1. 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 in the Essential Information section at [http://support.nts.edu](http://support.nts.edu).

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *Handbook for Inclusive Language*

2. INSTRUCTOR INFORMATION

Professor: Bill Selvidge, DMiss
Office: 816-268-5492
Email: bselvidge@nts.edu
Office Hours: by appointment

3. CATALOG DESCRIPTION

Mission is based upon biblical, historical and theological foundations. Scripture forms the basis of our understanding of the call and commission. The church has historically responded to God’s call; an examination of how God has worked through individuals and churches to fulfill God’s mission.

4. COURSE NARRATIVE AND RATIONALE
Those who would respond to God’s call to participate in the Christian mission (the *missio Dei*), especially in cross-cultural contexts, have a long and rich history of the formation of its foundations. These formed in response to the person and ministry of Jesus Christ as faithful witnesses have continually crossed boundaries in carrying out the *missio Dei*, established outposts and then centers of Christian influence, and then continued in mission. Students are invited to discover these foundations and ask how Christ’s witnesses throughout the world today continue to bear appropriate and faithful witness based on the biblical, historical, theological, and missiological foundations of the Christian mission.

5. **PROGRAM OBJECTIVES**

While the full range of objectives/outcomes of the MA in InterCultural Studies degree program are always the background against which the courses of the program are carried out, this course particularly focuses on objectives 2, 4, and 5. (Please see the *NTS Catalog* page 52 for the program objectives.)

(2) Graduates will demonstrate the integration of theological convictions and cultural sensitivity in order to foster individual and social transformation.

(4) Graduates will articulate, communicate, and contextualize the essential affirmations of the Christian faith in a cross-cultural setting.

(5) Graduates will demonstrate skills, knowledge and networks of relationships to pursue vocations that engage the mission of God globally.

6. **COURSE OUTCOMES**

The following outcomes may be expected upon successful completion of this course. The student will have

1. Read and considered the importance of the broad biblical foundation and will be able to articulate biblical principles that inform theological understandings as they give impetus to the Christian mission.

2. Become familiar with the multi-disciplinary discipline of missiology.


4. Become familiar with and begun to utilize missiological literature including authors of books and journals.


*Please note* that each of the course assignments will indicate to which of these Course Outcomes that assignment relates by the following (CO1, CO2, etc.)

7. **CHURCH OF THE NAZARENE COSAC COMPETENCIES**

In coordination with the Course of Study Advisory Committee (COSAC) of the Church of the Nazarene, this course seeks to fulfill the following areas of development for ministry.

**Content** 50% One of the primary objectives of this course is to introduce the student to the various foundational aspects of the Christian mission.

**Competency** 20% The student will have become conversant with foundational aspects of the biblical, historical, and theological foundations of the Christian mission.

**Character** 10% Character will be addressed by the integrity of fulfilling the course requirements and developing foundations on which the student may build a framework for the effective understanding and practice of missions.

**Context** 20% The content, competency, and character aspects of this course will be focused on the current or anticipated context of the life and ministry of the student.

8. **REQUIRED TEXTS AND COURSE MATERIALS**


9. OTHER COURSE MATERIALS

**Articles and book chapters**


2. Hiebert and Meneses. Incarnational Ministry: Planting Churches in Band, Tribal, Peasant, and Urban Contexts. From Chapter 10, ‘The Context’ pp. 369-370 regarding how the social sciences can help us understand our missional contexts. (CO4, 5)


**Blogs**


**Online Journals and Magazines**


10. COURSE OUTLINE

Please see the more detailed Course Schedule for details of the course.

**Week 1 (July 9-15)**

Topic: Personal Introduction

**Week 2 (July 16-22)**

Topic: Personal Foundations

**Week 3 (July 23-29)**

Topic: How the social sciences can help us in our missional task

**Week 4 (July 30-August 5)**

Topic: Biblical Foundations
Week 5 (August 6-12)
Topic: Biblical Foundations

Week 6 (August 13-19)
Topic: Reading and Research Week

Module Session 1 Monday August 20 (5:30-9:00)
Topics: Introductions
          What is missiology?
          Missiological literature and where to find it

Module Session 2 Tuesday August 21 (5:30-9:00)
Topics: Historical Overview of the Christian mission (CO3), Eras of the expansion of the Christian Mission (CO3)

Module Session 3 Wednesday August 22 (5:30-9:00)
Topics: Biblical/theological foundations of mission. (CO1) Dr. Roger Hahn, the Biblical Theology of Mission

Module Session 4 Thursday August 23 (5:30-9:00)
Topic 1: Missionary Orders (CO3, 5), Origins of Nazarene missions policies and philosophies

Module Session 5 Friday August 24 (5:30-9:00)
Topic: Changing contexts of Mission

Module Session 6 Monday August 27 (5:30-9:00)
Topic: Changing contexts of Mission – Disciples of Jesus among the religions of the world. (CO1, 3, 5)

Module Session 7 Tuesday August 28 (5:30-9:00)
Topic: Changing contexts of mission – the global context

Module Session 8 Wednesday August 29 (5:30-9:00)
Topic: Changing contexts of mission – The Missional Context (changing missionary roles) (CO5)

Module Session 9 Thursday August 30 (5:30-9:00)
Topic: Changing contexts of missions – The Strategic Context (CO5)

Post course integrative assignment.

11. COURSE ASSIGNMENTS AND REQUIREMENTS
Please see COURSE OUTLINE and COURSE CALENDAR.

12. DISTRIBUTION OF THE STUDENT LEARNING HOURS

<table>
<thead>
<tr>
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<th>pre-module hours</th>
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<th>post-module hours</th>
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13. **METHOD FOR SUBMITTING ASSIGNMENTS**

Unless otherwise instructed, all assignments are to be submitted electronically through Moodle.

14. **FORM AND STYLE EXPECTATIONS**

All assignments are to be properly formatted according to Kate L. Turabian (tur-AH-be-un), *A Manual for Writers of Term Papers, Theses, and Dissertations*. 7th edition. Formatting is an integral part of good written communication and will be considered in grading, typically up to 5% of the total grade. The following are among the formatting requirements. If you have questions on formatting, please don’t hesitate to ask.

1. The paper must be typed, double-spaced, with approximately one inch margins, with pages properly numbered. (Cf. Turabian ¶ 14.6-7, p. 253 regarding pagination.)
2. Include a title page that includes the paper’s title, the course number (MSS520 Foundations of Mission), the instructor’s name, your name, and the date. (Cf. Turabian ¶ 14.18 on p. 256.)
3. Include a “Table of Contents,” or “Contents,” that indicates the various parts of your paper and the page number. (Cf. Turabian, Chapter 1, “Parts of the Paper.”)
4. Use either a Bibliography or Works Cited page for the resources used/cited during the course that you reference.
5. EXCEPTIONS - FORUMS. Forums 1-6 do not include these formatting requirements. Please note, however, that references MUST be cited in all uses, including Forums (in the body of the text.)
6. EXCEPTIONS – ASSIGNMENTS. Assignments 1-8 require a title page, double spacing, page numbers, and proper citation. Assignments 1-8 DO NOT require a Contents page, Works Cited, nor a bibliography. Assignment 9 requires proper formatting throughout including title page, Contents, Works Cited (or Bibliography).

15. **INCLUSIVE LANGUAGE**

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

16. **POLICY REGARDING LATE WORK AND MISSED EXAMS**

Participation in course Forums is a group experience; others in the course draw on your insights and depend on your timely posts. Late postings will not receive credit although they may be posted. Assignments are timed to coincide with the course design. Timely submission of Assignments enables you to keep pace with the course as well as to be optimally prepared for valuable participation in the topics of the sessions. Late submission of Assignments will be accepted reluctantly, but with penalty.

If submitted within one day of the posted schedule the grade will be reduced by 20% of the possible grade for that assignment. After two days the grade will be reduced by 50%. No assignment will be accepted past seven days beyond the due date. No assignment will be accepted after July 22 excerpt for the post-course assignment.

17. **ADDITIONAL COSTS**

In order to make some materials available to students without requiring the purchase of them, the instructor will include copyright permission for materials used. Copyright use fees related to the use of the Chapter 10 in Harold Netland, *Encountering Religious Pluralism* will be added to students accounts. Total additional costs will not exceed US $10.00. No student will be penalized or prevented from fully participating in the course because of refusal or inability to pay the additional costs.
18. COURSE GRADING
Please see “Quality of Work”, point 8. Under Academic Policies in the NTS Student Handbook. http://www.nts.edu/student-handbooks1. See also section 14. Form and Style Expectations, and please note that formatting will compose up to 5% of grades.

The following criteria are employed in evaluation and grading:

“A” (100-90) The student engages with excellence all aspects of the course as shown by attendance, promptness (including submission of assignments), and class discussion and involvement. Written work is superior in every way – writing is clear, essentially without errors in form, grammar, syntax, word usage, spelling, etc. Content evidences careful reflection, insight, and originality. Please note that all assignments must be submitted to receive an A for the course grade.

“B” (89-80) The student’s engagement with all aspects of the course (as described in “A”) is above average. Writing is generally clear, with few errors of form grammar, syntax, spelling, word usage, etc. Content evidences careful preparation and meets the expectations of the assignment.

“C” (79-70) The student’s engagement with the course (see “A”) is average. Written assignments are adequate, but may have errors. Content is adequate, meets the minimum expectations of the assignment, but lacks insight and originality.

“D” (below 70) The student hardly engages the course and most assignments are below average. Writing is poor, marred with frequent errors. Content evidences lack of insight or lack of understanding of assigned materials.

“F” The student fails to do satisfactory work. Work evidences haste, lack of careful preparation, lack of basic understanding of the assigned material or of the purpose of the assignment.

The following provide additional guidance on grading.

Forum 1 is introductory and requests whatever information of your personal biography you wish to make known to the instructor and other students in the course. The grade will be based on 90% submitting the assignment not later than the due date indicated, and 10% on the content.

Forum 2 is also introductory and asks for an example of a cross-cultural experience you have experienced. 60% of the grade will be based on submitting the assignment in the time frame indicated, and 40% will be based on the description according to the assignment instructions.

Forums 3-6 are reflections on the reading of Köstenberger and O'Brien, Salvation to the Ends of the Earth and consist of two submissions for each Forum. Part 1, or the first submission, is a reflection in which you respond to concepts you have encountered in your reading of the text. These responses are to be more than “I agree” or “I disagree” but are to show that you have dealt with the authors’ points, in a critical reflection biblically, theologically, and/or missiologically. 60% of the points possible will be based on a timely submission of the assignment, 40% based on your interaction with the authors. Part 2 is a response you make to an original response by another student in the course. As with Part 1, this response is not just an “I agree or disagree” but responds biblically, theologically, and/or missiologically to what the student has said. 60% of the grade will be based on a timely submission of the assignment, 40% based on your interaction with the student.

Assignments 1 and 9 are reflections on two books by Dr. R. Franklin Cook. As with other assignments in this course, you are not asked to summarize the books but to interact with the concepts presented. These responses are quite brief, only 750 words each. Be concise and speak directly to specific points. Think theologically, biblically, missiologically! It is always appropriate to indicate how the point you are considering works out in the practice of cross-cultural ministry.

Assignments 2, 3, 5, 6 and 8 also ask you to respond to shorter articles and, in some cases, chapters of books. Again, reflect on specific points the authors make. Summarize only enough to present the point they have made, but then reflect critically on those points.

Assignment 4 is a group discussion worksheet based on an article by Dr. Darrell Whiteman.

Assignments 7 and 10 are weekly reflections on the two module weeks that we are in class together.
**Assignment 11** is an integrative paper. Draw the threads of the course together and show how these are helping you form a base – biblically, theologically, and missiologically - from which to minister cross-culturally.

### 19. COURSE CALENDAR

<table>
<thead>
<tr>
<th>Due</th>
<th>Type</th>
<th>Assignment</th>
<th>Course Outcome</th>
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<tr>
<td>Week 1</td>
<td>Forum 1</td>
<td>Personal bio</td>
<td>NA</td>
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<td>Forum 2</td>
<td>Cross-cultural experience</td>
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<td>Forum 3</td>
<td>K-B, SEE (Salvation to the Ends of the Earth) chaps 1-3 response</td>
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<td>Forum 3</td>
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<td>Cook, Orjala reflection</td>
<td>3, 5</td>
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<td>Week 3</td>
<td>Forum 4</td>
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<td>Response to Hiebert &amp;Meneses, How soc sci can help</td>
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<td>Response to Hiebert, Are We Our Others Keepers?</td>
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<td>Week 5</td>
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<td>Group discussion worksheet (in class)</td>
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<td>Assignment 5</td>
<td>Response to Dr. Hahn, &quot;Biblical Theology of Mission&quot;</td>
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<td>Assignment 6</td>
<td>Call to cross-cultural ministry</td>
<td>3, 5</td>
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<td>Week 6</td>
<td>Assignment 7</td>
<td>Weekly Journal #1</td>
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<td>Paper, &quot;Christianity among the religions&quot;</td>
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<td>Response to Cook, Vistas</td>
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<td>Assignment 11</td>
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### 20. CLASS ATTENDANCE

This is a hybrid course that begins the second week of July with online requirements including reading, written assignments, and forum participation. If participation by a student within the first three weeks of the course is minimal or non-existent, the student may be dropped from the course with a failing grade. Attendance and involvement in the nine face to face module sessions at the Kansas City Campus are required and expected, with exceptions given only for medical or family emergency. All students are expected to be prompt in submitting assignments and responding to online participation. Please observe due dates as these often impact the ability for other students to respond to what you have submitted. (See “Policy regarding late work” above.)

### 21. PLAGIARISM.

Be sure to read and understand the content and implications of the Plagiarism statement in the NTS Student Handbook. All assignments in this course are made with the expectation that the work you submit is your own work. Failure to adhere to these requirements will result in a failing grade for the course.

Give careful attention to the use of Internet sources. While the Internet provides easy access to a wealth of resources, as with all other resources, Internet resources must be carefully selected and properly cited and referenced.

### 22. COMPUTER USE IN CLASS.

The use of computers during class sessions is encouraged 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 requires your attention please do so outside of the classroom.

23. **LIBRARY HOURS DURING THE COURSE**
Please see the NTS Library for hours during the module portion of the course. Students are responsible for adjusting personal schedules to accommodate NTS Library schedules, which are often extended during the modules.

24. **STUDENTS WITH DISABILITIES**
In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies which have been beneficial for the student in the past.

25. **BIBLIOGRAPHY**
The following brief bibliography may be helpful in considering the topics of this course.


APPENDIX A – Group Worksheet for Assignment 4

MSS520 Foundations of Mission
Darrell L. Whiteman, Anthropology and Mission: the Incarnational Connection
Group Worksheet

In the section ‘The Incarnational Connection’ beginning on page 407, Whiteman insists that the Incarnation serves as the reason, not just pragmatically, but theologically for the necessity of anthropology informing the Christian mission.

As a group discuss how the incarnation serves as a bridge between anthropology and mission. You may find it helpful to consider the following:

1. “The various cultures of the world are gifts of God’s grace.” (408) How so? Have you experienced this?

2. Why is it important for cross-cultural ministers of the gospel (missionaries) to get beyond a tourist-type fascination with cultures?

3. How can anthropology help us with this task?

4. “When we take the Incarnation seriously as a model for mission, it frequently means downward mobility. Incarnation for Jesus led to crucifixion, and for us this means that there will be many things in our life that we will have to die to—our biases and prejudices, our lifestyle, our agenda of what we want to do for God . . . ” (409)

   Have you observed or experienced this *kenotic* process?

   Why is this so difficult, especially when we feel that we have so much to offer others?