assignments received after the due date will be penalized by subtracting five numerical points from the grade for every day late. All work in these courses must be submitted by the final due date specified in the syllabus (see Section VII below). The professor cannot extend deadlines beyond this time. Additional time to complete course work may be granted only by the Credits Committee as stipulated in the DTS Student Handbook 2009-2011, section 1.19.4.

### D. Absences

Class attendance requirements will follow seminary guidelines as found in the DTS Student Handbook 2009-2011, section 1.15.4.

### E. Plagiarism

Plagiarism rules will follow seminary guidelines as found in the Dallas Theological Seminary 2009-2011 Student Handbook 1.16.3. Book reports and other papers are routinely checked against online reviews and articles. Please do not let pressures of time or linguistic expression tempt you to use any sources without fully citing them.

### F. Assignment Submission Procedures

Students should submit all completed assignments online through Canvas. Each student will write his/her name, box number, course number and name, and professor's name on all assignments.

## 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.

## VII. COURSE LECTURES AND ASSIGNMENT SCHEDULE

Module	Topic	Assignments Due
1 (8/26)	Introduction & the Significance of Missions	<p>Live Web Conf for Intros/Syllabus Review (non-mandatory) on Tuesday, Aug 28 from 5:30 to 7:00 PM</p> <p>Personal Introductions Due</p> <p>Syllabus Review</p> <p>Reading</p> <ul style="list-style-type: none"> <li>• Tennent Ch 1</li> <li>• Piper Ch 5, 6</li> <li>• Perspectives 55, 125</li> <li>• The Lausanne Covenant</li> </ul> <p><a href="https://www.lausanne.org/content/covenant/lausanne-covenant">https://www.lausanne.org/content/covenant/lausanne-covenant</a> or Perspectives 136 &amp; 86</p> <ul style="list-style-type: none"> <li>• Overview: <ul style="list-style-type: none"> <li>○ <a href="https://www.lausanne.org/category/best-of-lausanne">https://www.lausanne.org/category/best-of-lausanne</a></li> <li>○ <a href="http://us.langham.org">http://us.langham.org</a></li> </ul> </li> </ul>
2 (9/2)	Significance of Missions	<p>Reading</p> <ul style="list-style-type: none"> <li>• Wright, “Mission as a Matrix for Hermeneutics and Biblical Theology” in <u>Out of Egypt: Biblical Theology and Biblical Interpretation</u>, 102-143.</li> <li>• Piper Ch 1, 4, &amp; 7</li> <li>• Overview: <ul style="list-style-type: none"> <li>○ <a href="https://www.emsweb.org">https://www.emsweb.org</a></li> </ul> </li> </ul> <p>Interactions</p>
3 (9/9)	Megatrends and Missions Today	<p>Reading</p> <ul style="list-style-type: none"> <li>• Tennent Ch 2 &amp; 3</li> <li>• Lederleitner, “Polycentric Mission” PowerPoint from WEA Conference</li> <li>• Overview: <ul style="list-style-type: none"> <li>○ <a href="http://weamc.global">http://weamc.global</a></li> <li>○ <a href="http://timothytennent.com">http://timothytennent.com</a></li> </ul> </li> </ul> <p>Interactions</p>
4 (9/16)	The Gospel, Culture, and Contextualization I	<p>Reading</p> <ul style="list-style-type: none"> <li>• Hiebert Ch 2 &amp; 3</li> <li>• Ott &amp; Strauss Ch 11</li> <li>• Overview: <ul style="list-style-type: none"> <li>○ Stetzer, “Exegete Your Culture”</li> <li>○ Ott, “Globalization and Contextualization: Reframing the Task of Contextualization in the Twenty-First Century.”</li> </ul> </li> </ul>

		Live Lecture on 9/22 in DC
5 (9/23)	Biblical and Theological Foundations I	Reading <ul style="list-style-type: none"> <li>• Tennent Ch 4, 14 &amp; 15</li> </ul> Interactions
6 (9/30)	Biblical and Theological Foundations II	Reading <ul style="list-style-type: none"> <li>• Moreau Ch 2, 3, 4</li> <li>• Overview: <ul style="list-style-type: none"> <li>o <a href="http://www.omsc.org/ibmr/">http://www.omsc.org/ibmr/</a></li> </ul> </li> </ul> Interactions Biblical Study Paper Due
7 (10/7)	Theological & Practical Issues in Missions	Reading <ul style="list-style-type: none"> <li>• Hiebert Ch 9, 10</li> <li>• Tennent Ch 6, 7</li> <li>• Overview: <ul style="list-style-type: none"> <li>o <a href="http://www.icete-edu.org">http://www.icete-edu.org</a></li> <li>o <a href="http://www.crossculturecommunications.com/#pg-8-3">http://www.crossculturecommunications.com/#pg-8-3</a></li> <li>o Perspectives 68, 71, 74, 120</li> </ul> </li> </ul> Live Lecture 10/13 in DC
8 (10/14)	Open Week	Live Web Conference (non-mandatory) 10/16 5:30 to 6:30 Reading Report 1 Due
9 (10/21)	The Gospel, Culture, and Contextualization II	Reading <ul style="list-style-type: none"> <li>• Hiebert Ch 6 &amp; 7</li> <li>• Tennent Ch 11</li> <li>• Orr, “Developing a Global Mindset.”</li> <li>• Overview: <ul style="list-style-type: none"> <li>o Perspectives 127, 131,</li> </ul> </li> </ul> Interactions
10 (10/28)	History of Missions I	Reading <ul style="list-style-type: none"> <li>• Tennent Ch 8</li> <li>• Overview: <ul style="list-style-type: none"> <li>o Hanciles, “The Future of Missiology as a Discipline: A View from the non-Western world”</li> </ul> </li> </ul> Interactions
11 (11/4)	Strategic and Lifestyle Issues in Missions	Reading <ul style="list-style-type: none"> <li>• Piper Ch 3</li> <li>• Moreau Ch 12, 13</li> <li>• Fensham, “The Transformative Vision: Public Witness and the poiesis of Christian social transformation.”</li> <li>• Overview:</li> </ul>

		<ul style="list-style-type: none"> <li>o Teasdale, "Quality of Life and Mission."</li> </ul> Live Lecture 11/10 in DC
12 (11/25)	History of Missions II	Reading <ul style="list-style-type: none"> <li>• Tennent Ch 9 &amp; 10</li> </ul> Interactions Theological Issues Paper Due
13 (12/2)	Personal Issues in Missions	Reading <ul style="list-style-type: none"> <li>• Moreau 9, 10, 11</li> <li>• Tennent 16</li> <li>• Overview:             <ul style="list-style-type: none"> <li>o Parrott, "Managing the Short-Term Missions Explosion."</li> <li>o Chandler, "Resurrecting the Middle Eastern Christ."</li> </ul> </li> </ul> Interactions
14 (12/9)	International Friendship/Agape Projects	Reports due 12/11 Upload less than five min video due 12/11 Interactions on Videos