I. COURSE DESCRIPTION

This course provides a comprehensive study of the biblical and theological foundations for doing mission in a contemporary world context. The meaning, methods and models of doing mission will be covered and explored from a Trinitarian perspective. The need for theological orientation arises as the church engages in mission; therefore, a missional understanding of the church will be emphasized. Special attention will be given to doing theology in the postmodern era. The role of the church in ministering to a contemporary world context will be emphasized.

II. LEARNING OUTCOMES

At the end of the course, students should be able to:

1. present & defend the biblical and theological foundations for mission & evangelism.
2. list different ways the church has understood the missionary task historically, with special attention to the 20th & 21st Centuries.
3. share with others and lead a prayer group around the astonishing growth and diversity of global Christianity.
4. summarize, present & critique-defend outstanding issues facing the worldwide Church today, including a missional life style, the contextualization of the gospel, the nature and practice of wholistic evangelism, the gospel in its relation to (non-)Western cultures, the "spirituality" of mission, globalization, gender, technoculture, partnership, generational shifts, institutionalization, and the uniqueness of Jesus Christ in a religiously pluralistic world.

5. access, summarize, and critique current missiological resources.

6. apply our readings & reflections personally within our own contexts.

7. encourage one another to "love and good deeds."

8. identify points of further integration with the other MTS modules.

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS (to be purchased)


iii. Various articles available via the prof or the internet.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends www.stepbible.com – a free and reputable online resource developed by Tyndale House (Cambridge University) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other online resources for Biblical Studies.

C. SUMMARY OF ASSIGNMENTS AND GRADING

1. Class attendance and participation

Due to the intensive nature of the course, you are expected to attend all 5 classes and to participate fully in each class session. All absences must be cleared with the Director of the MTS Program. (See MTS Attendance Policy).

Each week about 15 hours of reading, reflection, and writing is expected (an MTS guideline). Depending on the density of the material (and the size of the page), 20-30 pages of reflective reading / hour is the normal reading speed for graduate students as determined by the Seminary. At 20 pages / hour (the most difficult reading), I aim for less than 10 hours / week of reading. (However, not all the assigned reading is in the category of “the most difficult”, so possibly < 10 hours of reading/week.) 2 hr/day of reading (5 days/week), for example, would satisfy the reading requirements. That would leave at least 5 hours each week for the written response papers and/or work on the final exam, though the final exam is also given an additional 20 hours.

I would prefer you spend the time you allot for this course in heartfelt, reflective reading, rather than put unnecessary pressure on yourself to complete everything listed.
2. Assignments: a brief summary
   a. **Participation and Assigned Reading (20%).** Active participation in class, including class projects, on-time attendance (6:00-10:00 p.m.); complete the reading with your mind & heart, not just to finish an assignment.

   b. **Weekly Journal (30%).** 3 are required: Weeks 2, 3, 4. Questions to be emailed. Due during class time. (3-5 double-spaced pages submitted in class as a hard copy)

   No Email-Attachments (-1 to -3, if accepted); late papers -2 except for documented & approved unusual circumstances. Weeks 1 & 5: extra credit. Further clarification at the 1st Class.

   c. **Take-home Final Exam (50%).** *See copy below.* Due in accordance with instructions noted below. Write a take-home (open book, open notes, open mouth/ears/mind) final exam. 20 hours of research, reflection, and writing has been suggested as expected. Start early. Unexcused late final papers reduced 1/3 grade per day late.

   d. **Extra Credit—Annotated List of Mission Websites (max. 10%).** Due with Final Exam (see below).

   e. **Enjoy yourself,** whether you like it or not! 😊 (full-time)

D. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must contact the Accessibility Services at the Centre for Academic Excellence to register and discuss their specific needs. New students must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. Current students must renew their plans as early as possible to have active accommodations in place.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation and assigned reading</td>
<td>20%</td>
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<tr>
<td>Weekly journal (3x10)</td>
<td>30%</td>
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<tr>
<td>Take home final exam</td>
<td>50%</td>
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<tr>
<td>Annotated list (extra credit: 10% maximum)</td>
<td>(10%)</td>
</tr>
<tr>
<td>Total Grade</td>
<td>100%</td>
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</tbody>
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F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the Chicago-Style Quick Guide (Tyndale e-resource) or the full edition of the *Chicago Manual of Style Online,* especially ch. 14. For citing scripture texts, refer to sections 10.46 to 10.51 and 14.253 to 14.254.
Academic Integrity
Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Students are encouraged to consult writing resources. Students should also consult the current Academic Calendar for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics
All course-based assignments involving human participants requires ethical review and approval by the Tyndale Research Ethics Board (REB). Check with the Seminary Office (Room B302; aau@tyndale.ca) before proceeding.

G. COURSE EVALUATION
Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student’s learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS
An Outline of the Evenings:
We will meet from 6:00-10:00 p.m. on Monday nights. The time will (usually; depending on the dynamics) be divided as follows.

6:00-6:30 Worship in Song and Word + Prayer for the World
6:30-10:00 Discussion of Readings; mini-lectures; videos; group activities; case studies; etc.
⇒ Please be on time, especially since we will begin with worship & prayer together.
WEEKLY OUTLINE

Week #1: Introduction & Orientation
Readings (to be done prior to and for this date; ≈ 90 pages)
1. Operation World (to be emailed; pp 1-27; bring at least 1 key prayer point to class; 27 pp)
3. Let the Nations Be Glad - Part 1 by John Piper - YouTube or LNBG: chapter 1 (26);
4. BKS: Intro + chapter 1 (21)
5. “As an atheist, I truly believe Africa needs God” (to be emailed; 2 pp)
6. “Why Are People Reluctant to Go into Missions” {to be emailed}
7. "Reconsecration to a Wartime, not a Peacetime, Lifestyle," Ralph Winter (4 pp; here)
8. Case Study: Baptism-Polygamy {to be emailed}
   (Optional: explore Global Trends Overviews; Essential Elements of the Great Commission)

Week #2: Getting Our Bearings: Biblical basis of mission
Readings (to be done prior to and for this date; ≈ 140 pages)
1. Operation World (Americas; bring at least 1 key prayer point to class) (14)
2. MoGP: Chapters 3-5 (49 pp.)
3. BKS: chapters 2-4, 8 (69 pp.)
4. Lausanne Covenant (5)

Week #3: Getting Our Bearings: Historical Contexts
Readings (to be done prior to and for this date; ≈ 155 pages)
1. Operation World (Asia; bring at least 1 key prayer point to class; 16 pp)
2. MoGP: Chap 6-9 (67 pp)
3. BKS: chapters 5-7 (35 pp)
4. Winter, "The Kingdom Strikes Back"; also here and here (10 pp)
5. Winter, "Four Men, Three Eras, Two Transitions: Modern Missions" (9 pp)
6. Manila Manifesto. (15)
7. Micah Declaration on Integral Mission (3 pp)

Week #4: Issues today
Readings (to be done prior to and for this date; ≈ 156 pages)
1. Operation World (Africa; bring at least 1 key prayer point to class) (11 pp)
2. MoGP: Chapter 10-11-12 (59 pp)
3. BKS: chapters 9-10 (31 pp)
4. https://en.wikipedia.org/wiki/Insider_movement (5 pp); Shahada {to be emailed}
5. George Otis, Jr. The Twilight Labyrinth, chapter 8 (31 pp) {to be emailed}
   Current Situation
7. World Vision click “Resources” at the top left; browse for 30 min = 15 pp)

Revised: June 1, 2018
Week #5: More Issues today

Readings (to be done prior to and for this date; \( \approx 200 \) pages)

1. Operation World (Europe & Pacific; bring at least 1 key prayer point) (16)
2. MoGP, chapters 13-14-15 (67 pages)
3. BKS: chapters 11-12 (21 pp)
4. Preface & Introduction to the Third Edition of *Let the Nations be Glad* (23 pp)
5. Cape Town Commitment; PDF [45]

Other Religions

6. McDermott. 2000. Can Evangelicals learn from other religions? Chapter 4, "Theological considerations." (30 pp) \{to be emailed\}

(Optional) Other ‘Cutting Edge’ Issues

a. Brown Muslim Worldviews – 1, 2, 3 (25 pages) \{i,ii,iv,v,vi,viii\} (25 pages)
b. An Assessment Of The Insider’s Principle Paradigms

c. Mission & the Arts (LOP #46) (41 pp)
d. “Grace for Shame” (19 pp) \{to be emailed\}

B. Wrap-Up

1. Final Thoughts
2. “Sons & Slaves”
3. “What on Earth are you doing?”

V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with e-journals and e-books. See the Library FAQ page.)

http://www.bcva.edu/images/MissionsBibliography.doc
http://www.theworkingpastor.com/missions-bibliography


TAKE-HOME FINAL EXAMINATION TYNDALE THEOLOGICAL SEMINARY: THEO M514
DUE OCTOBER 22nd via email
(Minus 1/3 grade per day or part thereof late)

OPTION I: A paper or project of your choice. Submit your proposal in writing by Class #4 for approval.

OPTION II: Answer A and B (Follow the directions carefully!)
*For each of the questions give evidence of having assimilated and applied the assigned readings.*

A. (25 pts) Answer questions selected by the Professor from the Weekly Discussion-Journal Questions + topics arising from the discussions during our Class Meetings. The selections will be given in Class #5.

B. (25 pts) Write a book or film review of an approved missionary book or film. (Talk to me before you begin.) For example, *Kingdom without Borders; Things Fall Apart; Unveiling Islam;* Stiller Brian C. *From Jerusalem to Timbuktu: A World Tour of the Spread of Christianity,* 2018; a missionary biography; or a film. (e.g *How to Write a Book Review*)

see e.g. [http://home.snu.edu/~HCULBERT/videos.htm](http://home.snu.edu/~HCULBERT/videos.htm),
[http://www.christianvideos.org/missionvideos.html](http://www.christianvideos.org/missionvideos.html),

Tell us how your understanding has been deepened or expanded by the film/book. What insights have you gained that might contribute to advancing the Mission of God, in your own life and that of others? What practical applications and implications follow from these insights? What could be done or done differently in ‘the world of mission’ (especially in your own context or those you know about well) if those engaged in mission attended to and heeded these insights? What lessons might we learn? How might this film/book be helpful? ...in what contexts? ...for which audiences? Don’t neglect the ‘technical’ aspects: length, quality of photography, style, etc. Are there theological problems or issues that need to be raised? ...biases? Blind spots?
Extra Credit: (10 points maximum; due with Final Exam)

A. (option 1) Use these suggestions to guide you but construct your own annotated list of mission websites. Some of the sites may be ‘dead’. {i,ii,iv,v}

http://www.lausanne.org/
www.worldevangelicals.org/
http://www.amen21.net/links.htm
www.onestory.org
www.peoplegroups.info
http://www.toseeka.com/search.php?q=Christian+Missions&type=source=google_h+008+05_0_content_Christian_Missions
http://www.operationworld.org/updates/bldlnks.php
http://www.joshuaproject.net/

NEW WAVE MISSIONS

http://www.culturalrenewal.ca/ (Canada)
http://www.globalawakening.com/
www.harvest-now.org
http://www.bjm.org/

ISLAM

http://www.encounteringislam.org/
http://www.acommonword.com/

BOOKS/Articles

http://www.wearesources.org/publications.aspx
http://www.newbigin.net/searches/online_texts.cfm
http://www.marcpublications.com/
http://www.gocn.org/

CHRISTIAN INTERNATIONAL DEVELOPMENT

http://mcc.org/
http://mcc.org/canada/
www.micahnetwork.org/
http://www.micahchallenge.ca/
http://www.micahchallenge.org/
http://www.tearfund.org/
www.worldvision.ca/
www.worldvision.org/ http://www.transformational-development.org/
http://www.christian-aid.org/
http://www.christian-aid.org/issues/

Revised: June 1, 2018
http://www.worldevangelicals.org/
www.evangelicalfellowship.ca/
http://www.jubilee2000uk.org/
http://www.vatican.va/roman_curia/pontifical_councils/justpeace/index.htm

OTHER
http://www.devp.org/
http://www.ourplanet.com/
http://www.commongroundjournal.org/
http://www.globalmissiology.org/
http://www2.gsb.columbia.edu/faculty/jstiglitz/
http://www.earthscan.co.uk/

B. (option 2): a 20-30 slide ppt on the state of the world, trends, and world mission. Something you could present to an Adult Sunday School Class, e.g. {i,ii,vi,vii,viii}

Sources (amongst others you will find):
http://www.mislinks.org/topics/issues.htm
http://www.gordonconwell.edu/lifelong_learners/globalchristianity
http://www.gordonconwell.edu/lifelong_learners/global_data
http://www.gordonconwell.edu/resources/Center-for-the-Study-of-Global-Christianity.cfm
http://www.gordonconwell.edu/resources/CSGC-Resources.cfm
http://www.worldchristiandatabase.org/wcd/