

WM5101: 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 and RATIONALE

I. Cognitive Objectives:

- a. Understand the biblical, theological, and historical foundations for God's mission and intercultural ministries.
- b. Become acquainted with basic insights and tools to assess cultural settings.
- c. Gain understanding into practical considerations for effective intercultural gospel ministries.
- d. Recognize important trends impacting missions and intercultural ministries.

II. Behavioral Objectives:

- a. Articulate a biblical and theological basis for missions and intercultural outreach.
- b. Personally develop and apply ways to share the gospel interculturally.
- c. Reflect upon the needs of varied global settings.
- d. Pray about the gospel's impact on cultures.

III. Affective Objectives:

- a. Value the history of missions as relevant for ministry today.
- b. Appreciate the diversity among cultural settings.
- c. Evaluate one's personal role within intercultural ministries.

IV. Rationale:

As Christ followers, we must have a sound understanding of God's mission, and how that mission ought to shape our daily lives to reach others across cultures with the gospel. Throughout the Bible we see God's redemptive plan unfold for all mankind. The phrase *missio Dei* has often been used to describe God's activity in history to carry out this desired end. Yet, we also know God has called us to be his instruments to further his *missio Dei* and fulfill the Great Commission. For some, that may be in the mission field abroad. While for others, that may be within their own neighborhoods. Regardless, as Christians we should have a biblical foundation for intercultural ministries and basic skills to effectively participate in God's global

mission. This course intends to provide that foundation and some basic skills, while encouraging students to get involved in intercultural gospel ministries.

III. COURSE TEXTBOOKS

A. Required

- Moreau, A. Scott, Gary Corwin, and Gary McGee. *Introducing World Missions: A Biblical, Historical, and Practical Survey, 2nd Edition*. Grand Rapids: Baker, 2015.
- Piper, John. *Let the Nations Be Glad*. Third Edition. Grand Rapids: Baker, 2010.
- Tennent, Timothy C. *Invitation to World Missions: A Trinitarian Missiology for the Twenty-first Century*. Grand Rapids: Kregel, 2010.

B. Suggested

- Arnold, Clinton. *Three Crucial Questions about Spiritual Warfare*. Grand Rapids: Baker, 1997
- Hiebert, Paul G. *Anthropological Insights for Missionaries*. Grand Rapids: Baker, 1985.
- Mandryk, Jason. *Operation World* 7th ed., completely rev. Colorado Springs: Biblica, 2010
- Newell, Marvin J. *Crossing Cultures in Scripture: Biblical Principles for Mission Practice*. Downers Grove: InterVarsity, 2016.
- Ott, Craig. *The Church on Mission: A Biblical Vision for Transformation among All People*. Grand Rapids: Baker, 2019
- Ott, Craig and Stephen J. Strauss. *Encountering the Theology of Mission*. Grand Rapids: Baker, 2010.
- Pocock, Michael, Gailyn Van Rheenen, and Douglas McConnell. *The Changing Face of World Missions: Engaging Contemporary Issues and Trends*. Grand Rapids: Baker, 2005.
- Tennent, Timothy 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: 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 (15%)

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 attending class, but please be aware that not all the reading will be covered in class. 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. 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, the professor may substitute some of the reading.

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 22nd** for the reading up to that point in the semester, and the second will be due during the final week of class on **December 10th**.

B. Intercultural Prayer (15%)

There are two parts to this assignment. First, each student will lead a time of class on a particular nation or people group. The student is expected to make a visual presentation that must take no longer than ten (10) minutes. The presentation ought to cover some basic and relevant historical and statistical data about the nation or people group, but emphasize current trends that might impact effective gospel ministry with them. The presentation will then conclude with key prayer needs for the selected nation or people group for the class to pray over. 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 first day of class. Some mission databases with helpful information:

- www.joshuaproject.net
- www.peoplegroups.org
- www.ethnologue.com
- www.christiandatabase.org
- www.worldmap.org
- www.4kworldmap.com
- www.prayercast.com

The second part will be an individual prayer opportunity. Each student will come by the offices of the Department of World Missions and Intercultural Studies. There the student will find a prayer and resource room (WSC 331) which contains missionary prayer letters. The student is asked to come to that room, select a prayer letter, read the letter, and pray as requested by

the missionary. The student is asked to pray as led without having a time requirement. There is no need to reserve a time, but simply come during regular DTS office hours (8AM-4:30PM). The student should complete this by **November 5th**.

E. Written Assignments (See Portfolio Option Below)

1. Biblical and Theological Position Paper (25%)

Each student will write a paper not to exceed 1,500 words, excluding footnotes and bibliography. The student will articulate their view of how the Scriptures provide a basis for missions and intercultural ministries. In addition, the student should include theological issues they deem most important and why for one to be best grounded for effective intercultural ministries. Lastly, the student should explain how their articulated biblical and theological points might be practically applied to carry out intercultural gospel ministries today. Please include biblical citations and a bibliography of at least four resources. Make sure to follow DTS formatting. This assignment is due **October 1st, 2020**.

2. Missionary Biography (20%)

Each student will write a paper not to exceed 1,000 words on the life and ministry of a missionary who ministered in a language and cultural setting different from their own. The student should identify key characteristics of the missionary's life and ministry, including how they overcame challenges and the gospel impact within their cultural setting. Also, please present ways the life and ministry of the missionary might encourage and serve as a model for intercultural ministries today. Include a bibliography of a total of at least 100 pages from one or more sources. This assignment is due **October 15th**.

3. International Friendship or Agape Project (25%)

International Friendship

The student will have the option to either develop an international friendship or complete an Agape Project. The sections below more fully explain the requirements for these alternatives. Regardless which option is selected, the student will be expected to include within their report how they developed and applied intercultural practices and skills, particularly those gleaned from the course materials and lectures. In terms of the course objectives, this assignment is intended to place you with someone, or a group of people, that you would normally not engage, and while you interact with them consider how best to approach them with the gospel message.

International Friendship

- i. 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 from

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.

1. Incomplete: The student did not establish a relationship with an international person and/or did not submit a complete report.
2. 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.
3. 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).

4. 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.

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 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://apps.dts.edu/services/Agape/>

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.

Present in Class in December 8th and 10th with copy due December 15th.

Portfolio Option: As an alternative to the written assignments as outlined, the student may develop an Intercultural Ministry Portfolio. I used the word "portfolio" for a few reasons. I want your work in the course to serve as a resource for you. The material you include within the different sections of your portfolio are unique to you and the ministry context identified. If you take this option, I believe you will be taking a more active role in your learning. Please also see the portfolio as a ministry tool you will keep beyond this class. You might later add to your portfolio, create new sections, modify it and do anything you later might deem appropriate to continue to build your own resource for ministry. Lastly, I see this as an opportunity to integrate what you might be learning in other courses to the extent possible. You might be touching on points in other courses that you might see as useful for intercultural ministry.

This option relieves you from any of the other written assignments, except for that which the Agape Project might require. But, even then, what you include in your portfolio might contribute to the content needed for the Agape Project.

The following are the sections I am requesting you to include in your portfolio:

- Describe your intercultural ministry context. (Cultural Context)
- Identify one person and develop a relationship towards sharing the gospel. (Relational Evangelism)
- Outline how the Bible and theology speaks into your ministry in context. (Biblical & Theological Foundations)
- Identify a missionary's experience to glean from as applicable to your IC ministry. (Missions History)
- Describe some key cultural barriers to the gospel and possible ways to address them. (Gospel v. Culture)
- Name any other practical considerations for effective ministry. (Strategic & Practical Points)
- State how you see the Lord using this experience to help you grow spiritually. (Personal Development)
- Include any additional training and preparation you might consider useful for future IC ministry. (Theological Ed)

The following are points on how to do this portfolio:

- Be creative and make it your own. You may use any communication tool you'd like whether written, audio, video, graphs and charts, social media or otherwise.
- There is no word limit or suggested structure as long as you creatively cover the sections included above. But, please do include a bibliography for sources used.
- You will still need to do a short presentation in class as already included in the syllabus either on December 8th or December 10th. Your final copy is due December 15th, 2020.

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. Following the Thanksgiving break, the remainder of the class sessions will be done via remote video. The professor will provide the platform and link for students to connect during those sessions.

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, section 1.20.

D. Absences

Class attendance requirements will follow seminary guidelines as found in the DTS Student Handbook, section 1.14.3.

E. Plagiarism

Plagiarism rules will follow seminary guidelines as found in the Dallas Theological Seminary Student Handbook 1.17.1. 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, 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

****NOTE: Following Thanksgiving Break, classes will meet online only**

Date	Topic	Assignments Due
8/25	Introduction & the Significance of Missions	Personal Introductions Syllabus Review Reading <ul style="list-style-type: none"> • Moreau Ch 17 • Overview: <ul style="list-style-type: none"> ○ The Lausanne Covenant: https://www.lausanne.org/category/best-of-lausanne
8/27	Significance of Missions	Reading <ul style="list-style-type: none"> • Piper Ch 4, 7 • Overview: <ul style="list-style-type: none"> ○ https://www.emsweb.org
9/1	Significance of Missions	Reading <ul style="list-style-type: none"> • Piper Ch 5, 6 • Overview: <ul style="list-style-type: none"> • Perspectives 55, 125
9/3	Biblical and Theological Foundations	Reading <ul style="list-style-type: none"> • Moreau Ch 2, 3
9/8	Biblical and Theological Foundations	Reading <ul style="list-style-type: none"> • Jonah, Ps 67, 96, & Is. 42-53
9/10	Biblical and Theological Foundations	Reading <ul style="list-style-type: none"> • Tennent Ch 4, 14 • Overview: <ul style="list-style-type: none"> • Tennent Ch 15

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9/15	Biblical and Theological Foundations	Reading <ul style="list-style-type: none"> • Moreau Ch 4, 5
9/17	Great Commission	Reading <ul style="list-style-type: none"> • Tennant Ch 5
9/22	Great Commission	Reading <ul style="list-style-type: none"> • Moreau Ch 18 • Overview: <ul style="list-style-type: none"> ○ Ott & Strauss Ch. 6
9/24	History of Missions	Reading <ul style="list-style-type: none"> • Tennent Ch 8 • Perspectives 45, 46 • Overview: <ul style="list-style-type: none"> ○ Hanciles, “The Future of Missiology as a Discipline: A View from the non-Western world”
9/29	History of Missions	Reading <ul style="list-style-type: none"> • Tennent Ch 9, 10
10/1	Megatrends and Missions Today	<ul style="list-style-type: none"> • Tennent Ch 1, 2
10/6	Megatrends and Missions Today	<ul style="list-style-type: none"> • Tennent Ch 3
10/8	The Gospel, Culture, and Contextualization	Reading <ul style="list-style-type: none"> • Ott & Strauss Ch 11 • Overview: <ul style="list-style-type: none"> ○ Stetzer, “Exegete Your Culture” ○ Ott, “Globalization and Contextualization: Reframing the Task of Contextualization in the Twenty-First Century”
10/13	The Gospel, Culture, and Contextualization	Reading <ul style="list-style-type: none"> • Tennent Ch 11
10/15	The Gospel, Culture, and Contextualization	Reading <ul style="list-style-type: none"> • Moreau Ch. 16 • Overview: Perspectives 127, 131
10/20	Theological & Practical Issues in Missions	Reading <ul style="list-style-type: none"> • Moreau Ch 1, 11

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10/22	Theological & Practical Issues in Missions	Reading <ul style="list-style-type: none"> • Perspectives 68, 74, 120
10/27	Theological & Practical Issues in Missions	Reading <ul style="list-style-type: none"> • Tenant Ch 6
10/29	Strategic and Lifestyle Issues in Missions	Reading <ul style="list-style-type: none"> • Moreau Ch 12
11/3	Strategic and Lifestyle Issues in Missions	Reading <ul style="list-style-type: none"> • Moreau Ch 13 • Overview: <ul style="list-style-type: none"> ○ Teasdale, "Quality of Life and Mission."
11/5	Strategic and Lifestyle Issues in Missions	Guest Speaker
11/10	Personal Issues in Missions	Reading <ul style="list-style-type: none"> • Moreau 9, 10 • Overview: <ul style="list-style-type: none"> ○ Parrott, "Managing the Short-Term Missions Explosion."
11/12	Personal Issues in Missions	Guest Speaker
12/1	Counting the Cost <u>Online class mtg</u>	Reading <ul style="list-style-type: none"> • Tennent Ch. 16
12/3	Counting the Cost <u>Online class mtg</u>	Reading <ul style="list-style-type: none"> • Piper Ch. 3 Guest Speaker
12/8	International Friendship/Agape Projects <u>Online class mtg</u>	Presentations of Friendship/Agape Papers
12/10	International Friendship/Agape Projects <u>Online class mtg</u>	Presentations of Friendship/Agape Papers

READING REPORT WM5101A FA20 - Ortiz

Name: _____

Box #: _____

Mark each date “on-time” or “late.” On-time readings must be completed by the start of that day’s class. Continuing students’ due date: Dec.10; graduating students earlier.

Date	Reading/Assignment Due	On-Time	Late
8/25	<ul style="list-style-type: none"> • Moreau Ch 17 • Overview: <ul style="list-style-type: none"> ○ The Lausanne Covenant: https://www.lausanne.org/category/best-of-lausanne ○ http://us.langham.org 		
8/27	<ul style="list-style-type: none"> • Piper Ch 4, 7 • Overview: <ul style="list-style-type: none"> ○ https://www.emsweb.org 		
9/1	<ul style="list-style-type: none"> • Piper Ch 5, 6 • Perspectives 55, 125 		
9/3	<ul style="list-style-type: none"> • Moreau Ch 2, 3 		
9/8	<ul style="list-style-type: none"> • Jonah, Ps 67, 96, & Is. 42-53 		
9/10	<ul style="list-style-type: none"> • Tennent Ch 4, 14 • Overview: <ul style="list-style-type: none"> ○ Tennent Ch 15 		
9/15	<ul style="list-style-type: none"> • Moreau Ch 4, 5 		
9/17	<ul style="list-style-type: none"> • Tennant Ch 5 		
9/22	<ul style="list-style-type: none"> • Moreau Ch 18 • Overview: <ul style="list-style-type: none"> ○ Ott & Strauss Ch. 6 		
9/24	<ul style="list-style-type: none"> • Tennent Ch 8 • Perspectives 45, 46 • Overview: <ul style="list-style-type: none"> ○ Hanciles, “The Future of Missiology as a Discipline: A View from the non-Western world” 		
9/29	<ul style="list-style-type: none"> • Tennent Ch 9, 10 		
10/1	<ul style="list-style-type: none"> • Tennent Ch 1, 2 		
10/6	<ul style="list-style-type: none"> • Tennent Ch 3 		
10/8	<ul style="list-style-type: none"> • Ott & Strauss Ch 11 • Overview: <ul style="list-style-type: none"> ○ Stetzer, “Exegete Your Culture” ○ Ott, “Globalization and Contextualization: Reframing the Task of Contextualization in the Twenty-First Century” 		

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10/13	<ul style="list-style-type: none"> • Tennent Ch 11 		
10/15	<ul style="list-style-type: none"> • Moreau Ch. 16 • Overview: Perspectives 127, 131 		
10/20	<ul style="list-style-type: none"> • Moreau Ch 1, 11 		
10/22	<ul style="list-style-type: none"> • Perspectives 68, 74, 120 		
10/27	<ul style="list-style-type: none"> • Tenant Ch 6 		
10/29	<ul style="list-style-type: none"> • Moreau Ch 12 		
11/3	<ul style="list-style-type: none"> • Moreau Ch 13 • Overview: <ul style="list-style-type: none"> ○ Teasdale, “Quality of Life and Mission.” 		
11/10	<ul style="list-style-type: none"> • Moreau 9, 10 • Overview: <ul style="list-style-type: none"> ○ Parrott, “Managing the Short-Term Missions Explosion.” 		
12/1	<ul style="list-style-type: none"> • Tennent Ch.16 		
12/3	<ul style="list-style-type: none"> • Piper Ch. 3 		