



Nazarene Theological Seminary

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

MSS 510: Ministry in Cross Cultural & Global Contexts Spring 2010

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 bookstore procedures
- 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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9-12 am or by appointment

Catalog Description

Ministry in Cross-Cultural and Global Contexts focuses 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 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 better equipped to **be actively involved in the global Church** by working with existing church structures, and exploring creative venues of international 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

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.

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

Storti, Craig 1999. *Figuring Foreigners Out: A practical guide*. Intercultural Press (ISBN 1877864706)

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

Articles:

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

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. 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 student's 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.

- Stott, The Living God is a Missionary God. 3-9
- Verkuyl, The Biblical Foundation for the Worldwide Missionary Mandate. 27-33.
- Piper, Let the Nations Be Glad! 49-54

- Ladd, The Gospel of the Kingdom. 64-77
- Goerner, Jesus and the Gentiles. 94-99
- Richardson, A Man for All Peoples. 104-107
- Wells, Prayer: Rebelling Against the Status Quo. 142-144
- McQuilkin, Lost. 156-161
- Floyd McClung, Apostolic Passion, 185-187

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 16 th	3%	1	1,4
Biblical/Theological Perspective Reactions to others (2)	February 18 th	3%	1	1,4
Historical Survey post	February 23 rd	3%	2	1,4
Historical Survey Reactions to others (2)	February 25 th	3%	2	1,4
Cultural Perspective post	March 9 th	3%	3	3,4
Cultural Perspective Reactions to others (2)	March 11 th	3%	3	3,4

² See list of Course Outcomes on Page 2 of syllabus

Strategic Perspective post	April 20 th	3%	4	1,2,3,4
Strategic Perspective Reactions to others (2)	April 22 nd	3%	4	1,2,3,4

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 congregation's history and current mission focus. This section should be 3-4, double spaced pages in length.
- 2) 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.
- 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.
- 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.

	Due	Unit	Final Grade Weight	Outcome ³
Draft of "Congregational History and current mission focus" (Step # 1)	February 15 th	1-2 J	4%	1,2,3
Peer review of "Congregational History and current mission"	February 19 th	1-2	2%	1,2,3

³ See list of Course Outcomes on Page 2 of syllabus

focus” (Step #1)				
Draft of Step #2	March 1 st	1-2	4%	1,2,3
Peer review of Step #2	March 5 th	1-2	2%	1,2,3
Draft of Step #3	March 29 th	4	4%	1,2,3
Peer Review of Step #3	April 2 nd	4	2%	1,2,3
Draft of Step #4	April 19 th	4	4%	1,2,3
Peer Review of Step #4	April 23 rd	4	2%	1,2,3
Combined, final project due	May 3 rd		20%	1,2,3

C. Interviews:

Cross Cultural Interview

Interview two persons 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.

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.

Assignment	Due	Final Grade Weight	Unit	Outcome ⁴
First Cross cultural Interview	March 8 th	5%	3	2,3,4
Thoughtful Reactions to others (3)	March 12 th	3%	3	2,3,4
Second Cross cultural Interview	March 15 th	5%	3	2,3,4
Thoughtful Reactions to others (3)	March 19 th	3%	3	2,3,4

D. 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	5%	1
Unit Two	5%	2
Unit Three	5%	3
Unit Four	5%	4

⁴ See list of course outcomes on page 2 of syllabus.

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, 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.

Assignment	Due Date	Weight for course grade
A. Perspectives Discussion Groups		24%
B. Mission Project for the local church		36%
C. Interviews:		16%
D. Weekly Discussion Board Participation:		24%
TOTAL		100%