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 multifaith contexts into which God calls the church and individual disciples to minister in word and deed. In other words, the course is about world mission to include the examination of the global church, the global context, the global mission, and the global faiths.

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 multifaith 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

Required


**Recommended**


**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.

**C. Assignments/Assessment of Student Learning**

1. Case Studies: 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 weekend class before they are due. On the day of the class, each student will submit a hard copy of her case study response at the beginning of class. The student will keep a copy for use in group discussions. Each case study will require the student to respond to listed questions.

2. The nation report assignment has three parts: a written report, a PowerPoint presentation, and a printed brochure. Assume that you will present a 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 presentation. The written report will be your presentation.

   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 the indicators of God’s activity? What are the indicators of spiritual oppression? Refer to the *Operation World, Perspectives on the World Christian Movement,* and *Christianity in Its Global Context, 1970-2020* (Part 3) ([http://www.gordonconwell.com/netcommunity/CSGCRessources/ChristianityinitsGlobalContext.pdf](http://www.gordonconwell.com/netcommunity/CSGCRessources/ChristianityinitsGlobalContext.pdf)) Supplement the data it presents with other sources. List all sources to include internet sites. B. Supplement your written report with a 3 sided (front and back) brochure that clearly presents the pertinent material. Also, submit printed PowerPoint slides (6 to a page is fine) to go with the brochure. Use small font to document sources of copyrighted pictures on the brochure and PowerPoint slides. Microsoft Publisher has a template for making brochures. It is available on seminary computers. You are not required to use colored ink.

3. Contact an organization that specializes in short-term mission trips. Describe the process for organizing and conducting a short term mission trip with a youth group, local church, a medical team, or a disaster relief operation. Critically reflect on the value of short term mis-
sion trips from the perspective of the participants, those to whom you go, and the local church. You may copy and paste material from mission website provided you reference the source. Note: in order to get a passing grade, you have to contact an organization that leads short-terms mission trips. It could be a denomination, a mission organization, a youth ministry program, a global health outreach mission, a disaster relief organization and the like. (2 to 3 pages) P/F assignment

4. 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. I will discuss this assignment during the first class period.

5. Review the main article and responses to it at the following link: http://www.gocn.org/resources/newsletters/2009/01/gospel-and-our-culture. 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.

This is an example: “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).

6. Submit a periodic essay that probes aspects of required readings. The essay questions will be sent to students before the first class begins. Each essay should be about 1.5 pages in length. See section D for due dates.

7. Read Scot McKnight’s Kingdom Conspiracy. Format: Begin the book review with a summary statement. From each chapter, list three important insights. Reflect on at least one of the insights from each chapter. Conclude the review with a personal reflection on the book and its content as it relates to kingdom, the mission of the church in the world, and the global context.

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
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.

Please Note: this weekend class format is only 12 sessions. The class is designed to be a 15 session class. Students are responsible for all readings and assignments. You may turn-in papers early.

<table>
<thead>
<tr>
<th>Class Period</th>
<th>Dates</th>
<th>Lecture/Topic</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td></td>
<td>Date</td>
<td>Topic</td>
<td>Reading/Assignment Notes</td>
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<tr>
<td>4</td>
<td>10/09</td>
<td>Introduction to ideas associated with culture and worldview. Animism and Folk Religion (Flaw of the Excluded Middle), Spiritual Warfare, Discerning Cosmology. Lecture: Syncretism and Folk Religion, the Example from Latin America.</td>
<td>Case Study 2 Tenant 6, Jenkins 5-6, Perspectives 397-464</td>
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<td>6</td>
<td>10/10</td>
<td>Primer on Islam, Hinduism, Humanistic Faiths. See links and handouts for reading assignments</td>
<td>Case Study 3</td>
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<td>7</td>
<td>11/13</td>
<td>What is the Missional Hermeneutic? The Missio Dei, Reading the OT via the Missional Hermeneutic, Elected for Witness, The Inter-Testamental Period</td>
<td>Tennant 2 and 3, Missionary Hermeneutic Paper due</td>
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<td>8</td>
<td>11/14</td>
<td>Reading the New Testament via the Missional Hermeneutic, The Example of Jesus, Defining the Gospel of the Kingdom, Additional links to be furnished.</td>
<td>Tennant 4 and 5, Essay 5 Perspectives 1-111</td>
</tr>
<tr>
<td>9</td>
<td>11/14</td>
<td>Toward a Theology and Practice of Global Stewardship (Lecture: The tithe belongs to God; not the local church.) The Example of the Early Church in Acts, The Jerusalem Council, Reading Paul as Missionary Correspondence, Gifted for Mission</td>
<td>Essay 6 Tennant 14 and 15, Perspectives 112-169</td>
</tr>
<tr>
<td>10</td>
<td>12/04</td>
<td>The Example of Celtic Christianity, A Model for Apostolic Missions and The Indigenous Church. Continuation of NT example.</td>
<td>Essay 7 Tennant 8, Jenkins 7, Perspectives 486-530</td>
</tr>
<tr>
<td>11</td>
<td>12/05</td>
<td>The Problem with the Crusades, Modern Examples of the Crusading Spirit, The Evangelistic Mandate Verses the Cultural Mandate.</td>
<td>In Class Case Study 4 Tennant 9, Jenkins 8, Nation Report Due</td>
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<td></td>
<td>12/10</td>
<td>The following assignments are due by 12/10: Essay 9, Essay 10, short-term missions report, missionary correspondence, case study 5. They may be turned in on 12/05. All papers may be submitted early. See the Reading/Assignment column to note</td>
<td>Read Perspectives 592-626, submit: Es-</td>
</tr>
<tr>
<td>Term</td>
<td>readings for various assignments that are due on 12/10.</td>
<td>say 9 and 10 Tennent 10, 13, 15 Jenkins 9, Short Term Missions Report</td>
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<td>Due to the shortened nature of a weekend course (lack of three class periods), the following topics will be worked into existing lectures: The 3-Self Church, H. Venn, R. Anderson, John Nevius, Roland Allen, Allen Tippett, The 4th Self C-5 Contextualization, The Camel Method of Evangelism Read: <a href="http://www.missionfrontiers.org/issue/article/when-gods-kingdom-grows-like-yeast">http://www.missionfrontiers.org/issue/article/when-gods-kingdom-grows-like-yeast</a> The above link is for class. For essay question, Google “Works and Words: Why You Can't Preach the Gospel with Deeds And why it's important to say so” by Duane Litfin/ MAY 30, 2012 Christianity Today if the following link does not give you the full view option: <a href="http://www.christianitytoday.com/ct/2012/may/litfin-gospel-deeds.html">http://www.christianitytoday.com/ct/2012/may/litfin-gospel-deeds.html</a> Lecture: Toward a Model for Holistic Liberation; the Case of Latino Liberation Theology and Latino Pentecostalism in Light of a Realized Kingdom.</td>
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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](http://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/](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/](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

http://missionalchurchnetwork.com/ 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) and a Perspectives missions course (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>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>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.</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td>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.</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td>Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>71-73</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>68-70</td>
<td>Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.</td>
</tr>
<tr>
<td>D-</td>
<td>65-67</td>
<td></td>
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<tr>
<td>F</td>
<td>Below 65</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
</tbody>
</table>

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.


