

Intro to Mission
Institute of Biblical Studies
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Summer 2020
Course Syllabus

Course Description

Our God is a missionary God. From Genesis to Revelation, God is working to create a community of redeemed people from every tribe, tongue and nation for his glory. This class will help you better understand God's mission (*missio Dei*) and the vital role his church is called to play in advancing his kingdom. We will explore cross-cultural mission from three perspectives. First, we will look at what Scripture says about the mission of God (biblical/theological perspective). Second, we will examine culture and how we can more effectively communicate the gospel cross-culturally (cultural perspective). Finally, we will trace the global history of Christian mission from the first century to the twenty-first century (historical perspective).

Course Objectives

1. Biblical

- a. Cultivate a God-centered and Trinitarian view of Christian mission (*missio Dei*).
- b. Develop a greater passion to see Jesus Christ exalted in every nation and among every people.
- c. Beginning with the Cultural Mandate (Gen. 1:27-28) and God's promise to Abraham (Gen 12:1-3), trace the biblical basis for mission throughout the story of God from Genesis to Revelation.
- d. Better understand the nature and scope of the Great Commission Jesus gave to the church (Matt. 28:18-20; Mark 16:15-18; Luke 24:44-49; John 20:21; Acts 1:8).
- e. Investigate four missiological themes in Acts: the importance of cross-cultural witness, the need for contextualization, the power of the Holy Spirit, and reality of suffering in Christian mission.

2. Cultural

- a. Become a humble learner in the area of culture and ethnicity.
- b. Develop greater motivation to cross cultures in bringing the gospel of Jesus Christ to every people group.
- c. Grow in appreciation for the challenge in crossing cultures and effectively communicating the gospel.
- d. Discover tools that enable you to better understand and communicate more effectively with your ministry audience (ethnography).
- e. Consider and personalize how you, as a missionary with Cru, can participate in God's mission to gather a redeemed people for his glory from every nation.

3. Historical

- a. Beginning with the first century, learn how the gospel has spread around the world through the witness of the church.
- b. Discover some of the surprising means God, in his providence, has used to spread the gospel around the world.
- c. Better understand barriers to the spread of the gospel in the history of the church.

- d. Further awareness about the current reality of the gospel among the people groups of the world.
- e. Explore the life and ministry of a cross-cultural missionary.
- f. Understand how Cru, as a religious missionary order, fits into the global story of Christian mission.

Required Texts

Timothy C. Tennent. [*Invitation to World Missions: A Trinitarian Missiology for the Twenty-first Century*](#). Grand Rapids: Kregel, 2010: read everything except chap. 16.

You may also need to purchase a text for your Missionary Biography Paper (see pp. 5-6, 9-10). *It is recommended that you read both of these texts ahead of time, before the course begins.*

However, please wait to start the Missionary Biography Paper until after you've heard at least 2/3 of the lectures, in order to be equipped with the proper hermeneutical lenses to write it.

Required Articles (available on IBS website)

Andrew F. Walls. [*The Missionary Movement in Christian History: Studies in the Transmission of Faith*](#). Maryknoll: Orbis, 1996: read only chp. 1, "The Gospel as Prisoner and Liberator of Culture" (total: 13 pp). This will be provided to you as a PDF (so, no need to purchase the book).

Recommended Texts

Ralph Winter and Steven Hawthorne, eds. [*Perspectives on the World Christian Movement: A Reader*](#). 4th ed. Pasadena: William Carey Library, 2013.

It contains hundreds of short essays addressing key topics in mission.

Ruth Tucker. [*From Jerusalem to Irian Jaya: A Biographical History of Christian Missions*](#), 2nd edition. Grand Rapids: Zondervan, 2004.

David Livermore. [*Cultural Intelligence: Improving Your CQ to Engage Our Multicultural World*](#). Grand Rapids: Baker, 2009.

John Piper. [*Let the Nations Be Glad: The Supremacy of God in Missions*](#), 3rd edition. Grand Rapids: Baker Books, 2010.

Arthur F. Glasser. [*Announcing the Kingdom: The Story of God's Mission in the Bible*](#). Grand Rapids: Baker Books, 2003.

Christopher J. H. Wright, [*The Mission of God's People: A Biblical Theology of the Church's Mission*](#). Grand Rapids: Zondervan, 2010.

Course Requirements

1. **Lectures:** Mandatory in-person attendance for the class lectures, as this is the primary mode of delivery of content other than the readings.
2. **Reading:** Please keep up with the reading according to the class calendar. At the end of the course you will submit a report showing how much of the reading you completed.
3. **Cru History Video:** Watch the video on early history of Cru (link posted on the IBS webpage for the ITM course). You will also read a brief history of Black staff in Cru.
4. **Missionary Self-Reflection Assignment:** (750-1000 words) As we engage people with the gospel across differences of ethnicity, age, and more, it is vital that we know not only whom we are engaging, but also who we are—what we bring into these cross-cultural interactions. The various aspects of who we are shape the lenses through which we see and understand the world (*e.g. John 4, where Jesus and the Samaritan woman explicitly mention that they are different in race, sex, and social standing, and they attempt to navigate these differences*). Often, we perceive some things with ease and clarity, while other things remain cloudy or even hidden from us. Knowing who we are helps us grow in awareness of our lenses and how they may potentially help or hinder our work as missionaries. In this assignment, you will reflect on the various aspects of who you are, as well as how they impact your relationships with others - particularly those who differ from you in these areas. These aspects include, but are not limited to, things like your:
 - Age
 - Culture¹
 - Education level
 - Ethnicity and/or race¹
 - Family wholeness or brokenness
 - Language
 - Nationality²
 - Physical and mental abilities
 - Religion
 - Sex/Gender
 - Sexual orientation
 - Socio-economic class
 - Ability to influence change

Some of you may already think about these things with great regularity. Others of you may not have needed to consider how these things shape your views and your interactions with others. Wherever you are on your journey of self-understanding, the goals for each of us in this assignment are: 1) to acknowledge the aspects of yourself in which you have deeper self-awareness, and 2) to reflect on, and deepen your understanding of, the aspects of yourself that you typically do not think about.

The above list is a starting point for your reflections. Using complete sentences, describe in 900-1000 words how these aspects have shaped who you are, how you see the world, and how you relate with others (especially those who do not share that same trait). Discuss 1) aspects in which you have greater self-awareness, and 2) aspects in which you are growing in awareness,

¹ Please consult the definitions in [“Our Cultural Journey,”](#) the Culture and Mission team’s cultural competency training.

² Nationality describes a legal relationship between an individual and a state, involving “allegiance on the part of an individual and usually protection on the part of the state.” (Merriam-Webster)

with an emphasis on the latter. You are welcome to share what you sense the Lord is leading you to disclose appropriately, and do not need to address each aspect listed above. But at a minimum, please discuss your ethnicity/race, age, and sex.³

As you craft your missionary self-reflection, consider the following questions:

- Which of these aspects do you think about most when it comes to yourself? Which do you think about least? Which of these aspects do other people tend to notice about you first?
 - In which of these areas have you experienced significant pain? In which areas have you hurt others the most (perhaps unintentionally)? How has God brought healing or redemption in these painful areas, in both yourself and your relationships?
 - Think about the areas (if any) where you have a greater ability to influence change. What might it look like to steward that ability well, particularly in situations where you work alongside or lead others who have less of this ability?
 - Think about the areas (if any) where you have less ability to influence change. When interacting with those who possess more of this ability, what do you want to be true of these interactions? For yourself, what might it look like to step out in God's power, in the midst of your own powerlessness?
 - Which aspect of who you are would you like to leverage more for the Kingdom?
5. **Missionary Biography:** "Missionary Biography: You will select a cross-cultural missionary to study. You can either read a biography (minimum of 75pp) or interview someone who has served, or is presently serving, on the mission field in a language and/or culture that is different from his or her own. You will find a list of recommended missionary biographies at the end of the syllabus, along with suggested interview questions on the IBS website. After you finish your reading or interview, you will write around 1500 words summarizing what you learned. Structure your paper around the following three themes (about 500 words per theme): (1) an introduction which describes the historical, cultural and geographic context of the culture in which your missionary served (additional research beyond your book is welcome, though optional), as well as a brief overview of the missionary's life and ministry; (2) positive lessons you learned from this missionary about crossing cultures effectively, and how they may be applicable to your own context, and what you might change about yourself (either cognitively or behaviorally) as a result; and (3) any additional personal or critical insights gleaned from studying the life of this missionary, including (for example): how you might disagree with them, or how you might update what they did for the modern world, or how you might revise them to be more biblical, or anything that surprised you, or any huge takeaway that was a revelation to you. As you reflect on the context of the missionary's audience and the lessons learned by the missionary, be sure to look for and consider the ways God was already at work among this people - individually and collectively - prior to the missionary's arrival. (Theologians call this work of God the *preparatio evangelica*.) Be sure to include a bibliography at the end, listing the sources you cite (include the author, title, city of publication, publisher, date of publication), though footnotes or endnotes are not needed in the body of the paper."

³ This is based on the mission and promise of [Oneness and Diversity](#) in Cru.

Missionary Biography Grading Rubric

Category	Questions to Consider	Possible Points
Missionary Context and Characteristics	How well does your report describe the historical, cultural, and geographic context in which the missionary serves (or served)? How well does your report describe (briefly) the life and ministry of the missionary?	30 points
Positive Lessons about Crossing Cultures	How well did you share a positive lesson(s) learned about crossing cultures? How well did you apply this lesson(s) to your own context and determine what you might change about yourself (cognitively, behaviorally) as a result?	30 points
Personal or Critical Insights	How well did you share personal or critical insights into the missionary's life? (See assignment description for examples of what to look for.)	30 points
Quality of Writing	Was your report readable?	10 points
Total grade		100 points

Course Grade

Reading	30%
Missionary Self-Reflection	30%
Missionary Biography	40%
Total	100%

Grading Scale

94-100	A
92-93	A-
90-91	B+
84-89	B
82-83	B-
80-81	C+
74-79	C
72-73	C-
0-71	F

Note: A grade of C- or better is required to apply this course toward your IBS requirements

Course Schedule – Overview

Date	Reading Schedule	Section	Lesson Schedule
M, 6/1	Tennent, chps. 1-4	Biblical	LESSON 1 – The Missionary Heart of God in the Old Testament
T, 6/2	Tennent chp. 5	Biblical	LESSON 2 – The Gospels and the Great Commission
W, 6/3	Tennent, chps. 14-15	Biblical	LESSON 3 – Missionary Themes in the Book of Acts
R, 6/4	Tennent, chps. 6	Cultural	LESSON 4 – “Jerusalem”: Reaching the University Campus-- Gen Z
F, 6/5	Tennent, chp. 11	Cultural	LESSON 5 – “Judea and Samaria”: Domestic Racial and Gender Reconciliation, LGBTQ <i>Missionary Self-Reflection paper due</i>
M, 6/8	Tennent, chps. 7, 12-13	Cultural	LESSON 6 – “Ends of the Earth”: Overseas Missions and World Religions (esp. Islam, Hinduism, Buddhism)
T, 6/9	Tennent, chp. 8	Historical	LESSON 7 – Turning Points in Mission History before 1792
W, 6/10	Tennent, chp. 9	Historical	LESSON 8 – The “Great Century” of Missions (1792-1910); Edinburgh 1910 and ecumenism in the 20 th century
R, 6/11	Tennent, chp. 10; Walls	Historical	LESSON 9 – The Flowering of Global Christianity in the 21 st century
F, 6/12	Cru videos	Integrative conclusion	LESSON 10 – Cru and the future: where do we go from here? <i>Missionary Biography due</i> <i>Reading Report due</i>

Recommended Missionary Biographies

Reading missionary biographies offer several benefits:

1. They inspire us to obey God's call wherever, to whomever, whenever...no matter the cost.
2. They challenge us with those who have gone before as we see their faith and flaws, while recognizing God's grace in it all.
3. They teach us what has been done well in missions history and what may need to be "undone".
4. They help us recognize and wrestle with missiological dilemmas.

Note: An exhaustive list of recommended missionary biographies can be found [here](#).

A Chance to Die: The Life and Legacy of Amy Carmichael by Elisabeth Elliot

Missionary: Amy Carmichael

Missionary's Ethnicity/Nationality: Scottish Irish

Date: 1867-1951

Audience of Gospel: Tamil (India)

Bruchko: The Astonishing True Story of a 19-Year-Old American, His Capture by the Motilone Indians and His Adventures in Christianizing the Stone Age Tribe by Bruce Olson

Missionary: Bruce Olson

Missionary's Ethnicity/Nationality: Scandinavian American

Date: 1941-

Audience of Gospel: Barí (Venezuela/Colombia)

Profiles of African-American Missionaries by Robert J. Stevens

***Missionary:** Multiple

Missionary's Ethnicity/Nationality: African-American

***Date:** 1700-present

Audience of Gospel: Multiple

***Note:** For this biography, select one of the eight eras between 1700 to the present and study the missionaries from that era.

George Liele's Life and Legacy: An Unsung Hero by Various Authors

Missionary: George Liele

Missionary's Ethnicity/Nationality: Black American

Date: 1750-1828

Audience of Gospel: Jamaica

Biography of Elder Lott Cary by J.B. Taylor OR Lott Carey: First Black Missionary to Africa by Leroy Fitts

Missionary: Lott Cary

Missionary's Ethnicity/Nationality: Black American

Date: 1780-1828

Audience of Gospel: Liberia

Rebecca's Revival: Creating Black Christianity in the Atlantic World by Jon Sensbach

Missionary: Rebecca Proppen

Missionary's Ethnicity/Nationality: Antigua(African, European descent)

Date: 1718-1780

Audience of Gospel: African slaves (St. Thomas), Ghana

A Secret Hope by Ria Zebua

Missionary: Ria Zebua

Missionary's Ethnicity/Nationality: Indonesian

Date: Current

Audience of Gospel: Manobo (Philippines)

Samuel Morris: The African Boy God Sent to Prepare an American University for Its Mission to the World by Lindley Baldwin

Missionary: Samuel Morris

Missionary's Ethnicity/Nationality: Kru (Liberia)

Date: 1873-1893

Audience of Gospel: United States

Reading Report

Lecture	Assignment	Assigned Pages	# Pages Completed
M, 6/1	Tennent, chps. 1-4	106	
T, 6/2	Tennent, chps. 5	33	
W, 6/3	Tennent, chps. 14-15	49	
R, 6/4	Tennent, chp. 6	32	
F, 6/5	Tennent, chp. 11	31	
M, 6/8	Tennent, chps. 7, 12-13	94	
T, 6/9	Tennent, chp. 8	26	
W, 6/10	Tennent, chp. 9	29	
R, 6/11	Tennent, chp. 10; Walls	51	
	Total pages	451	