

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. (3 hours)

II. Course Objectives

This course is designed to give the student an overview of the world missionary enterprise. The emphasis will be on information that excites and drives the students to action on behalf of world evangelism. We shall study biblical, historical, cultural, and strategic perspectives relative to this great enterprise. If the course meets the professor's expectations, certain objectives will be realized at the conclusion.

- A. The student will understand the biblical and historical roots from which modern missions developed.
- B. The student will be motivated to advance the cause of world missions.
- C. The student will have obtained a set of criteria for evaluating modern missions programs, trends, proposals, and organizations.
- D. The student will be aware of the varied structures used today for the advance of cross-cultural evangelism.
- E. The student will be acquainted with the extensive literature relating to the world missionary enterprise.
- F. The student will have a strong base for further studies in cross-cultural issues (especially for one planning to become a cross-cultural missionary) and a basis for understanding, guiding, and promoting missions from a local base (especially for those planning to minister in local churches in North America).

III. Course Textbooks

A. Required

Piper, John. *Let the Nations Be Glad*. Grand Rapids, MI: Baker Academic, 2010.

Tennent, Timothy, *Invitation to World Missions: A Trinitarian Missiology for the Twenty-first Century*. Grand Rapids: Kregel Publications, 2010.

Winter, Ralph D. and Steven C. Hawthorne, ed. *Perspectives on the World Christian Movement*. Pasadena, CA: William Carey Library, 2009.

B. Suggested

Kaiser, Walter, *Missions in the Old Testament*. Grand Rapids: Baker Book House, 2004.

Mandryk, Jason. *Operation World* 7th ed., completely rev. Colorado Springs, CO: Biblica Publishing, 2010. (We shall make frequent reference to this book. It is a basic tool for a missionary or pastor's library and is highly recommended.)

Moreau, A. Scott, Gary Corwin, and Gary McGee. *Introducing World Missions: A Biblical, Historical, and Practical Survey*. Grand Rapids: Baker Book House, 2004.

Pollock, David, and Ruth E. Van Reken. *Growing Up Among Worlds*, Boston: Nicholas Brealey Pub. 2009.

Tucker, Ruth. *From Jerusalem to Irian Jaya*. 2nd Edition. Grand Rapids: Zondervan, 2004.

IV. Course Requirements

A. Video Assignments

Attend the lecture video sessions in each module. These sessions equal your class attendance. Though a percentage is not applied to this assignment, failure to watch the videos will lead to an overall grade reduction. Watch the videos prior to all class discussion. The lecture content will contribute to the interaction.

B. Reading Assignments

1. Students will read *Invitation to World Missions* as assigned.
2. Students will read selected chapters from *Perspectives* and write an annotated bibliography on selected chapters. More details below.
3. Students will read John Piper's *Let the Nations Be Glad!*

Total reading responsibility equals approximately 776 pages.

C. Interaction

Participate in class discussion and interaction. Post your response to questions that stimulate reflection on the content presented. Follow the detailed instructions provided in each module. Interact with other members of the class (and your Professor/GTA) about that module's topic.

D. Learning Activities

1. **Book Review.** Each student will write an 8-10 page review of *Let the Nations Be Glad!* by John Piper. Four pages will describe the content of the book, and 4-6 pages will provide an analysis of the book. This analysis should address your opinion of how well the author dealt with the subject. Did he support his points well? What was missing in his arguments? What were the most valuable points in the book?
2. **International Friendship.** 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. DTS 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.

3. **Annotated Bibliography.** Each student will produce an annotated bibliography that covers three articles of their choice* from each of the following sections of Winter's *Perspectives* for a total of 12 articles:
- The Biblical Perspective -The Historical Perspective
 - The Cultural Perspective -The Strategic Perspective

Each entry in the bibliography will include the article's title, author, and 3-6 lines describing the main points of the article. No analysis or critique is required.

**None of these reading choices can be articles that are included in the *assigned* reading for each lesson.

4. **Class Reading Record.** Students will report reading completion for each assignment by the required date.

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. Weight Given to Course Requirements for Grading

Reading Assignments	15%
Interaction	10%
Major Written Assignments.....	75%
Review of Let the Nations Be Glad!.....	25%
Annotated Bibliography.....	25%
Report on Relationship with International Person	25%

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 needs to be submitted by the final due date specified in your module task list (or see *Section VII* below). Additional time to complete course work beyond the end of the semester may be granted only by the Credits Committee as stipulated in the *DTS Student Handbook 2009-2011*, section 1.19.4.

D. 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.

VI. 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.

The Presence of the Professor

While the online learning environment is different than the live classroom environment, your professor is still involved and available. You can expect your professor to participate in the required interactions/discussions regularly and substantially. You can also expect your professor to have at least 3 virtual live “office hours”. Your professor will inform you of the times and means that these will occur. Most professors will likely use the Chat feature provided by our online platform at online.dts.edu.

VII. Course Lectures and Assignment Schedule Module

Module	Topic	Assignments Due
1	The Significance of Mission	Piper, <i>Let the Nations Be Glad!</i> , chs. 1-2 <i>Perspectives</i> , Articles 55, 86, 125
2	The Challenge of Mission	Tennent, chs. 1-3 Piper, chs. 3-5 Wright, “Mission as a Matrix for Hermeneutics and Biblical Theology” in <i>Out of Egypt: Biblical Theology and Biblical Interpretation</i> , 102-43
3	Old Testament Foundations for Mission	Piper, chs. 6-7 Tennent, Ch 4,5 <i>Perspectives</i> , Articles 1,2, 3 <i>Perspectives</i> , Article 7

4	New Testament Foundations for Mission	<i>God The Holy Spirit: The Empowering Presence of the Missio Dei</i> , Section 4 of Tennent (Ch 14, 15) DUE: Interactive Book Review: Piper's Let the Nations Be Glad!
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Module	Topic	Assignments Due
5	The History of Missions	Tennent, chs. 8-10 <i>Perspectives</i> , Articles 36, 40 <i>Perspectives</i> , Articles 41, 45, 46, 47, 48, 49 <i>Perspectives</i> , Article 62
6	Culture & Mission	Tennent, chs. 11-13 <i>Perspectives</i> , Articles 63, 65, 66 <i>Perspectives</i> , Articles 64, 74 <i>Perspectives</i> , Article 82, <i>"Going Too Far?" Perspectives</i> , Articles 109, 110, 120 <i>Perspectives</i> , Articles 127, 131, 134 <i>"Acts Ch. 15 and Culture,"</i> by Rodney Orr
7	Strategic Issues for Missions	<i>Perspectives</i> , Article 136 Tennent, Ch 16 <i>"Managing the Short-Term Missions Explosion"</i> by Don Parrott DUE: Annotated Bibliography
8	Personal Issues in Mission: Home & Family	<i>"Resurrecting the Middle Eastern Christ"</i> by Paul-Gordon Chandler Moreau, Chap. 12 DUE: International Friendship Project DUE: Reading Report