



# Nazarene Theological Seminary

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## MSS790 Short-Term Missions Spring Module, 2010

### ***Instructor Information***

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### **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.

### **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 students will:

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

## Required Texts & Course Materials

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

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.*

Adeney, Miriam. 2006. Shalom tourist: Loving your neighbor while using her. *Missiology* 34 (4): 463-476.

Adeney, Miriam. 2003. When the 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.

Linhart, Terence David. 2006. They were so alive!: The spectacle self and youth group short-term mission trips. *Missiology* 34 (4): 451-462.

## 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 create 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

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

- Developing systems and structures within 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. Read and orally interact with assigned readings for each day.**
  - a. Write a 5 page Interaction paper of the books by Livermore and Richter. (*note that since this is a module course, all reading of text books and reviews should be completed before the class begins*).
  - b. These papers must be posted on Moodle by the beginning of class, on the day that they are due (see course map)
  - c. Each interaction paper should provide a thoughtful summary and analysis of the book.
  - d. Be prepared to discuss this in class on the day that the paper is due.
- 2. For the Book by Priest, as well as the required articles prepare a reading journal with a half a page of double spaced summary/interactions for each chapter or for each article.**
- 3. Post-Course assignment: Each student will prepare an integrative assignment related to short-term missions which can be applied to a specific context. This assignment should reflect the sources used in this course as well as further research related to the area of your project. This project should provide a balance between theory and practice with a practical outcome that is designed to further the effectiveness of short-term missions in a specific context.**

## Computer Use in Class

The use of computers during class sessions is permitted for assisting with class notes, for presentations involving PowerPoint or various media, and for connecting with the Internet for specific questions directly related to the topic at hand. Other uses of computers during class sessions are considered inappropriate and relate directly to student involvement in the course. If you have urgent business involving computer use that needs to be attended to please do so outside of the classroom.

## Late Work

Do 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

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

- i. B+ to B: This is work that is very good, accurately done, reflecting a proper grasp of the material, and done with interesting style.
- ii. B to B-: This is work that is good, but tends towards inaccuracy and imbalance, is written in a flat and un-engaging style, ideas are present, but not developed.

### C. Fair

- i. 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.
- ii. 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.

### E. 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
1. Livermore and Richter Reviews	See course map	10 % ea.
2. Reading log	See course map	30%
3. Post course integrative assignment	See course map	40 %
4. Class participation		10%
<b>TOTAL</b>		<b>100%</b>