I. Course Description Kingdom Mission in a Global Community presents the mission of God (missio Dei) and lays biblical, theological, and practical foundations for its conceptualization. It also exposes students to the worldwide context as it explores issues related to Christian missions, the intersection of Christianity and world religions, and the global church.

Further Description
Students will emerge from this course with a growing commitment to the mission of God, a heightened awareness of the global church, and a deeper understanding of the cross-cultural and multi-faith contexts into which God calls the church and individual disciples to minister in word and deed.

This course utilizes an online component (BlueQuill) as its major teaching medium. Access to a reliable computer and the internet through a high-speed means (dial-up access does not usually work satisfactorily in this course) is required, as is familiarity with the use of BlueQuill (assistance in BlueQuill is provided in video format within the course). It is highly recommended that you be familiar with computer and web functions prior to starting the course since it is not advised to try to learn them while the course is in progress. On-line learning often requires more self-motivation than a regular class and is not suitable for every student.

II. Student Learning Outcomes
As a result of this course, students will be able to:
1. Describe how to read the bible via the grand narrative of mission (missional hermeneutic).
2. Not assessed
3. a. Formulate a holistic kingdom theology of mission that includes the evangelistic mandate for world evangelization and the charge to love one's neighbor.
   b. Describe macro and micro characteristics of global Christianity.
   c. State attitudes and values that should shape how people of your faith perspective and ministry location should engage the increasing multi-faith context of North America. (DLO 6 Chaplaincy)
4. Operationalize “kingdom of God” and explain how it can serve as a template for ministry.
5. Not assessed
6. Not assessed

III. Course Requirements
A. Textbooks and Other Materials
1. Required


2. Recommended


Students may also wish to buy the Perspectives Study Guide, 4th ed.

B. Attendance

According to the *Student Handbook*, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours (2 weeks) will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

*As this is an online course, completing all of the material in a given week before the following week opens will constitute having attended.*

C. Assignments/Assessment of Student Learning

1. *Participation in weekly discussions*: On-line discussions are the primary way in which you participate in the course and interact with others. The format of these discussions will be determined by the size of the class. Ideally, we will meet online synchronously (at the same time) using webcams and discuss the course materials.

Your participation will be evaluated not just by punctuality of your posts but by the quality of your interaction. The discussion topics will include questions from the material and reading and submitted case studies (see below). Your on-line participation will be evaluated by evidence presented that you have read the assigned reading material in its entirety, that you have grasped key concepts and ideas, that the questions you pose are related to the readings and their implications for our work in the course, and by thoughtful and respectful responses to your co-learners’ postings. Please carefully follow the instructions for postings and attend to the details and requirements of this aspect of the course. Postings submitted after the required times will be considered late so you will not receive credit for late postings.
2. **Weekly Reading Reports**

For weeks 2-14, students are to submit a reading report (1 – 2 pages) by which you will identify theological concepts introduced in the readings, summarize the readings, and pose relevant questions which we will use for class discussion. The framework for the reading report is attached at the end of the syllabus (and a copy will be posted in Blackboard). Points will be assessed for the reading reports using the following scale:

- Completion and summary of all readings, identification of key terms, and questions posed:  (3 points)
- Completion of most of the readings (under 80%), adequate summary, identification of key terms and questions posted (2 points)
- Little or poor demonstration of the readings (under 50%) and inadequate summary (1 point)
- Failure to submit a reading report (note: reading reports submitted after the start of class will not be accepted for credit) – 0 points

3. **Case Studies**: During the course of the term, each student will respond to five case studies that probe issues associated with the interface of Western Christianity and the global context. The case studies will be distributed to students the week before they are due. Students will submit an electronic copy and it will be which may be shared with the class for discussion.

4. **Nation Report**  This assignment has two parts. a. Submit a five page report on a selected nation. Include basic demographic insights, a historical snapshot, national facts, and information about the social environment. Document the basic characteristics of the indigenous church in the country, e.g., poor, evangelistic, persecuted, charismatic, divided against itself, under the subordination of western churches, and the like. Are there unreached people groups in this country? What are signs of God’s activity? It may be helpful to refer to the *Operation World, Perspectives on the World Christian Movement, Christianity in Its Global Context, 1970-2020* (Part 3). At a minimum students must make use of the document from Gordon Conwell’s Center for Global Christianity that can be found in the course material.

The paper must include a list of all sources (including internet sites).

The report must also include

- a 3-sided (front and back) brochure that clearly presents the pertinent material and printed
- PowerPoint slides Use small font to document sources of copyrighted pictures on the brochure and PowerPoint slides.
- Assume that you will present this report to a church group that is considering mission work in the chosen country. In said scenario, you will give participants a copy of the brochure and will show the PowerPoint slides. The report will be your presentation.

While you are not required to use it, Microsoft Publisher has a template for making brochures. It is available on seminary computers. This, as all papers and projects are to be submitted electronically.
5. **Short-term Missions Report.** Contact an organization that specializes in short-term mission trips and describe the process for organizing and conducting a short term mission trip with a youth group or local church. Feel free to reflect on previous short term trips in which you participated. Also, you may interview friends and co-workers who conduct short term mission trips. You may copy and paste material from mission website provided you reference the source. Critically reflect on the value of short term mission trips from the perspective of the participants, those to whom you go, and the local church (written reflection 1-2 pages).

6 **Missionary Contact.** Contact a missionary serving in an overseas location. If you do not know a missionary and are not supporting one, you may ask your pastor, denomination, or a mission sending agency to give you a name. Become a prayer partner with the missionary, gather information about the person’s ministry, attempt to make a personal connection, and encourage him or her in the ministry during this class. Document contact and correspondence. Note: some missionaries do not call themselves missionaries and have to be very careful with internet communication due to the potential for persecution and deportation. Governments often monitor the emails of suspected missionaries.

7. **Missional Hermeneutic.** Review the main article and responses to it at the following link:

Based on the articles and other sources, describe the missional hermeneutic and tell how it can serve as a grand narrative (metanarrative) when reading the Bible. Afterward, read Genesis 12:1-4 and describe it in terms of the missional hermeneutic. The paper should be two pages doubles spaced.

“The entire Bible is generated by and is all about God's mission. In order to understand the Bible, we need a missional hermeneutic of the Bible, an interpretive perspective that is in tune with this great missional theme. We need to see the "big picture" of God's mission and how the familiar bits and pieces fit into the grand narrative of Scripture beginning with the Old Testament and the groundwork it lays for understanding who God is, what he has called his people to be and do, and how the nations fit into God's mission.” See Christopher Wright, *The Mission of God: Unlocking the Bible’s Grand Narrative.* (Downers Grove, NJ: InterVarsity Press, 2006).

8. **Extra Credit** option. Pick a book from the bibliography that is marked with an asterisk (*) and do a four page review using the following format. a. Offer a summary statement of main idea or themes. b. List at least five important insights related to the content of this course. c. Couple each insight with a relevant application. d. Conclude with a final assessment of the book to include concerns and question. Adds up to 3 points to your final grade.

### D. Calculation of Grade and Connection of Learning Outcomes

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five Case Studies</td>
<td>3a, 3c</td>
<td>20%</td>
</tr>
<tr>
<td>Nation Report</td>
<td>3b</td>
<td>10%</td>
</tr>
<tr>
<td>Short Term Missions</td>
<td>3a</td>
<td>10%</td>
</tr>
<tr>
<td>Missionary Correspondence</td>
<td>3a</td>
<td>10%</td>
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</tbody>
</table>
IV. **Course Schedule**

Note to students: Many classes will be supplemented with handouts and internet based materials. Typically, handouts will be emailed to the students before the start of the class. The professor reserves the right to make changes to the class schedule and to add or subtract readings.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date Starting</th>
<th>Intended Topic</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug. 25</td>
<td>Introduction to the course and key concepts</td>
<td>McKnight, Intro – chapter 7</td>
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<tr>
<td>2</td>
<td>Sept. 1</td>
<td>Theology of Religions</td>
<td>McKnight, chapter 8-Appendix 2</td>
</tr>
<tr>
<td>3</td>
<td>Sept. 8</td>
<td>Theology of the Kingdom</td>
<td>Jenkins, 1-3</td>
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<tr>
<td>4</td>
<td>Sept. 15</td>
<td>Kingdom and Christendom</td>
<td>Tennent, ch. 16</td>
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<td></td>
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<td></td>
<td>Case Study 1 Due</td>
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<td>5</td>
<td>Sept. 22</td>
<td>Religious Intolerance: The Persecuted Church</td>
<td>Tennent, ch 1</td>
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<td></td>
<td></td>
<td></td>
<td>Jenkins, ch 4</td>
</tr>
<tr>
<td>6</td>
<td>Sept. 29</td>
<td>Religious Intolerance: The Persecuting Church</td>
<td>Tennent ch. 9,</td>
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<td></td>
<td></td>
<td></td>
<td>Jenkins ch. 8,</td>
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<tr>
<td>7</td>
<td>Oct. 6</td>
<td>Return to Theology of Religion</td>
<td>Tennent ch. 7,</td>
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<td></td>
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<td></td>
<td>Perspectives 170-208</td>
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<td></td>
<td></td>
<td></td>
<td>Case Study 2 Due</td>
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<tr>
<td></td>
<td></td>
<td>Tolerance?</td>
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</tbody>
</table>
| 9 | Oct. 20 | Missional Hermeneutic | Tennent, ch. 2 and 3  
Case Study 3 Due |
| 10 | Oct. 27 | Missional Hermeneutic | Tennent 4 and 5,  
Perspectives 1-111 |
| 11 | Nov. 3 | Missional Hermeneutic | Tennent ch. 8,  
Jenkins ch. 7,  
Perspectives 486-530  
Missional Hermeneutic Due |
| 12 | Nov. 10 | Contextualization: Problems and Possibilities | Tennent, ch. 14 and 15,  
Perspectives 112-169  
Case Study 4 Due |
| 13 | Nov. 17 | Contextualization: Problems and Possibilities | Tennent, ch. 10-12  
Jenkins, 9  
Perspectives 531-591  
Case Study 5 Due |
|   | Nov. 24 | Thanksgiving Break |   |
| 14 | Dec. 1 | Contextualization: Problems and Possibilities | Tennent, ch. 13 and 15,  
Perspectives 592-626  
Short-Term Missions Report Due |
| 15 | Dec. 8 | TBD | Jenkins, 10  
Missionary Correspondence Due |

V. Recommendations for Lifelong Learning
The recommended texts are carefully chosen to reflect the normative character of missions. The missional church has developed a standard literature that is distinct from missiology. Those books are not included in the recommended section.

Missiology includes sending organizations, missionary programs, support organizations, and the like. Professional missiologists should belong to a guild. The American Society Missiology (ASM) is an ecumenical organization that includes Mainline, Evangelical, and Roman Catholic missiologists (www.asmweb.org). It has an annual meeting in Chicago ever June. The Association of Professors of Missions is associated with it. The ASM publishes *Missiology, An International Review*. It and several other missionary journals are available in the ATS stacks and on its electronic database.

The Evangelical Missiological Society has regional meetings throughout the year and an annual meeting (http://www.emsweb.org/). It publishes Occasional Bulletins and a journal.

EMQ (The Billy Graham Center and the EMIS) publishes the Evangelical Missions Quarterly (http://www.emisdirect.com/). This is an online journal.

The following resource links are copied from EMS’s homepage: Advancing Churches in Missions Commitment (ACMC) helps local churches to grow in mission effectiveness.

The Australian Centre for Christianity and Culture (ACC&C) http://www.csu.edu.au/special/accc/about/welcome

Center for Global Christianity and Mission at Boston University http://www.bu.edu/cgcm/

Centre for the Study of World Christianity  http://www.ed.ac.uk/schools-departments/divinity/research/centres/world-christianity/overview

Coalition on the Support of Indigenous Ministries (COSIM)

Evangelical Missions Quarterly (EMQ)


Global Missiology a quarterly publication and a venue for electronic, interactive exchanges among researchers, practitioners and scholars with international scope and global concerns.

International Journal of Frontier Missions (IJFM)

International Society of Frontier Missiology (ISFM)

International Conference on Computing and Missions (ICCM) annual conference of information technologists and mission agency administrators.

Mislinks a web-based missions resource

Missiology.org providing resources for missions education
This is a one stop place to discover a plethora of resources related to the missional church to include videos with leaders in the movement.

**Network for Strategic Missions Knowledge Base** Almost 18,000 articles on mission searchable by author, source, topic, words, countries, and so on.

**Network for Strategic Missions Learning Center** Where professors and agencies can list articles they want students or their missionaries to read online.

**North American Missions** equipping the body of Christ for the multiplication of disciples, leaders, and churches throughout North America.

Finally, every serious student of missions should participate in an Urbana Missionary Conference ([http://www.urbana.org/home](http://www.urbana.org/home)) and a Perspectives missions course ([https://class.perspectives.org/](https://class.perspectives.org/)).

**VI. Seminary Guidelines**

**A. ATS Academic Integrity Policy**

Ashland Theological Seminary expects each student to uphold the Seminary’s core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one’s own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one’s own capabilities to achieve one’s fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the *Student Handbook*.

**B. Academic Support Services**

If you need assistance with writing projects for your coursework, contact the ATS Academic Support Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic support including writing, critical thinking, documentation, reading skills, study skills, test taking skills, time management. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Academic Support Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu.

**C. Students with Disabilities**

Ashland University makes every effort to comply with the Americans with Disabilities Act. Students who have a specific physical, psychiatric or learning disability and require accommodations are encouraged to inform their instructors of their needs early in the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services in The Center for Academic Support on the 7th floor of the Ashland University Library, 419-289-5904.

**D. ATS Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
</table>
### A 97-100
Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.

### A- 92-96

### B+ 89-91
Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.

### B 86-88
Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.

### B- 83-85

### C+ 80-82

### C 77-79
Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.

### C- 74-76

### D+ 71-73
Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.

### D 68-70

### D- 65-67

### F Below 65
Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

### VII. Selected Bibliography or References


Costas, Orlando E. *Christ Outside the Gate: Mission Beyond Christendom*. Maryknoll, NY: Orbis Books, 1995. Orlando Costas was a leading Latino missionary theologian and practitioner. This is one of the most important books written on mission.

Dearborn, Tim. *Short-Term Missions Workbook: From Mission Tourists to Global Citizens*. Downers Grove, IL: InterVarsity Press, 2003. Since, short term missions are a mainstay in most churches and are important to an overall missionary strategy in a local church; all pastors should know how to conduct one. Tim works for World Vision.


Richardson, Don. *Peace Child*. Ventura, CA: Regal Books, 1974. This is the definitive book on frontier missions. It tells the story of the conversion of the Sawi, a Stone Age tribe of Irian Jaya. It also introduces the idea of redemptive analogies.


Weekly Reading Report

Name: ______________________

Week #________________________ Percentage completed_____________

Basic theological concepts (and their meaning): Please identify at least four

Summary of readings:

What questions on the readings do you have for class discussion?