**WBU Flame Logo

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**1. Campus Name**

**School of Religion & Philosophy**

**2. Wayland Baptist University Mission Statement:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, and service to God and humankind.

**3. Course Prefix, Number, & Name/Title: MNST 5341 VC01, Contemporary Christian Missions**

**4. Term and Year: Fall 2021**

**5. Full Name of Instructor: Michael L. Copeland**

**6. Office Phone and WBU Email Address: (home/cell phone optional)**

**7. Office Hours, Building, and Location:** Evenings and mornings US Central Time.

**8. Class Meeting Time and Location**: online, asynchronous

**9. Catalog Description:** Examination of the current Christian mission efforts through various national and international mission agencies, emphasizing organization, strategies and methodologies for support and involvement.

**10. Prerequisite:** Graduate Standing

**11. Required Textbook and Resources**: (Fill in from approved textbook list, with ISBN.)

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| --- | --- | --- | --- | --- | --- |
| **Title** | **Editor/Author** | **Publisher** | **Ed** | **Year** | **ISBN** |
| *Introducing World Missions* | A. Scott Moreau | Baker Academic | 2nd | 2015 | 978-1-4412-2449-1 |
| *Perspectives on the World Christian Movement* | Ralph Winter, ed. | William Carey Library | 4th | 2009 | 978-0-87808-827-X |
| *God’s Heart for the Nations* | Jeff Lewis | https://radical.net/book/gods-heart-for-the-nations/ |  | 2019 |  |

**This course includes an Automatic eBook.  Opt out date is the 8th day of class (second Monday of the session).  Click on the menu link for more details.**

**12. Optional Materials:** None

**13. Course Outcome Competencies**:

1. Articulate the biblical foundations for Christian missions.
2. Discuss and critically evaluate various Christian mission methodologies.
3. Demonstrate knowledge of contemporary Christian mission efforts, trends and resources.
4. Demonstrate graduate-level research, writing, and argumentation in the field of contemporary mission studies.

**14. Attendance Requirements**: As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

**15. Plagiarism and Academic Dishonesty**: <http://catalog.wbu.edu/content.php?catoid=7&navoid=446>

**16. Disability Statement**: “In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.”

**17. Course Requirements and Grading Criteria:**

**Participation: 50%**

**Reading – 25%: Reading quizzes will be posted periodically throughout the course. These will contain some objective (multiple choice) and some subjective (Short answer) questions.**

**Discussion Posts – 25%: Discussion questions will be posted for each week. Each student is responsible to post their answer, and comment on ONE other students’ post. Commenting on student posts is for engagement, not argument. Engagement can be questioning, or respectfully disagreeing (with topical and thoughtful reasons). However, responses which go beyond academic and respectful engagement will be moderated by the instructor and will lower participation grades.**

**Research Paper: 25%**

**Students will have an option of writing a:**

1. **10-12 page exegesis on one of the scripture passages memorized in this course to deepen understanding of Christian mission. The basic structure should include: Dating of work (i.e. book or epistle), providence (where was it written), textual breakdown, theological and missiological application.**
2. **10-12 page persuasive research paper investigating a topic in Christian mission mentioned in either readings or in the study. The student will need to communicate with the instructor regarding their topic for approval.**

**The research paper component is to assess, on a graduate level, important and current missiological topics. An exegetical or persuasive research paper must adhere fully to Wayland’s guidelines for sourcing and formatting. Proper attribution and detailed citation should be given in the body and footnotes. The paper should also give clear argumentation which reveals an understanding of scholarly conversation and literature (e.g., monographs, books, and journal articles) on the chosen topic.**

**Examinations: 25%**

**There will be two examinations (Week Four and Week Eight). Each examination will contain short answers, multiple choice, and essay questions. The exams will not be comprehensive, will be open book (except for scripture memory) and each will be 15% of the examination grade. In each exam the student will type out the memorized passages from the previous weeks.**

**Optional Personal Essay: up to 3% point extra credit, applied to any above assignment**

**Students can turn in a 5-6 page personal reflection essay discussing their engagement in the course, insights from readings, and how the course can/will be reflected in their personal callings and ministries. Use of first person is permitted. Full points will be given for detailed explanations (with biblical and textual citations), personal insights, and plans for engagement of Christian missions. Formatting should be the same as the course’s research paper (according to Wayland’s guidelines on the use of Turabian).**

**18. The following statement must be included following course requirements and grading criteria: Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the vice president of academic affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.**

**19. Tentative Schedule**:

**Week One:** *Biblical and Theological Foundations of Mission, Part 1*

**Read: Moreau,** Part 1 Introduction and Chapter Two

**Perspectives:** Kaiser, *“Israel’s Missionary Call”*

Verkuyl, *“The Biblical Foundations for the Worldwide Missions Mandate”*

**Study: Lewis,** Intro.-Lesson 1

**Memorize:** Psalm 96:1-3

**Week Two:** *Biblical and Theological Foundations of Mission, Part 2*

**Read: Moreau,** Ch. 3-4

**Perspectives:** Stott, *“The Living God is a Missionary God”*

**Study: Lewis,** Lesson Two

**Memorize:** Genesis 12:1-3

**Week Three:** *Biblical and Theological Foundations of Mission, Part 3*

**Read: Moreau,** Ch. 5

**Perspectives:** Piper, *“Let the Nations be Glad”*

Ladd, *“The Gospel of the Kingdom”*

**Study: Lewis,** Lesson Three

**Memorize: Psalm 46:10**

**Week Four:** *Introducing the History of Missions*

**Read: Moreau,** Ch. 7 and 8

**Perspectives:** Winter, *“The Kingdom Strikes Back: Ten Epochs of Redemptive History”*

Woodberry, *“The Social Impact of Christian Missions”*

**Study: Lewis,** Lesson Four

**Memorize:** Psalm 67:1-3

**Examination**

**Week Five:** *Encountering Contemporary Missions, Part 1 – Modern Missions*

**Read: Moreau,** Ch. 1 and 17

**Perspectives:** MacGavran, *“The Bridges of God”*

Hiebert, *“The Flaw of the Excluded Middle”*

Garrison, *“Church Planting Movements”*

**Study: Lewis,** Lesson Five

**Memorize:** John 4:39-42

**Week Six:** *Encountering Contemporary Missions, Part 2 – Religions and “Nations”*

**Read: Moreau,** Ch. 16 and 18

**Perspectives:** Parshall, *“Going Too Far”* and Travis, “*The C-Spectrum”*

**Study: Lewis,** Lesson Six

**Memorize:** Matthew 28:18-20

**Week Seven:** *Encountering Contemporary Missions, Part 3 ­– Looking Ahead*

**Read: Moreau,** Ch. 19

**Perspectives:** Johnson, *“From Western Christendom to Global Christianity”* and Jenkins, *“The Next Christendom”*

Kumar, *“No Longer Emerging”* ­– *“The Surging Non-Western Mission Force”, “African Sending”, “Brazilian Sending”, “Korean Sending”, “Indian Sending”, “Chinese Sending”, “Filipino Sending”, “Latin American Sending”*

**Study: Lewis,** Lesson 7

**Memorize:** Revelation 7:9-10

**Week Eight:** Engaging Contemporary Missions

**Read: Moreau,** Ch. 9 and 10

**Perspectives:** Hickman and Hawthorne, *“Life on Purpose”*

Winter, “Join the World Christian Movement”

**Study: Lewis,** Lesson Eight

**Memorize:** 1 Peter 2:9

**Examination**

**20. Faculty May Add Additional Information as Desired:**

**Notes for students on readings:** The readings for this graduate level class are intentionally diverse. There are scholars and writers assigned who do not agree with each other regarding Christian mission (either in its meaning nor its practice) or with whom you might not agree. The selected readings are also to give the student a survey of influential missiologists. The student is encouraged to read the various authors thoughtfully.