



# Nazarene Theological Seminary

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## MSS790 — Short-Term Missions Module Fall 2011

### ***Essential Information***

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at <http://support.nts.edu>.

- NTS Mission Statement & Purpose and Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *Handbook for Inclusive Language*

### ***Instructor Information***

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Office Hours: by appointment

### ***Catalog Description***

This course explores the development and literature related to the phenomenon of short-term missions. Participants will have the opportunity to explore current writing and will also make contribution to the development of short-term missions through constructive participation in writing projects as well as interaction with short-term mission leadership.

### ***Course Narrative & Rationale***

Short-term mission is a growing, grassroots phenomenon which currently involves more than 2 million Christians from the U.S. each year. The enormity of this phenomenon is impacting local churches as well as the activity of long-term missionaries. The impact of short-term missions on finances, global perspectives, and the changing role of missionaries and mission pastors who serve as brokers between short-term mission teams and host churches necessitate research, study and development which lead to practices which are informed by theological and missiological understanding.

## ***Degree Objectives***

**MAICS** (Please see the NTS Catalog page 52 for the full program objectives.)

2. Graduates will demonstrate the integration of theological convictions and cultural sensitivity in order to foster individual and social transformation.
3. Graduates will demonstrate sensitivity to cultural and ethnic diversity for building relationships in multicultural contexts.

**MDIV** (Please see the NTS Catalog page 42 for the full program objectives.)

6. The investigation of human society, thought and culture in order to articulate clear and coherent views of the context of the mission of the Church, and to develop an understanding of the Church as the community of faith with a passion for the gospel engaging in mission to different cultures.

## ***Course Outcomes***

With the help of the Lord in this class students will:

1. Have the opportunity to explore current missiological development of literature related to short-term missions. (Pre-Module and Module Assignments)
2. Have the opportunity to explore some of the practical aspects of short-term missions through interaction with guest lecturers, class discussion, and reading. (Pre-Module and Module Assignments)
3. Develop an integrative design for short-term missions in a local church or higher education institution. (Post-Module Assignment)
4. Write a constructive article related to short-term missions. (Post-Module Assignment)

## ***Required Texts & Course Materials***

- Livermore, David A. 2006. *Serving with Eyes Wide Open: Doing Short-Term Missions with Cultural Intelligence*. Grand Rapids, Michigan: BakerBooks.  
**If you have read *Serving with Eyes Wide Open*, contact the instructor for other options or read one of the following two books which you have not read yet:**
- Livermore, David. 2009. *Cultural intelligence : improving your CQ to engage our multicultural world*. Grand Rapids, Michigan: Baker Academic.
- Or**
- Livermore, David. 2010. *Leading with cultural intelligence: the new secret to success*. New York: American Management Association.
- Priest, Robert J., ed. 2008. *Effective Engagement in Short-Term Missions: Doing It Right!* Pasadena, CA: William Carey Library.
- Richter, Don C. 2008. *Missions Trips that Matter: Embodied faith for the sake of the world*. Nashville: Upper Room Books.

*\*Note: Additional reading in the form of essays and journal articles related to the topics of this course will be included as assigned reading. These will be noted on the course map as daily reading. The following articles will also be required reading for this course (they will be provided for you on Moodle):*

- Adeney, Miriam. 2006. Shalom tourist: Loving your neighbor while using her. *Missiology* 34 (4): 463-476.
- Adeney, Miriam. 2003. When elephant dances, the mouse may die. In *Short-term missions today*, edited by Bill Berry, pp. 86-89. Pasadena, CA: Into all the World Magazine.
- Birth, Kevin. 2006. What is your mission here? A Trinidadian perspective on visits from the "Church of Disneyworld." *Missiology* 34 (4): 497-508.
- Cook, Charles and Joel Van Hoogen. 2007. Towards a missiologically and morally responsible short-term ministry: Lessons learned in the development of church partnership evangelism. In *Special Issue on Short-Term Missions in Latin America (Guest editors Robert Priest and Tito Paredes) -- Journal of Latin American Theology: Christian Reflections from the Latino South 2*: 48-68.
- Linhart, Terence David. 2006. They were so alive!: The spectacle self and youth group short-term mission trips. *Missiology* 34 (4): 451-462.
- Priest, Kersten Bayt. 2010. Selected portions of dissertation related to women and short-term mission research.
- Wesley, David. 2011. Congregational Mission in Context. Paper presented at Mission 2011 Conference, Louisville, KY. February 23.

## **Course Outline**

The course will be divided into three principle units which are as follows:

### **Unit 1: The environment of short-term missions.**

- The affects of globalization which creates a society of tourism, participatory donations and amateurization. To what degree does the church reflect society?
- Theological shifts in ecclesiology which creates an atmosphere of mission activity flowing from individuals and local churches.

### **Unit 2: The phenomenon of short-term missions.**

- Exploring the variety in STM involvement.
- The symbolism of STM.
- Perspectives of STM from denominational administrators pastors, missionaries, stm participants and STM leaders.
- Current research related to STM.
- Congregational Mission as an expression of STM.

### **Unit 3: Effective engagement in short-term missions.**

- Developing systems and structures for effective practice of STM.
- Integrative and healthy congregation to congregation or congregation to field models.
- STM within a long term trajectory.

## Course Assignments & Requirements

### 1) Pre-module assignments (Course Outcomes 1-2)

Note: During the two week module of this course, there will be considerable activity in a short amount of time, especially if you are taking another module and/or if you are a 365m student. For this reason, the core reading for this course is due before the course begins. I would highly recommend that you also read the daily reading which is on the course map ahead of time as well.

a) Before the module begins, you should have completed the reading of the books by Livermore, Priest and Richter. The assignments for these will be as follows:

1. For the Livermore book write a 3-4 page interaction paper.
  - This paper must be submitted via Moodle prior to the beginning of class on the day it is due (**Day One, August 22<sup>nd</sup>**).
  - This paper should provide a thoughtful analysis of the book (3-4 pages). This is NOT a book report or simple summary. Neither is it your random reflections after reading the book.
  - The paper is to carefully analyze the book and provide critical evaluation.

Papers should include four parts:

1. A brief statement of the argument/thesis/main idea of the book (less than a half page).
2. An evaluation of the sources used for the study (half to one page) – ask the question, “What sources did the author draw from to form the thesis of this book?” and “is this valid to support their argument or main thesis?”
3. Several paragraphs tracing the development of the main idea throughout the book (one to one and a half pages).
4. The last section asks the question “so what?” What are the implications of this book? This last section should also include your personal reflection of the book-half to one page).

Note that I have also posted a sample book review on the course documents which uses this format. Please note that this is an example from a book which may be completely distinct from the book you will review, but it should give an idea of the format which you will need to use. See due date on the course calendar.

2. For the Priest book, you will need to write a half page description of each chapter. This report will also need to have a conclusion which explains the significance of the material in the book to short-term mission. This report must be submitted via Moodle prior to the beginning of class on the day it is due (**Day One, August 22<sup>nd</sup>**).
3. We will be working with the Richter book throughout the class, so you will not need to have a written assignment ahead of time. You will however need to be familiar with the content of the book.

b) Before the module begins you should have completed the questionnaire related to your involvement in short-term missions.

## 2) **Module assignments** (Course Outcomes 1-2)

All module assignments are included on the course map.

## 3) **Post-module assignments** (Course Outcomes 3-4)

The post-module project will be a paper which integrates the content of this course into a practical application. You will need to select one niche area of STM such as medical STM, student STM, congregational STM, women STM, etc. and write an integrative paper which reviews a literature base related to your selected area. The second half of this paper will need to be a development of “best practices” for this type of STM which comes out of your reading. This paper should be no less than 4000 words and no more than 6500 words.

## **Distribution of Student Learning Hours**

	pre-module hours	module hours	post-module hours
Face-to-face Class Sessions		36	
Online Participation in forums, groups, etc.	0		0
Reading	38	10	0
Writing	16	0	40
Other Assignments and Learning Activities	4	4	0
Exams & Quizzes	0	0	0
TOTAL	58	50	40

## **Method for Submitting Assignments**

All assignments will be submitted using the corresponding location within the Moodle course.

## **Form and Style Expectations**

It is expected that writing assignments will be submitted in good style and format, and will be free from grammatical, spelling, and typographical errors. The quality of your written work will have an impact on the grade you receive. You may format your essays in accordance with the conventions of Kate Turabian’s *A Manual for Writers of Term Papers, Theses, and Dissertations*, or the *Chicago Manual of Style*. All written assignments should be double spaced and use a standard 12 point font.

## **Inclusive Language**

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

## Policy Regarding Late Work & Missed Exams

Due to the nature of this course being a seminar style course which necessitates participatory learning, I do not accept late work except in cases of severe illness requiring extended hospitalization, a note from the dean, or a death in the family.

## Course Grading

Assignment	Due Date	Weight for course grade
Livermore review	8/22	15%
Priest reading log	8/22	15%
Daily participation	n/a	40%
Post-module project	10/14	30%
<b>TOTAL</b>		<b>100%</b>

100-91: A      90-81: B      80-71: C      70-60: D      59 or Below: F

### Grade Descriptions

#### A. Excellent

A to A- This is work that is outstanding in every way, exceptional, marked by accuracy, creativity, scholarship, and/ or integrative thinking combined with good style.

#### B. Good to Very Good

B+ to B: This is work that is very good, accurately done, reflecting a proper grasp of the material, and done with interesting style.

B to B-: This is work that is good, but tends towards inaccuracy and imbalance, is written in a flat and unengaging style, ideas are present, but not developed.

#### C. Fair

C+ to C: This is work that is marginally satisfactory because it is deficient in identifiable areas of accuracy, clarity, balance; ideas are vague and disorganized.

C to C-: This is work that is not far from being unacceptable, reflecting serious inadequacies in dealing with the material.

#### D. Unsatisfactory; Just Passable

This is work that has been submitted, but is not satisfactory. It has dealt with the material, but in such an inaccurate or incomplete way that it cannot be judged as acceptable work.

#### F. Failure

This is a grade assigned to a paper, exam, or course in which the student has not submitted the required work or who has so completely distorted the assignment that it bears no resemblance to what was required.

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

## ***Class Attendance***

Attendance at classes is essential for realizing the maximum benefit of your education. Due to the nature of this course being a seminar style course which necessitates participatory learning, it is expected that students will not miss any class during the two week module. If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation.

Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

## ***Course Calendar***

See separate Course Calendar