



Nazarene Theological Seminary

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MSS 510: Ministry in Cross Cultural & Global Contexts Fall 2009

Instructor Information

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Catalog Description

An introduction to the principles and issues involved in cross-cultural ministry. This course will explore historical, theological, biblical, and contemporary strategic dimensions of the church's participation in the missio Dei. Emphasis will be given to the role of pastoral leadership in mobilizing the church to participate in cross cultural and global mission.

Course Narrative & Rationale

In a globalized and changing world, ministry is cross cultural for the local pastor or other minister serving in the United States in many ways 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 theoretical and practical insight into the Churches involvement in the Misio Dei.
2. We will be a community of learners seeking ways to be actively involved in the global Church by working with existing church structures, and exploring venues of creative ministry.
3. We will be a community of learners exploring ways to be actively involved in local Cross Cultural Ministry.
4. We will function as a community of scholars making a contribution to the discipline through writing, and exploring ways to be involved in cross cultural and global ministry.

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
- CX6 Ability to understand, appreciation, 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.

Barrett Lois Y., ed. *Treasure in Clay Jars: Patterns in Missional Faithfulness*, 2004. Grand Rapids Wm. B. Eerdmans Publishing Co.

Livermore, David A., 2009. *Cultural Intelligence: Improving your CQ to Engage our multicultural World* Grand Rapids, Michigan, Baker Academic.

Newbigin, Lesslie, 1995. *The Open Secret: an introduction to the Theology of Mission*; Grand Rapids: Wm. B Eerdmans Publishing Co.

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.

DeYoung, Curtiss Paul, Emerson, Michael O., Yancey, George and Kim Karen Chai. 2003. *United by Faith: The Multiracial Congregation As an Answer to the Problem of Race*. New York, Oxford University Press, inc.

Articles:

- *Various articles/chapters will be included as daily assigned reading. These articles will be posted on Moodle or will be made available in the library.*

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
 - A Missional understanding of scripture and theology.
- **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. Daily Discussion Groups. The following chapters or articles will be posted on the course documents of Moodle. Read the chapters or articles indicated and participate in discussion in class. You will need to read the articles well enough to lead discussion or participate in debate and discussion of the theme.

Unit 1 - Biblical and Theological Perspective of Mission.

- Missional Church (the following articles will be divided between the students in the class and you will be responsible to give an overview of two articles to the rest of the class). These will be presented in class on the date assigned on the course map. You will need to prepare a one page summary of the material you read which will need to be printed and turned in at class time.
 - (a) Goheen, Michael W. *As the Father has sent me, I am sending you*: J.E. Lesslie Newbigin's Missionary Ecclesiology (Introduction only)
 - (b) Keifert, "A New Missional Era"
 - (c) Van Gelder, "A Missional Understanding of the Church"

- (d) Hunsberger, "Missional Vocation: Called and Being Sent to Represent the Reign of God"
 - (e) Van Gelder, "The Nature of the Church"
 - (f) Barrett, "So We Do Not Lose Heart"
 - (g) Roxburgh & Romanuk "Cultivating the Imagination of a Missional Leader"
 - (h) Van Dyk, "The Formation of Vocation -- Institutional and Individual"
- Biblical and Theological perspectives of Missions: These will be discussed in class on September 28th.
 - (a) Piper, "Let the Nations be Glad"
 - (b) Wesley, "Panta Te Ethne" as a basis for mission

Unit 2 - Historical Survey of the church and mission.

- No pre-class reading required for this section.

Unit 3- Cultural Perspective of Mission

- The following articles will be divided between the students in the class and you will be responsible to give an overview of the article to the rest of the class as well as your reaction to the article that you read. Note that these articles are from a variety of sources and will be made available as a pdf or as reserve in the library. These will be presented in class on the date assigned on the course map.
 - (a) Priest, Divergent Worship Practices in the Sunday morning hour: Analysis is an "interracial" church merger attempt.pp.275-291 in "This Side of Heaven: Race, Ethnicity, and Christian Faith".
 - (b) Article in "This Side of Heaven: Race, Ethnicity, and Christian Faith".
 - (c) The Homogeneous Unit Principle. Note, those who read this outline may need to search in other literature as well in order to adequately describe the thesis of this article.

Unit 4 - Strategic Perspective of Mission

- The following articles will be divided between the students in the class and you will be responsible to give an overview of the article to the rest of the class as well as your reaction to the article that you read. These article are on the course documents in Moodle. These will be presented in class on November 2nd.
 - (a) Adeney, Miriam. 2003. When the elephant dances, the mouse may die.
 - (b) Grieb, Katherine A. 2003. Transformational travel for seminarians: reading James in Haiti.
 - (c) Unanswered prayers.
 - (d) Short-term missions as a new paradigm of mission.
 - (e) Busic, Swaziland Project (audio clip) Note: students who listen to this message will also need to search the website of this local church and give a brief report of this Short-term mission project.

B. Mission Project for the local church

Each student will develop a comprehensive plan for a missional church which will have application for a local 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 will be an actual plan that you develop in a real local church. 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 church. The plan should include the following elements:

- 1)
 - An assessment of the historical and current mission focus of the church. This section should be 3-4, double spaced pages in length.
 - **OR**
 - A Biblical/theological framework for a missional church which gives direction to the rest of this paper.
- 1) An outline of a sermon or teaching series of four to six sermons/lessons 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/lesson should include the sermon/lesson title, a one paragraph description of the central focus of the sermon/lesson and a brief outline of the sermon/lesson itself.
- 2) 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.
- 3) 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)
- A brief statement of the strengths of the submitted project.
- 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.

The due dates for each step of this project will be included in the course map which will be given to each student on the first day of class.

C. Write a 3-4 page Interaction paper of each required reading book.

- a. These papers must be printed and turned in on the day that they are due (see course map)
- b. 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.
- c. The papers are to carefully analyze the book and provide critical evaluation. Papers should include four parts:
 - A brief statement of the argument/thesis/main idea of the book (less than a half page).
 - 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?"
 - Several paragraphs tracing the development of the main idea throughout the book (one to one and a half pages).
 - Provide your own evaluation of the book (did the book demonstrate the thesis? Did you like the book? Etc. - Half to one page).
- d. 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 dates on the course calendar.
- e. There will be several days on which you will be asked to lead class discussion based on assigned readings. You will be graded on this participation as well.

Method for Submitting Assignments

Please use the assignments section of Moodle unless otherwise directed.

Late Work

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, 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.

**Note: A course map will be made available on or before the first day of class. The course map will give the flow of the course each week along with assigned readings or projects for each week.*

Assignment	Weight for course grade	Notes
A. Daily discussion groups	15% (5% ea. Unit) – note that 3 of the 4 units have required reading.	You will be graded on the quality of your presentation of this reading in the class
B. Mission Project for the local church	20%	
C. Interaction papers	50% (10% ea (x5)	These are the five required texts for the class
D. Class Participation and attendance	14%	
TOTAL	100%	

