

MIN 565
PERSPECTIVES ON THE WORLD CHRISTIAN MOVEMENT
Fall 2007

Professor of Record:

3 credit hours

David Livermore, Ph.D.

Grand Rapids Theological Seminary

1001 East Beltline N.E.

Grand Rapids, MI 49525

630.788.2158

david_livermore@cornerstone.edu

Location: Grace Bible College, Wyoming, MI

Dates: Monday nights 6:30 - 9:30 PM
August 27th through December 10th, 2007

Program Coordinator: Brian Sherstad. Bsherstad@gbcoll.edu

Course Description:

A biblical, historical and cultural analysis of the impact of the world Christian movement, with specific attention given to strategy and the imperative of bringing the gospel to groups that have yet to initially receive it.

Course Objectives:

At the conclusion of the course the student will:

- Explain the biblical rationale and imperative for world evangelization.
- Trace the expansion of the Christian movement across the world from the time of Christ to the present, and the task yet to be accomplished.
- Identify the unique problems and skills involved in communicating the gospel cross-culturally.
- Identify new avenues and opportunities for obedience to God's imperative for involvement in world missions at home or abroad.
- Demonstrate the minimum necessary understanding for effective participation in the complex tasks of world evangelization and international development.
- Identify the basic components necessary for strategic and intelligent planning in the missionary task of the Church.

- Show the understanding needed for further study and a framework for significant life decisions.

Course Reading:

- ◆ Perspectives on the World Christian Movement. Notebook. Edited by Ralph Winter and Steven Hawthorne. Pasadena: William Carey Library, 1999. **Graduate Students will use the Reader and Study Guide**, 1999 edition.
- ◆ The Next Christendom. Philip Jenkins. Oxford UP, 2002.

Course Requirements:

- ◆ Attend all classes.
- ◆ Complete and turn in all homework and exams at assigned times.
- ◆ Complete graduate readings and quizzes prior to scheduled lesson presentation.
- ◆ Complete all personal responses
- ◆ Complete Mid-term and Final Exam

- ◆ Read Jenkins book and write a 2-3 page reflection paper. The reflection paper should not be a summary of the book but instead, should seek to intersect what you read in Jenkins with what your gaining from the Perspectives lectures and reading. In addition, include your personal voice in the reflection paper. How do you personally respond to what Jenkins has to say.

Due Nov. 12 (By e-mail or hard copy)

[david_livermore@cornerstone.edu]

- ◆ Complete Final Project: Equipping Others with a Global Perspective
Due by e-mail or hard copy to me by Nov 30. (By e-mail or hard copy)

The final project should be 4 “take home” lessons wherein you take some of the material from the Perspectives course and organize it in a way to communicate it to a group in a local church (or other ministry setting). It shouldn’t merely be an outline taken right from the Perspectives materials but prepare 4 lessons for lay people that communicate the essence of some of the Perspectives material for their use.

The lessons should include more than simply lecture and should be planned for about 1 hour each. You’ll need to turn in at least 10-12 pages giving an overview of what will be done in the leadership lessons. Feel free to contact me for clarification.

The content of each lesson should be adequate for a 30-60 minute session/meeting.

Please use the following format for this assignment:

PART I: OVERVIEW

Target:

Clearly identify the targeted audience for the lessons (e.g. group of peers; parents—helping them enhance their global perspective as a family; missions team at a local church, etc.)

Objective:

In a sentence or two, state what you hope to accomplish through the 4 lessons with the above group of people.

Format:

Describe the format in which these lessons will be used. (e.g. all 4 in a weekend retreat; 1/month for 4 months, etc.)

Brief Overview:

Provide a brief outline that summarizes what will be covered in each lesson (just the major points to be covered in each session is suffice).

Reflective Analysis:

In 1-2 pages, reflect on why you chose the content you did for this group of people.

You should probably write this section (the reflective analysis) after you've written up the lessons.

PART II: LESSONS 1-4

Provide a comprehensive outline for all 4 lessons. You don't need to write out verbatim what you would say but the entire 30-60 minute session needs to be thought through and described, including interactive elements, experiential components, etc.

Homework and examinations must be turned in according to the schedule in the Course Outline. Material turned in late will have the grade reduced. Each lesson's homework is to be completed and turned in at the beginning of the class, on the week that lesson is taught. Exams are to be turned in directly to your Professor of Record, unless special arrangements are made with the Course Coordinator. Project choices and due dates are available from your Professor of Record. Personal Response Sheets are to be handed in after the indicated lessons at the top of the Response sheet are completed.

Academic Calendar	<u>Session</u>
Registration & Orientation	August 27 1
Registration closes	September 10 2
Last day to change from enrichment to credit	September 10 2
Last day to drop class	September 17 3
Exam 1 due (Lessons 1-8, closed book, take home) .	October 29 9
Integrative Project due	December 10 15
Exam 2 due (Lessons 9-15, closed book, take home)	December 14 16

In addition, GRTS graduate students will complete the following and submit these directly to Dr. Livermore:

Jenkins Reflection paper.....November 12
 Final project.....December 3

Adding and Dropping:

After registration has been completed, the Credit student needs approval from their Professor of Record to drop or add the course. Students are permitted to add the course up to the end of the second class session. Students are permitted to drop the class up through the fourth class session. After this time, dropping will leave a “W” on the student’s permanent record. Students who drop the course will be charged a severance fee of \$25, but will be refunded tuition according to the following schedule:

<u>Date of Withdrawal</u>	<u>Percentage of Refund</u>
On or before September 20	75%
On or before October 4	50%
On or before October 18	25%
On or before November 1	10%
After November 1	0%

Incompletes:

Incompletes will only be granted after approval by the Professor of Record. Requesting an Incomplete does not automatically mean it will be granted; it **has** to be approved by the Professor of Record. Their specific rules for the incomplete must then be followed.

Grading:

15 quizzes	30%
5 personal responses	10%
2 exams	30%
1 project	30%

Student Evaluation: **The final grade will be determined in light of the proportions indicated next to the assignments above.**

COPYRIGHT VIOLATION and PLAGIARISM have serious ramifications for Grand Rapids Theological Seminary students, both legally (the former) and ethically (the latter). Unauthorized copying or use of copyrighted materials, including downloaded files of various kinds, can result in criminal charges and fines. Plagiarizing another's words *or ideas* (i.e., passing them off as your own) can result in failure in the course assignment, failure in the course, or suspension from the program. For a fuller explanation of GRTS policies on plagiarism and copyright, see the "Academic Integrity" section of the most recent version of the GRTS Academic Catalog and Miller Library's website under ["Research: Copyright Questions."](#)

Grading Scale

A	96-100
A-	91-95
B+	87-90
B	84-86
B-	80-83
C+	77-79
C	72-76
C-	70-71
F	0-69

~ Perspectives Weekly Schedule ~

Still awaiting information for the full schedule with speakers.

Cornerstone University will make reasonable accommodations for students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. (See Cornerstone University Undergraduate Catalog p.51).

Students asking for disability accommodation should identify themselves to the professor at the beginning of the semester.