



Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

ICS 510: Congregational Mission Spring 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 at http://support.nts.edu/index.php/Essential_Information. Additional technical support information can be found at <http://support.nts.edu>.

- NTS Mission Statement & Purpose and Master of Divinity 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
- *A Handbook for Inclusive Language*

Instructor Information

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Office Hours: Meetings with the instructor via Skype or phone can be arranged by sending an email to the instructor or faculty assistant.

Catalog Description

Congregational Mission focuses on the convergence of the ecclesiological and missiological aspect of the local congregation. This course will explore historical, theological, biblical, and contemporary dimensions of the church's participation in the missio Dei. Emphasis will be given to the role of pastoral leadership in leading the church to participate in a holistic understanding of the missio Dei.

Course Narrative & Rationale

In a globalized and changing world, ministry is cross cultural for the local pastor as much as it is for the career missionary. Communication and understanding of the churches role in the

mission of God to all people is essential for anyone in ministry leadership. This course addresses the mission of God as a central element of Wesleyan Theology and Biblical Understanding. Practical aspects of understanding culture as well as the local churches involvement in Short Term Mission, local mission, as well as healthy partnerships with those who are involved in long term missions will be developed through readings, interactive dialogs, active involvement with individuals of other cultures and research projects.

Educational Assumptions

1. God's direction is essential for this class to be successful.
2. We will learn in the context of community. Appropriate ideas as well as doubts may be expressed and developed in a safe environment of mutual respect.
3. Students are valued not only as persons who have potential to learn, but also as persons who already have significant knowledge and experiences to contribute to the purposes of the course. Consequently, some of the course assignments will require cooperative efforts among students.
4. This is a graduate course. The quality of thinking, writing, speech, and class participation should reflect a graduate level quality. Higher levels of thought (e.g., analysis, synthesis, and evaluation), writing style, spelling, grammar, as well as faithful attendance, consideration of fellow students and their ideas, and timely submission of assignments is expected.

Course Outcomes

With the help of the Lord in this class:

1. Our class will work together as a community of learners to **gain theological, historical, theoretical and practical insight** into the Churches involvement in the missio Dei.
2. We will be a community of learners exploring ways to **be actively involved in the global Church** by studying a variety of venues for international ministry.
3. We will be a community of learners exploring ways to **be actively involved in the mission Dei within the context of a local congregation.**
4. We will function as a community of **scholars** making a contribution to the discipline through writing, and exploring ways for the congregation to live faithfully into the missio Dei.

Church of the Nazarene COSAC Competencies¹

- CN20 Ability to reflect theologically on life and ministry
- CN26 Ability to describe how the church implemented its mission in the various periods of church history
- CP15 Ability to think globally and engage cross-culturally for the purpose of mission
- CX5 Ability to describe and interpret the relationship between culture and individual behavior

¹ COSAC is the Course of Study Advisory Committee. These are the required competencies for ordination in the Church of the Nazarene which this course meets.

- CX6 Ability to understand, appreciate, and work sensitively explain the nature of cultures.
- CX7 Ability to identify and apply the principles of cross-cultural communications
- CX10 Ability to understand and articulate the biblical, historical, and theological bases for Christian mission.
- CX11 Ability to describe basic missiological principles and to apply them to the development of ministry in the local church

Required Texts & Course Materials

Guder, Darrell L., 1998. *Missional Church: A Vision for the Sending of the Church in North America*. Grand Rapids: Wm. B. Eerdmans Publishing Co.

Livermore, David A., 2006. *Serving with Eyes Wide Open: Doing Short-Term Missions with Cultural Intelligence*: Grand Rapids, Michigan, BakerBooks.

Winter, Ralph and Stephen Hawthorne (eds.), 1999. *Perspectives on the World Christian Movement: a Reader*, (3rd ed.). Pasadena, California: William Carey.

Wright, Christopher J. H. 2010. *The Mission of God's People: A Biblical Theology of the Church's Mission*: Zondervan.

Articles:

- Wesley, David. *The Cutting Edge of Missions in a Flat World: Amateurization vs. Professionalization of Missions*.
- Wesley, David. *The Emerging Missionary Paradigm in Africa: A Missional Vision for the Church of the Nazarene in Africa*
- Wall Street Journal, *Unanswered Prayers*
- *Various essays in relation to the Missional Church and Missional Theology will be included as assigned reading.*

**note: there may be some additional reading included in the weekly lectures.*

Course Outline

This course will be divided into four units. The units are listed below.

- **Unit 1 - Biblical and Theological Perspective of Mission.**
 - Missio Dei
 - The Missional Church
 - Biblical and Theological Basis for Mission
- **Unit 2 - Historical Survey of the church and mission.**
- **Unit 3 - Cultural Perspective of Mission**
 - Understanding Culture
 - Basis for Intercultural Communication
 - Four Pillars of Culture
- **Unit 4 - Strategic Perspective of Mission**
 - Contemporary Issues which affect Missions
 - Globalization

- The Southern Church
- Short Term Mission
- Connecting Local and Global Mission
 - Healthy partnerships for Global Missions
 - Local mission

Course Assignments & Requirements

A. Perspectives Discussion Groups. With the exception of Unit 1 which will focus on Wright's book, the following chapters have been selected from Winter and Hawthorne, *Perspectives on the World Christian Movement*. 3rd edition. Read the chapters indicated and participate in a discussion on Moodle. For each of the four divisions of the book you will make a starter post of 100-150 words in reaction to the assigned reading. You are then required to make two additional, thoughtful responses of 30-50 words each to two other students' posts, for a total of three *thoughtful* responses for each of the four units. At least one of the responses must be in response to what another student has said to your original post. One of the responses will be an idea (thread) that you begin.

Unit 1 - Biblical and Theological Perspective of Mission.

The reading of Christopher Wright's book will be the reading for this section.

Unit 2 - Historical Survey of the church and mission.

- Kraft and Crossman, Women in Mission. 269-273
- Howard, Student Power in World Missions, 277-286
- Taylor, The Call to Service, 300-304
- Townsend, Tribes, Tongues and Translators, 309-310
- Cornelius, A Historical Survey of African Americans in World Missions, 287-292
- McGavran, The Bridges of God. 323-338

Unit 3 - Cultural Perspective of Mission

- Hiebert, Cultural Differences and the Communication of the Gospel. 373-383
- Kraft, Culture, Worldview and Contextualization. 384-391
- Richardson, Redemptive Analogy. 397-403
- Hiebert, The Flaw of the Excluded Middle. 414-421
- Richardson, Do Missionaries Destroy Cultures? 460-468

Unit 4 - Strategic Perspective of Mission

- Winter and Koch, Finishing the Task: The Unreached Peoples Challenge. 509-524
- Greenway, The Challenge of the Cities. 553-558
- McGavran, A Church in Every People: Plain Talk About a Difficult Subject. 617-622
- Winter, Reconsecration to a Wartime, Not a Peacetime, Lifestyle. 705-707
- Siemens, Tentmakers Needed for World Evangelization. 733-741

Due dates for these assignments will be as follows:

Assignment	Due	Final grade weight	Unit	Outcome ²
Biblical/Theological Perspective post	February 15 th	3%	1	1,4
Biblical/Theological Perspective Reactions to others (2)	February 17 th	3%	1	1,4
Historical Survey post	February 22 nd	3%	2	1,4
Historical Survey Reactions to others (2)	February 24 th	3%	2	1,4
Cultural Perspective post	March 8 th	3%	3	3,4
Cultural Perspective Reactions to others (2)	March 10 th	3%	3	3,4
Strategic Perspective post	April 19 th	3%	4	1,2,3,4
Strategic Perspective Reactions to others (2)	April 21 st	3%	4	1,2,3,4

B. Write a 3-4 page Interaction paper of the Guder book and the Wright book³.

- 1) Each interaction paper should provide a thoughtful analysis of the book (3-4 pages).
These are NOT book reports or simple summaries. Neither are they your random reflections after reading the books.
- 2) The papers are to carefully analyze the book and provide critical evaluation. Papers should include four parts:
 - a. A brief statement of the argument/thesis/main idea of the book (less than a half page).
 - b. An evaluation of the sources used for the study (half to one page) - ask the question, "What sources did the author draw from to write this book?" and "is this valid to support their argument or main thesis?"
 - c. Several paragraphs tracing the development of the main idea throughout the book (one to one and a half pages).
 - d. Provide your own evaluation of the book (did the book demonstrate the thesis? Did you like the book? Etc. - 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.

² See list of Course Outcomes on Page 2 of syllabus

³ If you have used these books for other courses, please contact the instructor as early in the semester as possible.

Assignment	Due	Final grade weight	Unit	Outcome ⁴
Guder Review	February 7 th	5%	1	1,4
Wright Review	February 14 th	5%	2	1,4

C. Mission Project for the local church

Each student will develop a comprehensive plan for a missional perspective of a specific congregation. This will be an integrative project which should integrate lectures, reading and projects of this course into a practical application. The final draft of this plan will be your final exam. Ideally this project will have application to a real and specific congregation where you are currently serving. If that option is not possible for you, you will need to discuss with the professor the option of developing a model which could be implemented in a local congregation or a specific ministry context. The plan should include the following elements:

- 1) An assessment of the congregation's mission history and current mission focus. This section should include a general overview of how a congregation views missions. This section should be 3-4, double spaced pages in length.
- 2) An outline of a sermon series of four to six sermons which focus on the Missio Dei and how that is expressed both locally and globally by the local church. This series should take the resources from this class into consideration. Each sermon should include the sermon title, a one paragraph description of the central focus of the sermon and a brief outline of the sermon itself.
- 3) A plan for systematic mission education through the existing structures in the congregation or possibly through implementation of new methods. This plan could include age level projects as well as interaction with global missionaries. This plan should flow directly out of your sermon series and should explore ways to engage specific groups in your congregation in missional thought.
- 4) A Short Term Mission plan: This may be a local or an international trip. It will need to include a rationale for the trip which demonstrates how the trip is a part of the mission of the local church, rationale for the selection of the project itself, selection of team members (what criteria do you use in deciding who will go?), pre trip preparation, a day by day devotional guide to be used while on the trip, and a post trip plan.

To facilitate this assignment, students will work in small group for support, direction and sharing of ideas. Each section will undergo a peer review by members of your small group. This peer review must include the following elements:

- A brief statement of the strengths of the submitted project. (one paragraph)
- A list of "things that would make this project stronger". (at least two suggestions)
- After each student receives the peer reviews, they will have opportunity to make changes and corrections to their project before submitting the final paper.

⁴ See list of Course Outcomes on Page 2 of syllabus

	Due	Unit	Final Grade Weight	Outcome⁵
Draft of “Congregational History and current mission focus” (Step # 1)	February 14 th	1-2	2%	1,2,3
Peer review of “Congregational History and current mission focus”(Step #1)	February 18 th	1-2	1%	1,2,3
Draft of Step #2	February 28 th	1-2	2%	1,2,3
Peer review of Step #2	March 3 rd	1-2	1%	1,2,3
Draft of Step #3	March 28 th	4	2%	1,2,3
Peer Review of Step #3	April 1 st	4	1%	1,2,3
Draft of Step #4	April 18 th	4	2%	1,2,3
Peer Review of Step #4	April 22 nd	4	1%	1,2,3
Combined, final project due	May 2 nd		14%	1,2,3

D. Interviews:

Cross Cultural Interview

Interview two persons who would be considered “other” to your normal congregational context. This could include: a) people who are of a faith other than Christian. b) People who are from a passport culture other than that of your own who was either born or has lived the majority of their lives outside of the U.S. and who are not a part of your congregation. c) People who are homosexual. d) People who are openly agnostic.

Your report of these interviews should include:

- 1) The interview questions themselves and how they were formed. Think through your questions well. Make sure that you are using “cultural intelligence” and that you are asking open ended questions which allow a person to freely express themselves.
- 2) An overview of the interview itself.
- 3) Your observations after the interview.

The goal of this interview is for you to learn something of the other person’s “culture” and values. The purpose of this interview is not to argue with them or to convince them of anything. If you interview someone of another faith, your role is to learn about their faith and the individual’s perspective of their faith.

For the “thoughtful reaction” to other students, consider the following:

- 1) Were the questions formed in an intentional manner?
- 2) Did the questions allow for the interviewer to learn about the values and perceptions of the person being interviewed?
- 3) Did the interview give the person being interviewed space to discuss things which were not on the list of questions?
- 4) Did the interview seem to show genuine concern for the person being interviewed?

⁵ See list of Course Outcomes on Page 2 of syllabus

Assignment	Due	Final Grade Weight	Unit	Outcome ⁶
First Cross cultural Interview	March 7 th	5%	3	2,3,4
Thoughtful Reactions to others (3)	March 11 th	3%	3	2,3,4
Second Cross cultural Interview	March 28 th	5%	3	2,3,4
Thoughtful Reactions to others (3)	April 1 st	3%	3	2,3,4

E. Weekly discussion board Participation:

A vital part of this course will be the weekly discussion board participation. Each student is expected to schedule time each week to actively participate in response to lecture material as well as interactive assignments. Participation in discussion board will account for 6% of the final grade per unit for a total of 24% of the final grade.

Assignment	Final Grade Weight	Unit
Unit One	6%	1
Unit Two	6%	2
Unit Three	6%	3
Unit Four	6%	4

Method for Submitting Assignments

Please use the assignment links in Moodle to submit your assignments. Once you click on an assignment link you will be prompted to upload your assignment. Once you do that, click on **Send for marking**. You will then be asked to confirm that you intend to send this file for the professor's grading. Click **Yes**. Once you do this, your assignment will be submitted and you will no longer be able to update it.

Late Work

Due to the participatory nature of this class, 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

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,

⁶ See list of course outcomes on page 2 of syllabus.

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.

Distribution of Student Learning Hours

	Hours
Online participation in forums, groups, etc.	35
Reading	36
Writing	8
Other Assignments and Learning Activities	52
Total	131

Assignment	Due Date	Weight for course grade
A. Perspectives Discussion Groups		24%
B. Book reviews		10% (5% each)
C. Mission Project for the local church		26%
D. Interviews		16%
E. Weekly Discussion Board Participation		24%
TOTAL		100%

Course Calendar

The following calendar indicates the activities for a given week.

Date	Week	Unit	Assignment
1/31	1	Intro.	Introduction to Class

			<p>Forum: Each student must post a personal introduction by Feb. 2nd and respond to at least three other students by Feb. 4th. In the personal introduction provide basic information about yourself, a description of your current ministry involvement, and an example of your involvement (if any) in cross cultural ministry.</p> <ul style="list-style-type: none"> ▪ Introduction: The professor will provide a basic orientation of the course.
2/7 The Missional Church	2	1	<p>Lecture: Introduction to The Missional Church conversation Assignment: Read the “Missional Church” by Guder and post book review. Then respond to the following statements/questions:</p> <p>1) In the introduction of Missional Church, Darrell Guder says, “it has taken decades to realize that mission is not just a program of the church....Either we are defined by mission, or we reduce the scope and mandate of the church. Thus our challenge today is to move from church with mission to missional church.” Describe this theme as it is carried out throughout the book. <i>(post your insights of 150-200 words by February 8th. Post responses of 50 words or less to two or three other students by February 10th)</i></p> <p>2) What would an understanding of the church look like if it were truly missional in design and definition? <i>(post your insights of 100-150 words by February 8th. Post responses of 50 words or less to two or three other students by February 10th)</i></p>
2/14 Biblical and Theological Basis for Mission	3	1	<p>Lecture: A Missional Hermeneutic</p> <p>Assignment: Read “ The Mission of God’s People” by Christopher Wright and post book review. Then post the following:</p> <p>1- <i>Dialog about how this book might affect the local congregation. (post your insights of 150-200 words by February 15th. Post responses of 50 words or less to two or three other students by February 17th)</i></p> <p><u>Assignment Due:</u> Step #1 of Mission Project due Feb 14th. Peer response due on Feb.18th.</p>
2/21 Historical Survey of the Church and Mission	4	2	<ul style="list-style-type: none"> ▪ Lecture: Historical Perspective ▪ Assignment “A” Moodle Discussion groups <i>The Historical Perspective</i> Question: <i>At what points in history is the missio Dei most evident in the Church?</i> Due date: Post: 2/22, respond:2/24
2/28 Cultural	5	3	<ul style="list-style-type: none"> ▪ Brief lecture and audio presentation of David Livermore in relation to Cultural Intelligence.

Intelligence			<ul style="list-style-type: none"> ▪ “Serving With Eyes Wide Open” by David Livermore (2nd half of book which deals with Cultural Intelligence). ▪ <u>Assignment Due:</u> Step #2 of Mission Project due February 28th. Peer response due on March 4th.
3/7 Cultural Intelligence	6	3	<ul style="list-style-type: none"> ▪ Lecture: Cultural Understanding ▪ Assignment “A” Moodle Discussion groups <i>The Cultural Perspective</i> Question (respond to one of the following): 1) <i>To what degree should the local church be reflective of the culture in which it exists? Or,</i> 2) <i>Instead of planting ethnic churches, the church should concentrate on bringing together as many varied cultural groups as possible into one local church.</i> Due date: Post:3/8, Respond:3/10 ▪ <u>Assignment due:</u> First Cross Cultural Interview due March 7th. Thoughtful reaction due on March 11th.
3/14 Cultural Intelligence	7	3	<ul style="list-style-type: none"> ▪ Lecture: Aspects of Culture
3/21	8		Reading and Research
3/28 Contemporary issues which affect missions	9	3/4	<ul style="list-style-type: none"> ▪ Globalization and Southern growth of Christianity (lecture/ Friedman presentation of “The World is Flat”) ▪ <u>Assignment Due:</u> Step #3 of Mission Project due March 28th. Peer response due on April 1st. ▪ <u>Assignment due:</u> Second Cross Cultural Interview due March 28th. Thoughtful reaction due on April 1st.
4/4 Contemporary issues which affect missions	10	4	Short Term Missions and Majority world Missions
4/11 Contemporary issues which affect missions	11	4	Short Term Missions and Majority world Mission <ul style="list-style-type: none"> ▪ Lecture: “Short Term mission impact on Long term mission” -
4/18 Local/Global mission	12	4	<ul style="list-style-type: none"> ▪ Lecture ▪ Assignment “A” Moodle Discussion groups <i>The Strategic Perspective</i> Question: <i>What can the pastor and other leaders of a local church do to change the focus of that church from being self-centered to being other-centered? (In Guder’s words, to move from a “Christendom-style” church to a “missional” church.)</i> Due date: Post:4/19, Response:4/21 <u>Assignment Due:</u> Step #4 of Mission Project due

			April 18 th . Peer response due on April 22 nd .
4/25	13	4	
5/2	14	Exam	FINAL "MISSION PROJECT" DUE = Final Exam