GLOBAL IMPACT
MIN 560
Fall 2015 – 12:00 – 2:50 pm – Wood 105
Philip Bustrum, PhD, Professor

GRTS Catalog Course Description

This course is designed to help students discern a biblical theology of mission that shapes how the Church intersects with the 21st Century world. Students will consider the essence of Mission Dei (the Mission of God) and Mission Ecclesiae (the Mission of the Church) as rooted in the biblical narrative. Simultaneously, students will consider global trends and the implications of those trends for life and ministry. Students will examine the validity of traditional and emerging models for global missions in light of the above.

Student Focused Learning Outcomes

At the conclusion of this course, students with a B grade or better will be able to:

1) Articulate a biblical theology of mission.
2) Distinguish personal, vocational, and ministry implications of missio dei and the missional church.
3) Evaluate cross-cultural ministries based on biblical, theological and philosophical criteria.
4) Outline a personal philosophy of missions.
5) Explain traditional and emerging models of global missions.
6) Desire to model God’s heart for the nations in their life and ministry.

Required Texts and Materials


150-200 pages from your discipline and/or area of ministry related to global mission.

Recommended


Supplemental Readings/Bibliography


Assignment Overview with Description of Expectations

To demonstrate mastery of the objectives, the student will:

1. The Missional Task in Perspective
   Read the ground breaking research article by Woodberry, The Missionary Roots of Liberal Democracy (found on Moodle). Then write a formal review of the article which could be published in an academic journal. Your review should be about 1,000 words.

2. Philosophy of Mission
Using the Frankena model, write out your personal theology and philosophy of mission. Drawing on your reading, our class discussions, your personal experiences, and your world view, develop your philosophy of mission in our world today. In this 1,500-2,000 word paper you are expected to draw on the literature for support and substantiation of your ideas.

3. Case Study
Drawing on your personal theology and philosophy of mission, evaluate a mission initiative. This initiative could be a short-term missions project, a missions curriculum, a partnership between a church and a community, a mission team in another part of the world, or the practices of a mission agency or a church. The first part of the paper will be a detailed description of the case study. In the second section evaluate the case study on the basis of your personal theology and philosophy of mission noting strengths, challenges, and ways the mission initiative could be improved. The paper will be between 1,500-2,000 words.

4. Mini-Papers
**Mini-Paper.** Several Mini-Papers over the course of the term will allow you to interact with the topics of the class. The readings and class discussion will give you the background for the paper. Some suggestions for the topic of your paper will be given but you are free to approach the topic in any way that you chose. The Mini-Paper is *not* a mere reflection on your ideas or thoughts about the topic but a well reasoned response to the topic based on your reading and our classroom interaction. Each paper will be approximately 1,000 words and will include an introduction, body, and conclusion. (See the section on “Papers” under the Class Notes section.) Your paper will be posted in the discussion board in Moodle by Wednesday noon of the due week. (Use a running head for your paper with the title of the paper and your name.)

**On-line Discussion.** Read the papers from the other members of your group in Moodle. Then interact with the papers in a discussion post by Friday noon of the due week. Your post can challenge an idea, affirm a thought, raise questions, summarize concepts, or build on the ideas of others. Then during the week make three replies to the posts or other people’s replies. The discussion will be closed at noon on Monday of the due week. The following outlines the four papers and suggests possible questions for your paper to get you started. You will want to develop your own questions from the readings to respond to in your paper.

a. The Missional Church
   i. Why is this discussion of the missional church important today?
   ii. What should be the root of a missional theology?
   iii. How does the missional church conversation affect how we do missions?
      What is success in missions and how is it evaluated?
   iv. What would global Christianity look like if the missional church concepts were implemented?

b. Wilberforce:
   i. How did capitalism drive the slave trade?
   ii. What were the politics of global capitalism in the 1790’s?
iii. Why did economic interests make Wilberforce’s work so difficult?
iv. What is the political work of transformation in this story?
v. How does globalization help us understand the Wilberforce story and missions today?
c. Contextualization
   i. In contextualization, how far is too far?
   ii. Is contextualization important in mission work? Why or why not?
d. Short-Term Missions:
   i. What is the purpose and value of STM?
   ii. How does education and learning enter into the STM paradigm?
   iii. What are the opportunities and challenges for the sending church, receiving church, nationals, and the missionary in STM?
e. Majority World Church:
   i. What do we learn about missions from the majority world church?
   ii. What will this become and how will it affect missions?
f. Responsibility of the Western Church in Global Missions
   i. What are the mission challenges and opportunities for the western church?
   ii. How should the western church respond to national missionaries?
   iii. Why is giving an important challenge for the western church?
   iv. What is the advantage and disadvantage of partnerships in missions?

Discussion Board Criteria: Excellent discussion board participation is marked by the following:
- Submits a well-developed original post that fully addresses and develops all aspects of a theme.
- Participation is distributed throughout the week rather than on a single day.
- Extends meaningful discussion by building on previous posts through demonstrating analysis of others’ thoughts in the follow-up posts.
- Posts factually correct, reflective, and substantive contributions; advances discussion.
- Uses references to literature, readings, and not only personal experience to support comments.
- Contributes to discussion with clear, concise comments formatted in an easy-to-read style that is free of grammatical or spelling errors.

5. Annotated Bibliography
   Read 150-200 pages of your own choosing from journals and books on missions in an area of interest to you. Your readings could add to your general understanding of missiology or inform you for the writing of your final project. The annotation should be about three sentences in length.

6. Class Participation
   This course is taught in a seminar format which demands your preparation for the class and participation in our learning community of scholars. Class participation is formal and informal, between professor and student, between student and student, inside the class, outside the class in the on-line format. You are encouraged to be “medium,” neither invisible nor domineering in the class.
7. Final Exam
   TBA
8. Mission News Sources
   To keep abreast of world events affecting missions and current events within missions, I encourage you to follow the BBC world news http://www.bbc.co.uk/news/ and subscribe to Mission Network News (“Get Email News”) http://mnnonline.org/.

**Course Grading**

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<th>Component</th>
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<tr>
<td>Major Papers</td>
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<td>Mini-Papers</td>
<td>20%</td>
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<td>On-Line Discussion</td>
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<td>Reading Reports</td>
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<td>Engagement (see below)</td>
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<td>Final</td>
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**Class Notes**

**Engagement**

As a member of our class, you are expected to engage with me as your professor, your fellow students, and the content of the course in a way that is consistent with your Christian character, your personality, and your role as a budding scholar. Your consistent attendance and on task participation in class is a major part of your engagement. Other equally important examples of class engagement are asking questions and making comments in class, dialogue about the topic of the course before and after class, conversation with the professor in his office, and other more creative ways like writing an article about the subjects of the course for the school newspaper.

Your consistent attendance and participation in the classroom process enhances your leaning and results in a better grade for you. Because of the participatory nature of this course, the building of skills over the term, and the use of discussion and dialogue, I expect your attendance at every class session. In the event that you miss a class, you will bring your classmates a treat on the day you return to class. A treat could be donuts, cookies, candy, fruit, etc. Your presence in class is important for each of us in our classroom community as we learn from God and each other.

**Assignments**

Unless otherwise announced, assignments will be submitted via our electronic classroom in Moodle.

I do not accept late papers believing that it is in your best interest to develop on-time habits. More importantly, I would rather that you put your efforts on the next assignment rather than trying to catch up.

**Office Hours**

I am available to answer your questions, clarify assignments, or just talk about the issues of the class. Use the following chart to decide how you ought to reach me.
Papers

Papers in Ministry and Counseling courses should be formatted and sources documented according to APA Style.

To access these style guides in EaglesNest
- Go to eaglesnest.cornerstone.edu
- Select GRTS

The GRTS Guideline for Papers and APA Style Guide are in the Quick Links menu under "Academic Writing Resources"

Email Communication

Email is the official means for communication with every enrolled student. Students are expected to receive and read those communications in a timely fashion. Since the seminary will send official communications to enrolled students by email using their Cornerstone University email addresses (i.e., first.last@cornerstone.edu), students are expected to check their official email addresses on a frequent and consistent basis to remain informed of seminary communications. Students can access their Cornerstone University email account as follows:

Go to gmail.cornerstone.edu
Enter CU username (e.g., n0236522) and password
Students can forward or IMAP their “@cornerstone.edu” email to a preferred address as follows:

- Log into CU email
- Select “Settings” in the upper right hand corner
- Select “Forwarding and POP/IMAP”
- Follow the on-screen instructions

Students are responsible for any consequences resulting from their failure to check their email on a regular basis for official seminary communications.

Confidentiality and Disclosure

Students may request that information shared with a faculty or staff member in individual settings will remain confidential, except under the following conditions:

- There has been serious harm or threat of harm to self or others.
- There is reasonable suspicion of abuse of a child, elder or vulnerable person.
- There is a court order mandating disclosure of information.
- There is a dispute between a student and faculty/staff member and disclosure is necessary for resolution.
- The faculty or staff member seeks appropriate consultation with CU faculty and/or administration.

Student Course Evaluation

In the last week of each resident course, all students are expected to complete a course evaluation (IDEA Form). This paper-based assessment form will be distributed and completed in class. In Ministry Residency, Counseling Practicum and Counseling Internships, and for all online courses, student evaluations will be completed within Moodle. These assessments provide an opportunity for students to offer feedback to professors on the quality of the learning experience, feedback that informs future offerings of the course. More information about these evaluation processes will be provided late in the given semester.

Inclusive Language

As noted in the GRTS academic catalog, writing and discussion should reflect the GRTS policy on inclusive language when referring to other people, regardless of their gender, nationality, culture, social class or religion.

Copyright Violation and Plagiarism

Copyright violation and plagiarism have serious ramifications for Cornerstone/GRTS students, both legally and ethically. Unauthorized copying or use of copyrighted materials, including downloaded files of various kinds, can result in criminal charges and fines. Plagiarizing another’s words or ideas (passing them off as your own) can result in loss of grade or failure. For a fuller explanation of these issues or of CU’s copyright policy, see Miller Library’s website (under Library Tools menu)—“Copyright, Fair Use, & Plagiarism”: http://library.cornerstone.edu/content.php?pid=125720&sid=1079827

Disability accommodation

The university will make reasonable accommodations for students with disabilities, in compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. The purpose of accommodation is to provide equal access to educational opportunities to students affected by disabilities, and the
university does not intend that the standards be altered, nor that the essential elements of programs or courses be changed. Students having documented disabilities may apply for accommodations through Student Disability Services (SDS), which is part of the Cornerstone University Learning Center located in Miller Hall on the main campus.

In the event that students have questions regarding whether they are eligible for accommodations, how they might provide appropriate documentation of disabilities, or how they might handle a disagreement with a professor over questions of accommodation, the Director of Academic Support should be contacted immediately at (616) 222-1596 or via email at learning.center@cornerstone.edu. Further information about applying for and utilizing accommodations is provided in the Student Handbook and on the university’s website.

Technology in the Classroom

I believe God invites us into sacred spaces to be present to Him and others. This sacred space could be a walk in nature where the majesty of God and His creation are contemplated or it could be a quiet moment of solitude where one dialogues with Jesus as friend. The classroom is a sacred space of learning-together where scholars and budding scholars discover God’s truth and how to live in His kingdom. A requirement of living in this sacred space is being present to God and to each other. Technology in the classroom can prevent us from being present in the moment and can draw us away from each other and the learning process. Therefore, generally we will not use computers or cell phones in class. This will enhance our presence in body, mind, and soul in the learning process of our classroom.

Informed Consent

This class may involve role-plays, case application, and personal sharing as a part of the learning process. You are expected to decide how much you want to share about your personal life. We encourage your active participation in these activities because we believe your personal awareness of your own process is central to being in vocational Christian ministry. Part of your grade depends on your participation in this process, not on the content that you choose to share.

Grading

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<th>Letter Grade and Percentage</th>
<th>Interpretation of Grade</th>
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<tr>
<td>A (97-100%), A- (92-96%)</td>
<td>Exceptional work: surpassing or outstanding achievement of course objectives</td>
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<td>B+ (90-91%), B (86-89%), B- (84-85%)</td>
<td>Good work: strong, significant achievement of course objectives</td>
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<tr>
<td>C+ (82-83%), C (78-81%), C- (76-77%)</td>
<td>Marginal work: basic, essential achievement of course objectives</td>
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<td>D (70-75%)</td>
<td>Sub-standard work: inadequate, minimal achievement of course objectives</td>
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<td>F* (less than 69%)</td>
<td>Unacceptable work: failure to achieve course objectives</td>
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*Failure to complete a major assignment could result in this grade.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Due Date</th>
<th>Assignment Due Date</th>
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<tr>
<td>T – Sep 15</td>
<td>Introduction to the course</td>
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<td>T – Sep 22</td>
<td>Developing a Theology of Missions</td>
<td>Newbigin – <em>The Open Secret</em></td>
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<td>Stevens: How to Write a Philosophy</td>
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<td>T – Sep 29</td>
<td>The Missional Church</td>
<td>Guder – <em>Missional Church</em></td>
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<td>T – Oct 6</td>
<td>Expanding the Missional Church Conversation</td>
<td>Van Gelder – <em>The Missional Church in Perspective</em></td>
<td>A “what and why” paragraph about your proposed case study</td>
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<td>T – Oct 27</td>
<td>Fall Break – No Class</td>
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<td>Wright: An Upside-Down World</td>
<td>Posts – By Fri noon</td>
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<td>Corp Watch: Corporate Globalization Fact Sheet</td>
<td>Replies – By Mon noon</td>
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<td>Graeber: What Real Globalization Would Mean</td>
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<td>T – Oct 27</td>
<td>Contextualization</td>
<td>Case Study: Roberto</td>
<td>The Task and Motivation for Mission Paper Due (via email)</td>
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<td>T - Nov 3</td>
<td>Contextualization</td>
<td>Massey: Misunderstanding C-5: His Ways are not our Orthodoxy</td>
<td>Massey: Misunderstanding C-5: and the Infinite Translatability of Christ</td>
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<td>Nelson: Establishing the Church in the Midst of Islam</td>
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<td>Contextualization Mini-Paper – By Wed noon</td>
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<td>Posts – By Fri noon</td>
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<td>Making STM Successful</td>
<td>Missiology April 2013 Vol. 41 No. 2</td>
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<td>Replies – By Mon noon</td>
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<td>T – Dec 1</td>
<td>Majority World</td>
<td>Jenkins: The Rise of the New Christianity</td>
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<td>Replies – By Mon noon</td>
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<td>Responsibility of the Western Church</td>
<td>Borthwick: Western Christians in Global Mission</td>
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<td>Little: Partnerships in Pauline Perspective</td>
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<td>Crouch Interview: Experiencing Life At The Margins</td>
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<td>Muriu: The African Planter</td>
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<td>Responsibility of the Western Church Mini-Paper – By Wed noon</td>
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<td>Replies – By Mon noon</td>
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<td>F</td>
<td>T – Dec 15</td>
<td>12 – 2 pm</td>
<td>Case Study Project</td>
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