

# MIN560 GLOBAL IMPACT

GRTS Connect Section

GRAND RAPIDS THEOLOGICAL SEMINARY

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Summer 2010

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**Description of course:** This course is designed to help students discern a biblical theology of mission that shapes how the Church intersects with the 21<sup>st</sup> Century world. Students will consider the essence of Mission Dei (the Mission of God) and Mission Ecclesiae (the Mission of the Church) as rooted in the biblical narrative. Simultaneously, students will consider global trends and the implications of those trends for life and ministry. Students will examine the validity of traditional and emerging models for global missions in light of the above.

**Objectives.** Because of this course, students should be able to:

- 1) Articulate a biblical theology of mission.
- 2) Discern the global implications for them personally and for their ministry calling.
- 3) Use critical reflection skills to study and improve their ability to minister in relation to the globe.
- 4) Incorporate a missional perspective into their ongoing theological reflection.
- 5) Understand traditional and emerging models of global missions and be able to critique missional efforts they encounter.

**Course Readings:**

Engel, J. & W. Dryness. (2000). *Changing the Mind of Missions*. Downers Grove, IL: InterVarsity.

Livermore, D. (2006). *Serving With Eyes Wide Open: Doing Short-Term Missions with Cultural Intelligence*. Grand Rapids: Baker Books.

Stackhouse, M., Dearborn, T., & S. Paeth. (2000). *The Local Church in a Global Era: Reflections for a New Century*. Grand Rapids: Eerdmans.

Webber, R. (2003). *Ancient-Future Evangelism: Making your church a faith-forming community*. Grand Rapids: Baker Books.

Yun, B. & P. Hattaway. (2002). *The Heavenly Man*. Grand Rapids: Kregel.

Selected Readings compiled in Course Pack.

175-200 pages from your discipline/area of ministry related to global mission.

As part of GRTS' commitment to fostering interdisciplinary thought and practice, you need to read 175-200 pages of reading material that connects the course objectives with your specialization and/or your unique ministry interests. For example, youth ministry students might read something on youth missions or counseling students could read something that deals with the counseling needs of those engaged in cross-cultural missions work.

The readings can be from one source or multiple sources. You are encouraged to use the readings to assist you in completing the final project for the course. Include the citation/s of what you read in your reading log.

## **Bibliography**

Dearborn, T. (2003). *Short-Term Missions Workbook: From Mission Tourists to Global Citizens*. Downers Grove, IL: InterVarsity Press.

Dooling, R. (1994). *White Man's Grave*. New York: Picador.

Earley, P. C. & Ang S. 2003. *Cultural Intelligence: Individual Interactions Across Cultures*. Stanford, CA: Stanford University Press.

Engel, J. & W. Dryness. (2000). *Changing the Mind of Missions*. Downers Grove, IL: InterVarsity.

Jenkins, P. (2002). *The Next Christendom. The coming of global Christianity*. New York: Oxford University Press.

Larkin, W. & J. Williams. (1998). *Mission in the New Testament*. Maryknoll, NY: Orbis.

Livermore, D. (2004). American or American't: A critical analysis of western training to the world. *Evangelical Missions Quarterly*. (40) 4: 458-66.

Newbigin, L. (1995). *The Open Secret: An introduction to the theology of mission*. Grand Rapids: Eerdmans.

Piper, J. (1993). *Let the Nations be Glad: The Supremacy of God in Missions*. Grand Rapids: Baker Books.

Pirollo, N. (1991). *Serving as Senders: How to Care for Your Missionaries*. San Diego: Emmaus Road International.

Ramadachandra, V. (1996). *The Recovery of Mission: Beyond the Pluralist Paradigm*. Grand Rapids: Eerdmans.

Sanneh, L & Joel Carpenter eds. (2005). *The Changing Face of Christianity: Africa, the West, and the World*. New York: Oxford University Press.

Singer, P. (2004). *One World: The ethics of globalization*. New Haven, CT: Yale University Press.

Stackhouse, M., Dearborn, T., & S. Paeth. (2000). *The Local Church in a Global Era: Reflections for a New Century*. Grand Rapids: Eerdmans.

Telford, T. (2001). *Today's All-Star Missions Churches: Strategies to help your church get into the game*. Grand Rapids: Baker Books.

Webber, R. (2003). *Ancient-Future Evangelism: Making your church a faith-forming community*. Grand Rapids: Baker Books.

Winter, R. & S. Hawthorne. (1999). *Perspectives on the World Christian Movement*. Pasadena, CA: William Carey Library.

Yohannan, K.P. (2003). *Revolution in World Missions*. Carrollton, TX: Gospel for Asia.

Yun, B. & P. Hattaway. (2002). *The Heavenly Man*. Grand Rapids: Kregel.

## Course Requirements:

1. **Critical Reflection Paper: “What is the Mission of the Church?” (10%)** Read Webber’s book and write a 3-4 page reflection paper which attempts to answer the question, “What is the mission of the Church?” This is not a book review so don’t simply summarize Webber. Instead, make connections between his thoughts with your thoughts and experiences (and the thoughts of others’, Scripture, etc.). The paper should be 3-4 pages. While it should include personal reflections, you need to adhere to good writing practice (e.g. introduction, conclusion, clear thesis, citations, etc).

❑ **Paper due at the beginning of class Monday, May 17. Bring a hard copy to class.**

2. **Reading and Classroom Engagement (15%)**

Complete Webber by the beginning of class on Monday, May 17 and complete the remaining readings by June 7.

Please submit a reading log that lists the name of the reading and the date when it was completed (including the collateral reading you select).

In addition, you are expected to be an active participant in the learning community for the week of GRTS Connect. A community of learning encompasses both formal and informal interaction. It includes relationships between students just as much as the relationship between the teacher and each individual student. You are encouraged to be neither **invisible** nor **domineering** in this class. Hopefully we can construct a positive learning environment together.

Completion of the assigned readings and corresponding assignments, and active involvement in the course will be considered in the determination of the grade given. In addition, the degree to which you encourage others’ participation and listen and respond to the input of others is also factored into this portion of your grade.

While some students are adept at multi-tasking, students are to refrain from web-surfing, doing e-mail and other things that prevent us from fully engaging with one another during our brief time together. These kinds of parameters will help us construct a positive learning environment together.

❑ **Reading log due by 8 a.m. Monday, June 7. Post on <https://odyssey.cornerstone.edu>**

3. **Global Impact Journal (15%)**

Complete 20 written journal entries, which include your personal observations, learning, questions, and/or theoretical insights, based (1) the classroom meetings, (2) the course readings and/or (3) your personal observations of missional situations around you.

At least 5, and not more than 10 of the journal entries should be completed during the week of class.

❑ **Typed journal due by 8 a.m. Monday, June 7. Post on <https://odyssey.cornerstone.edu>**

4. **Mission in the 21<sup>st</sup> Century Paper (25%)** Drawing upon the classroom discussions, experiences, and readings, write a 10-12 page paper which describes the core issues and challenges for the church engaging in global mission in the 21<sup>st</sup> Century. While not exhaustive, the paper should be a synthesis that includes the various themes addressed

throughout the course. Be sure to cite course readings as well as additional material you may wish to include. The paper will be assessed for both its form (clarity, grammar, flow, etc.) and content.

❑ **Paper due by 8 a.m. Monday, June 7. Post on <https://odyssey.cornerstone.edu>**

5. **Final Project (35%)** Your final project will critically examine a global missions initiative in light of your biblical theology of mission. The paper should be 15-20 pages and should describe your Christian worldview, specifically as it applies to living out God’s mission globally.

In addition, you need to use your theology of mission to critically examine a specific missions initiative (e.g. a local church missions program; a specific short-term project/trip; the work/ministry of a specific missionary; a para-church organization’s international division; etc.). Your examination needs to reflect the knowledge and skills we develop within this course as well as to draw upon the course readings and upon additional materials you read.

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**Part 1. Christian worldview as applied to global mission.**

Write a succinct summary of your Christian worldview and describe how that shapes the way you think about global missions. For example, how does a worldview informed by Creation, Fall, Redemption, Consummation, influence how you engage in global mission, and how you lead others to engage in global mission.

As you make connections between your worldview and mission, seek to develop a holistic philosophy of global mission that includes not only “missions” in the traditional sense but the realities of life and ministry in the 21<sup>st</sup> Century. This first part should be an initial attempt at writing up your philosophy of global mission. This part should be anywhere from 1/3 to 1/2 of the final project. You’re encouraged to incorporate materials for our classroom discussions and readings.

**Part 2. Your Theology of Mission applied to a Real-life Case Study**

This section should demonstrate how the philosophy of global mission you articulate in Part 1, gets lived out practically. Take a real-life missions initiative. You can either be personally involved in it or not. You might choose something fairly specific like a short-term missions project that’s being done, a curriculum being used among children in your church to teach missions or a partnership between a local church and their community. Or you might choose to more broadly examine the overall practices of a missions agency, your church’s missions practice, a missions team ministering in a certain part of the world.

Be sure to begin Part 2 by giving a description of the real-life case study. Then examine the strengths and weaknesses of the initiative in light of your philosophy of missions.

**Your grade will be determined by the following:**

- ❑ Your ability to clearly articulate and defend your emerging philosophy of global mission
- ❑ Application of your philosophy of mission to a real-life scenario
- ❑ Demonstration of graduate-level writing practices.

❑ **Final project due by 8 a.m. Monday, June 21.**

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

Grading Scale

A	96-100	B+	87-90
A-	91-95	B	84-86

B- 80-83  
 C+ 77-79  
 C 72-76

C- 70-71  
 F 0-69

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**Inclusive Language Policy:** As a commitment to honor God’s image in both men and women, writing and discussion for this course need to use inclusive language with reference to human beings. This means avoiding “generic” uses of masculine terms or pronouns. A few examples include:

- Use “humanity”, “persons”, or “people” instead of “man” or “mankind.”
- Use “brothers and sisters” instead of “brothers” when both are intended.

### Tentative Class and Assignment Schedule

DATE	FOCUS	ASSIGNMENT DUE
May 17	1. Introduction: Biblical Theology of Mission and the 21 <sup>st</sup> Century World	<input type="checkbox"/> Complete Webber before class begins <input type="checkbox"/> Submit Critical Reflection Paper
May 18	2. Contextualization	<input type="checkbox"/> Review Course Pack materials #1-3
May 19	3. 21 <sup>st</sup> Century Church: Majority World Church, Role of Western Church, etc.	<input type="checkbox"/> Review Course Pack materials #4-5
May 20	4. Western Church: Agency, Local Church, Short-term Missions, etc.	<input type="checkbox"/> Review Course Pack materials #6
May 21	5. Glocal Response	<input type="checkbox"/> Review Course Pack materials #7
June 7		<input type="checkbox"/> Complete all Course Readings <input type="checkbox"/> Submit Reading Log <input type="checkbox"/> Submit Global Impact Journal <input type="checkbox"/> Submit Paper
June 21		<input type="checkbox"/> Submit Final Project

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.