MSS790 Contemporary Issues in Mission: Short-Term Missions

Fall Module, 2013

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.

- 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

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.
This course is a seminar course which will combine reading discussions, creative interaction, lecture and Skype guest lecturers.

**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.

**Degree Objectives**

**MAICS Objectives**
- Application of missiological tools to assist the Church in engaging its missional context as it fulfills its missional calling; the student will:
  - Equip others to serve in cross-cultural ministry, identifying best practices in cross cultural communication, integrating principles and practice, and incorporating the Church’s resources for ministry
  - Demonstrate the willingness to become a lifelong learner in cross-cultural communication

**MDiv Objectives**
- Understanding of local and global diversity through the investigation of cultural contexts, to enable the Church to proclaim effectively and to embody the mission of God.

**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. *(assignments 1, 2, and 3)*
2. Have the opportunity to explore some of the practical aspects of short-term missions through class discussion, and reading. *(assignments 1 and 2)*
3. Develop an integrative design for short-term missions in a local church or higher education institution. *(assignment 3)*
4. Write a constructive article related to short-term missions. *(assignment 3)*
**Required Texts & Course Materials**


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<tr>
<th>If you have read Serving with Eyes Wide Open, contact the instructor for other options or read one of the following two books which you have not read yet:</th>
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<td>Or</td>
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*Note: Additional reading in the form of essays and journal articles related to the topics of this course will be included as assigned reading. These will be noted on the course map as daily reading.*


Cook, Charles. Article related to STM and evangelism.

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
- Congregational Mission as an expression of STM

Unit 3: Effective engagement in short-term missions.
- Developing systems and structures 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

Note: Assignments #1 and #2 are to be completed before the in presence section of this course in Kansas City begins. Assignment #3 which is titled “post course assignment” is to be completed after the course in Kansas City.

1. **Read and orally interact with assigned readings for each day.** (course outcomes 1 and 2)
   a. Write a 5 page Interaction paper (each) of the books by Livermore and Howell. *(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. (Course outcomes 1 and 2)

3. **Post-Course assignment:** (course outcomes 1,3, and 4) 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.

### Distribution of Student Learning Hours

<table>
<thead>
<tr>
<th>Activity</th>
<th>pre-module hours</th>
<th>module hours</th>
<th>post-module hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td></td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>51</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Writing</td>
<td>30</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>81</td>
<td>49</td>
<td>30</td>
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### Method for Submitting Assignments

All assignments will be submitted on Moodle.

### Form and Style Expectations

A style format guide for book reviews is available on Moodle. It is expected that the quality of writing for class assignments will reflect graduate level work that is integrative and carefully checked for grammar and spelling errors. The final project should follow Chicago Style or Turabian Social Science guidelines with parenthetical quotations.

### Inclusive Language

NTS is committed to human equality. All written work for this course should be careful to use language in a manner that expresses equality of individuals regardless of ethnicity, education, gender or any other phenotype or social distinction. Ethnographic work which expresses emic perspectives in which individuals or groups do not share this perspective should be carefully cited.

### 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.
### Class Attendance

Attendance at classes is essential for realizing the maximum benefit of your education. Since this is a seminar class, absence also affects the other students in the class.

Under normal circumstances absence from the module section of this course will severely affect your grade or result in the student failing the class. If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation.

Absence from the online section of the course will result in grade reduction and more than one absence will result in failing the class. If there is an emergency such as death in the immediate family or severe illness, please contact the professor as soon as possible.

Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

### Audio and Video Recordings

In order to foster a safe learning environment in which various viewpoints are respected, audio or video recordings or transcripts thereof by students is prohibited without the permission of the faculty member in charge of the course. If permission is granted, redistribution of these recordings or transcripts thereof outside the scope of the course is prohibited.

Students enrolling in videoconferencing courses or participating in certain synchronous Moodle activities should be aware that their images and voices will be transmitted digitally through the videoconferencing equipment and may be recorded. Continued enrollment in these courses constitutes willingness to participate in the class with these conditions. If you have privacy concerns, please discuss your enrollment with the Registrar.

### Course Calendar to be provided before course starts