

**MI 432 – Integral Mission: God’s Mission for God’s People**  
**SYLLABUS**

Updated August 22, 2018

Fall, 2018

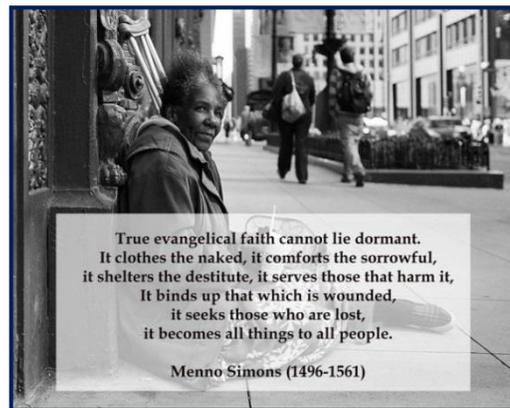
*To develop Christ-minded leaders who make a difference in the world.*

**INSTRUCTOR:** Allan Effa, Ph.D.  
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**SCHEDULE:** Online, September 3 – December 8

**CREDITS:** 3

**DESCRIPTION:** An in-depth exploration of the nature of the Church, the Gospel and our participation in the all-encompassing mission of God in the world. The course examines key biblical principles, and provides an overview of mission methods and strategies that illustrate mission in practice. Students are given an opportunity to articulate a biblical and missional mandate for a specific ministry context.



**OBJECTIVES:**

- A. Knowledge – Students will
  - Explain in writing their understanding of the biblical foundation for mission
  - Describe the role of God’s people in the fulfillment of that mission
  - Identify core issues in mission theology
  - Trace a missiological theme in scripture and provide their reflection on that theme
- B. Character – Students will
  - Reflect on their current understanding of their own motivation for mission and identify personal issues that help or hinder their ability to move forward on that understanding
  - Identify aspects of the course that encourage and support their own practice of carrying out God’s mission
- C. Ability – Students will
  - Articulate ways in which they will exercise missional leadership in their faith communities
  - Demonstrate the ability to create a mission-themed presentation in Pecha Kucha form

**TEXTBOOKS: These are available in the Taylor Reading Room**

Flemming, Dean. *Recovering the Full Mission of God: A Biblical Perspective on Being, Doing and Telling*. IVP Academic, 2013. (Kindle edition available on [www.amazon.ca](http://www.amazon.ca)) BS 680 E86 F54 2013

Kirk, J. Andrew. *What is Mission? Theological Explorations*. Fortress Press, 2000. [Available as a Kindle electronic download at [www.amazon.ca](http://www.amazon.ca)] BV 2061 K57 2000

A compendium of 15 articles and 8 short video clips accessible on our course web site. The list of these articles and their bibliographic reference is found on page 14 of this syllabus.

*Taylor Seminary Guide for Research and Writing* (available on our course website)

**REQUIREMENTS & COURSE OUTLINE:**

**1. Reading and Book Report**

By following the schedule in the course outline, students will read through the required texts and assigned articles.

In addition to the assigned readings, students will select and read one of the books from the list on pages 15 - 16 of this syllabus. Students will create, upload (to Youtube or Vimeo) and share a 2 – 3 minute video reviewing their selected book, following the template included on page 17 of this syllabus. **Due October 19**

**Overview:**

- Assignment accommodates knowledge target statement.
- Assignment develops competencies in Exegesis and Faithfulness.
- Assignment addresses requirements in Outcomes 1,2,3,4,5,6

**2. Reading Responses**

Students will submit written responses to pre-determined questions based on the assigned readings. These are due each week on Saturday at 11:55 PM Mountain Time.

**Overview:**

- Assignment accommodates knowledge, character and ability target statement.
- Assignment develops competencies in Leadership, Stewardship, Exegesis and Faithfulness.
- Assignment addresses requirements in Outcomes 1,2,3,4,5,6

**3. Participation in Online Forums**

Online discussions are the closest equivalent to face-to-face classroom interaction. Students are expected to contribute an original response of 150 – 300 words to the question posed and interact with at least one classmate's post. Every module will include one asynchronous discussion on the assigned articles, video clips or lectures (Module 6 has two and Module 10 has no discussion assigned). Original posts in each threaded discussion are worth 2 points and **must be posted no later than 11:55 PM (Mountain Time) of the Thursday of each week**. The interaction with at least one classmate's posting per week is worth 1 point. An interaction must be substantive and not simply an "I agree with your point" statement. It might involve sharing an illustration that supports the point made by your classmate, or raising a question that challenges the statement made in the

posting. Interaction posts are **due on Saturdays at 11:55 PM**. Points will be assigned based on the quality of the contribution.

**Overview:**

- Assignment accommodates knowledge, character and ability target statement.
- Assignment develops competencies in Exegesis, Shepherding, Faithfulness and Presence.
- Assignment addresses requirements in Outcomes 1,2,3,4,6

**4. Research/Position Paper**

This research paper is an opportunity for students to engage with the biblical text while exploring a missional mandate that is specific to a congregational context. The paper should begin by offering a rationale for your choice of the topic and why this study might be of benefit to your congregation/denomination (or a congregational context that you are most familiar with).

Some suggested topics are:

- Mission to prisoners
- Mission to handicapped (physical and/or mental)
- Mission to immigrants (aliens)
- Mission to widows/orphans
- Mission to oppressed marginals
- Mission and care for creation
- Mission to elderly people
- Mission to children
- Mission as urban renewal
- Mission and pursuit of justice
- Mission as community development
- Mission and gender relations
- other subjects may be explored, with approval from the instructor.

**Suggested Steps:**

- A. Choose a topic that represents a significant missional challenge to your congregation, or your personal vocational direction.
- B. Seek out all significant Scripture passages that address the theme. Begin from the Old Testament, on through the New Testament, watching for the progression and development of the concept, seeking to understand each passage in its historical, grammatical, social and political context.
- C. Develop an outline of the biblical material in terms of major emphases and begin to draw some broad conclusions.
- D. After you have a clear understanding of the way this theme is treated in the biblical material, consult other sources to discover how the subject is treated by biblical/missiological scholars, incorporating their insights and perspectives in your data. Be sure to incorporate insights from our text as well as your elected texts. Consult and include material from at least 3 peer reviewed articles.
- E. At this stage you have gathered the raw data, the building blocks, if you will. Now you need to think of how to write up what you have learned:

- 1) Choose your audience. Are you writing this to challenge your congregation, your mission agency, or your personal vocational direction?
- 2) Choose your focus: precisely what do you want to say? And what specific situations are impacted by what you want to say?
- 3) Select the major points or components of what you want to cover and note the documentation which you will use to support those points (biblical references, quotations from relevant literature, illustrations from your own context of ministry, etc.).
- 4) Write the main body of the paper, with each major section having a heading or title, a thesis, and a conclusion.
- 5) Find an interesting and catchy way of introducing the topic, maybe a concrete situation out of which the question arises.
- 6) Write the conclusion, drawing out the most specific, clear and clearly supported implications which this investigation has for the mission of the Church generally, and for your participation in mission specifically.

Write the paper, following the Taylor Seminary guide for research writing. Be very careful to give credit to all of the sources you consult. This applies even to paraphrasing ideas you have found in books, journals or web sites. If you are translating from a work published in another language, acknowledgement of the original author must be given.

The paper should be between 12 - 18 pages double spaced and must not only explore the most pertinent biblical material addressing the subject, but also draw from missiological research, spanning no less than 3 peer reviewed articles and 3 books. **Due November 17.** Students will share their papers with the rest of class by means of a Pecha Kucha presentation on December 1 (see below).

**Overview:**

- Assignment accommodates knowledge and ability target statement.
- Assignment develops competencies in Leadership, Proclamation, Exegesis and Faithfulness.
- Assignment addresses requirements in Outcomes 1,2,3,4,5,6

**5. Presentation of Papers**

Students will prepare and share a Pecha Kucha presentation highlighting the major findings of their research papers. This should be posted as an MP4 file on Youtube or Vimeo with a link provided on our web site. One suggestion is to create an audio powerpoint presentation and then convert it to MP4 format and then upload it to Youtube or Vimeo. It should conform to the standards of a Pecha Kucha: 20 Slides, 20 seconds per slide, for a total of roughly 6.5 minutes. There are a number of YouTube videos that explain how to make a Pecha Kucha presentation. **Due December 1.**

**Overview:**

- Assignment accommodates ability target statement.
- Assignment develops competencies in Proclamation.
- Assignment addresses requirements in Outcomes 2,3,4

**6. Integration/Reflective Paper**

Students will write a 5 – 6 page response to the material covered in the course. This response is not intended to be a critical review, but a spiritual formation exercise. The intent of this assignment is

for students to probe how they have experienced change of heart /thinking/attitude as a result of the assigned reading, discussion with other classmates, and the lectures. Reflection may center on the student’s understanding of the *Missio Dei* and their participation in that mission, particularly as they give missional leadership to congregations. This is an opportunity for the student to articulate a philosophy of ministry and mission as well as to reflect upon and integrate what has been learned in the course. Students may choose to work on this bit-by-bit throughout the duration of the course, or compose it at once at the conclusion. All references to course materials must be properly documented. This essay should follow the Taylor Guide for Research and Writing. **Due December 8.** Note: As part of Taylor Seminary’s accreditation process, the faculty is required annually to review anonymized examples of student assignments from selected core courses in our Masters degrees. If you do not wish this assignment to be anonymized and then included in the random sample from which assignments will be chosen for review, please request an abstention from your course instructor.

**Overview:**

- Assignment accommodates knowledge, character and ability target statement.
- Assignment develops competencies in Leadership and Faithfulness
- Assignment addresses requirements in Outcomes 1,2,3,4,6.

**EVALUATION:**

<i>Assignment</i>	<i>Date Due</i>	<i>Work Load</i>	<i>Weight</i>
Reading/Responses	Various	40 hours	20%
Online Discussions	Each Week	8 hours	15%
Book Review	October 19	7 hours	15%
Research/Position Paper	November 17	25 hours	30%
Pecha Kucha Presentation	December 1	5 hours	5%
Integration Paper	December 8	5 hours	15%

**FINAL REMARKS:**

*Research Language.*

You should employ acceptable research language for your paper which is not too informal yet reads inclusively. Avoid the use of gender specific language (e.g., Do not refer to “man” generically or to “mankind,” “men,” “he”; rather use “humankind,” “humanity,” “person,” etc.)

*Plagiarism.*

Academic honesty and integrity is essential to the academic enterprise and the Seminary community. All written work submitted *must* be your own. *Guidelines for Research Writing* defines plagiarism as the failure to give credit where credit is due: “To plagiarize is to give the impression that you have written something original which in fact you have borrowed from another without acknowledging that other person’s work” (*Guidelines for Research Writing*, 2003, Rev 1.2; p. 11). If you borrow ideas or distinctive phrases, or include direct quotations in your written assignments, you must acknowledge your source(s) properly by in-text citation or footnote. It is also wrong to copy another person’s work or to submit an assignment previously handed in for credit in another course. **Students guilty of plagiarism may receive a grade of zero for the assignment and may be brought to the attention of the Seminary’s Academic Committee.**

### *Course Withdrawal Policy*

After the period for which tuition refunds are available, a “W” will be placed on the transcript of a student who withdraws from any course. Beyond those dates, an “F” will be recorded on the student’s transcript.

### *Formatting*

All studies and papers should be typed and formatted according to the Society of Biblical Literature writing style as outlined in the Seminary’s *Guidelines for Research Writing in Religion & Theology (SBL)*. For the full stylesheet, please refer to Patrick H. Alexander, et al., ed., *The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies* (Grand Rapids: Hendrickson, 2014) which is in the Reading Room.

Moodle <https://moodle.sfseminary.edu>

## **OUTLINE/SCHEDULE OF THE COURSE:**

Module 1: September 3 - 8

God’s Mission: Biblical Foundations

Read: Flemming, Intro and Cha. 1-2; Kirk, Cha. 1-2

Power Point Lecture: *Biblical Foundations*

Articles: René Padilla, *What is Integral Mission?*

Allan Effa, *The Nitty-Gritty Mission of Reconciliation* <https://asmweb.org/blog-content/nittygrittymissionmar232017effa>

Module 2: September 10 - 15

God’s Mission and the Kingdom

Read: Flemming, Cha. 3; Kirk, Cha. 4 (Note: we are skipping chapter 3 ‘til next week) Power Point

Lecture: *Mission and the Kingdom*

Video: Michael Frost, *Purpose of the Church* <http://www.youtube.com/watch?v=LZWQqBWwyFQ>

Articles: Jack Deere, *Prayer Meetings Can be Dangerous*

Module 3: September 17 - 22

Mission in the Way of Jesus

Read: Flemming, Cha. 4-5; Kirk, Cha. 3;

Power Point Lecture: *Mission in the Way of Jesus*

Article: Santos Yao, *The Table Fellowship of Jesus with the Marginalized: A Radical Inclusiveness*

Module 4: September 24 - 29

God’s Mission and Missional Churches

Read: Flemming, Cha. 6

Video: Jeff Maguire: *The Missional Church ... Simple* [https://www.youtube.com/watch?v=arxfLK\\_sd68](https://www.youtube.com/watch?v=arxfLK_sd68)

Articles: *The Missional Church*, Tim Keller.

[http://download.redeemer.com/pdf/learn/resources/Missional\\_Church-Keller.pdf](http://download.redeemer.com/pdf/learn/resources/Missional_Church-Keller.pdf)

Allan Effa, *Pub Congregations, Coffee House Communities, Tall-Steeple Churches and Sacred Space: The Missional Church Movement and Architecture*  
Anglican Church of Canada, *The Five Marks of Mission*

Module 5: October 1 - 6

God's Mission and Inculturation

Read: Flemming, Cha. 7; Kirk, Cha. 5

Videos: *Culture Matters* – Allan Effa

*Indigenous Liturgy* (uploaded on our course site)

Article: Richard Twiss, *Making Jesus Known in Knowable Ways*

<http://www.missionfrontiers.org/issue/article/making-jesus-known-in-knowable-ways>

Module 6: October 8 - 13

God's Mission and the Pursuit of Justice

Read: Flemming, Cha. 8; Kirk, Cha. 6

Power Point Lecture: *Social Justice in the Covenant Community of Israel*

Video: *I Was a Stranger* <http://evangelicalimmigrationtable.com/>

Articles: *Joseph and the Empire* by Paul Alexander

*The Church, the Government, and Syrian Refugees* by Joel Detlefsen

Modular Week: October 15 – 19 – no assignments

**Book Review Video Due** (October 19)

Module 7: October 22 - 27

God's Mission and World Religions

Read: Flemming, Cha. 9; Kirk, Cha. 7 & 8

Power Point Lecture: *How Should we View Truth in Other Religions?*

Video: *Knowing and Loving our Neighbors of Other Faiths* – Scott C. Alexander

<https://www.youtube.com/watch?v=i9n7kx3ignU>

Module 8: October 29 – November 3

God's Mission as Healing

Articles: Walter Brueggemann, "Healing and Its Opponents" in *I Am the Lord Who Heals You*.

Jacques Matthey, "Faith, Healing and Mission – Santiago de Chile October 2003 Introduction and Summary of Process"

Reflective Exercise: Read *Healing Ministry, as a Congregation* and do the inventory/assessment.

Video: *Health, Ministry: A Circle of Care for Your Congregation* by Isabel Cutler

<https://www.youtube.com/watch?v=oGZPAI2L5mM>

Module 9: November 5 - 10

God's Mission and Creation Care

Read: Flemming, Cha.10; Kirk, Cha. 9

Video: *Why Should Christians Care for Creation? (A Rocha)*

<https://www.youtube.com/watch?v=cjiX0ztGUTs>

Article: Allan Effa, *The Greening of Mission*

Chapter: Elaine Heath, "Redeeming the Earth" in *The Mystic Way of Evangelism*

November 12 - 17 No learning module; time off to finish up your research paper.

## Research/Position Paper due

Module 10: November 19 - 24

God's Mission as Proclamation

Read: Flemming, Cha. 11; Kirk, Cha. 10, 11 and Postscript

Article: Leslie Newbigin, "Witnessing to Divine Authority in the Context of Modernity" in *Truth and Authority in Modernity*.

December 1

## Pecha Kucha Presentations Due

December 8

## Integration Paper due

### READING RESPONSE QUESTIONS

#### September 8

Read: Flemming, Intro and Cha. 1-2; Kirk, Cha. 1-2

Articles: René Padilla, *What is Integral Mission?*

Allan Effa, *The Nitty-Gritty Mission of Reconciliation* <https://asmweb.org/blog-content/nittygrittymissionmar232017effa>

#### Flemming

1. In his opening chapter, Flemming identifies five principle tasks in the missional life of Israel. Which of these is best understood in your faith community and which, if any, is the least understood?
2. Much of the contemporary missional literature dismisses the attractional church model. How would you defend the legitimacy of the "attractional model" in light of this reading?
3. Chapter two shows how first century synagogue worship drew Gentiles into the community of faith, without becoming "Jewish seeker services." Comment on the distinction between worship having a "missionary intention" and a "missionary dimension" (a distinction made by Leslie Newbigin in an article not assigned for reading). Which do you think is more biblical?

#### Kirk

1. Dialogue with the six tasks of theology, giving special attention to the challenge of doing theology in the Canadian context. What is one specific challenge each aspect of the task faces in our social/cultural context? (Non-Canadians are encouraged to interact with their own cultural contexts).
2. Reflect on your seminary experience so far. What are some instances in which the missional dimension has been integrated with other subjects? Where could this have been done more intentionally?

#### Effa

From the reading of this blogpost, offer a response of 200 – 250 words and identify at least one area of alienation in your context that needs to be addressed by engagement in the *Missio Dei* of reconciliation.

Online Discussion: Padilla's article highlights four dichotomies that we have inherited from a "Traditional Approach to Mission" and goes on to describe how a more biblical approach to mission challenges those dichotomies. Reflect on your church or denominational context. Of the four dichotomies mentioned, which one has been most evident in your tradition? How is this being challenged?

### **September 15**

Read: Flemming, Cha. 3; Kirk, Cha. 4

Video: Michael Frost, *Purpose of the Church*

Article: Jack Deere, *Prayer Meetings Can be Dangerous*

#### Flemming

1. Flemming observes that the message of the kingdom was heard differently by people Jesus encountered in different situations of life. For some it is a message of inclusion; for others it is more like an electric shock. Reflect on how this might be true in the community in which you live.
2. Where do you see the clearest embodiment of the kingdom displayed in your community?
3. What are the greatest evils your faith community feels called to confront in your context?

#### Kirk

1. From Chapter 4, select one definition of evangelism that most appeals to you. Why do you prefer it over the others?
2. How do you think "evangelism" is most commonly understood in your local congregation? In what respects is this understanding deficient or incomplete?

#### Frost

Offer a 200 – 250 word response to Frost's video on the purpose of the church.

Online Discussion: Deere's exercise calls us to measure our ministries, efforts and programs by the plumbline of the Kingdom of God. As you reflect on your faith community, what are the ways in which the kingdom of God is being offered as a foretaste to the larger community?

### **September 22**

Read: Flemming, Cha. 4-5; Kirk, Cha. 3

Article: Santos Yao, *The Table Fellowship of Jesus with the Marginalized: A Radical Inclusiveness*

#### Flemming

1. What are some of the concerns that account for the different perspective Matthew offers on Jesus' mission and ministry than that presented by Mark?
2. What is one application from the description of Luke's understanding of Jesus' mission that you would like to see emphasized more clearly in your faith community? Why?
3. Flemming draws a number of applications from Jesus' audience-sensitive approach to communicating the Gospel in the story of John 4. Share an example of a time when you felt you were able to offer this kind of a sensitive witness to someone or a group of people.
4. A key missiological concept in John's Gospel is the act of "sending." In Christian worship, the missional sending is the culmination of our weekly gathering. Reflect on a few of the services you attended recently and comment on how well this theme was communicated.
5. Summarize Flemming's discussion on the two themes of truth and love in the Gospel of John. Was there any insight from this discussion that addressed you?

## Kirk

Develop a summary paragraph of the ministry and mission of Jesus that can serve as a paradigm for mission today.

Online Discussion: Yao's article challenges the church to consider which cultural and social barriers need to be crossed in order to truly be a community of hospitality, modeled after Jesus' mission. Do you think he goes too far in pressing his point? What kind of action points might result from reading his article if your congregation or church leadership were to seriously consider Yao's challenge?

## **September 29**

Flemming, Cha. 6, Maguire, Keller, Effa and Anglican Church of Canada

### Flemming

1. Taking cues from Paul's contextual address to the Athenians in Acts 17, what are some entry points in contemporary postmodern culture that you might explore in order to share kingdom good news?
2. Summarize in 200 – 250 words how the book of Acts portrays a church whose mission integrates *being, doing and telling*.

### Maguire and Keller

To what extent does Keller's article and Maguire's video describe your faith community? Of the six descriptors in Keller's case study, which ones represent the most challenging areas of growth for you personally and your faith community?

### Effa

Choose one idea from this article that you think represents well or misrepresents your understanding of the Canadian context and offer a brief response.

Online Discussion: Documents like *The Five Marks of Mission* help unite denominations around common missional goals and help re-order their congregational life. How would you compare the Anglican document with the missional priorities of your denomination or congregation?

## **October 6**

Read: Fleming, Cha. 7; Kirk, Cha. 5

Videos: Culture Matters

Indigenous Liturgy

Article: Richard Twiss, *Making Jesus Known in Knowable Ways*

### Flemming

1. In what sense is Paul's proclamation of the Gospel a theopolitical announcement?
2. Give an example of a fresh expression of the Gospel that arises from a cultural context (like the example given of the Bakongo people's use of *Protector*).
3. Five subpoints inform Fleming's treatment of how Paul "lived the Gospel." As you reflect on your life, which of these would you say represents your greatest need for growth? Why?
4. How well do you think "missional praying" is exemplified and encouraged in your faith community?

### Kirk

1. Describe a situation in which you think the Church has been successful in communicating and living out the Gospel to a particular culture (or subculture).
2. Most of today's growth of the evangelical church in Canada is coming from immigration. What are some of the "gifts" other cultures are bringing to the Canadian expression of church?

### Twiss Video

Canadian society is increasingly multicultural, with over 20% of our population born outside of Canada. In some of the larger urban centres it is close to 50%. How do you see (or not see) the worship in your faith community reflecting this increasing diversity?

Online discussion: Please create a discussion question for the rest of the class from some issue arising from Twiss's video and/or article.

### **October 13**

Flemming Cha. 8; Kirk, Cha. 6;

Articles: Paul Alexander, Joel Detlefsen

Video: *I Was a Stranger*

### Flemming:

Reflect on some specific arenas of life in which Christians' actions and attitudes might make the gospel attractive to those outside the church today.

### Kirk:

1. Reflect on the four theological affirmations that inform the church's role in seeking justice for the poor. Which of these has (have) been most emphasized and which have been most neglected or even distorted in your circles of Christianity? What are some of the cultural or ideological barriers that keep Christians in N. America from embracing these theological affirmations?
2. Reflect on poverty in Canada (or the nation you are most familiar with). Offer a diagnosis of the major causes/sources of poverty.

Online discussion: Most of us who grew up in Sunday School received whitewashed portraits of biblical heroes who set daunting standards of moral behavior for us to emulate. Joseph is certainly one of those, particularly because of his resistance to sexual advances and temptation. How do you respond to Paul Alexander's critique of Joseph's socio-economic policies?

Online Discussion: After watching the video *I Was A Stranger*, read Joel Detlefsen's blog post and offer a 150 – 250 word critique of Detlefsen in light of the material covered in this module.

### **October 27**

Flemming, Cha. 9; Kirk, Cha. 7-8

Video: Scott Alexander

### Flemming

1. Flemming quotes Canadian Doug Harink who criticizes the American church for capitulating to the cultural press by endorsing patriotism and militarism in the wake of 9/11. Name one or

two ways the Canadian church has compromised with the predominant culture and failed to live out its identity as “exiles.”

2. Summarize Peter’s strong connection between holiness and mission. Do you think this connection is well understood today? Explain.

#### Kirk

1. Of the three views of salvation for people in other faiths, which do you prefer? What are some of the problems with the position you have chosen?
2. As you reflect on your church context, what are some theological commitments and ideological assumptions that keep peacemaking from being embraced as an integral part of the church’s mission?

Online Discussion: Scott Alexander’s video clip brings together this week’s discussion on “other religions” and the mandate of peacemaking. How has your experience of interfaith dialogue helped build bridges of peace and understanding in our broken world?

#### **November 3**

Articles: Healing Ministry as a Congregation

Walter Brueggemann, “Healing and Its Opponents” in *I Am the Lord Who Heals You*.

Jacques Matthey, “Faith, Healing and Mission – Santiago de Chile October 2003 Introduction and Summary of Process”

Video: *Health, Ministry, A Circle of Care*

#### Brueggemann

After reading this engaging article, reflect in 200 – 250 words on how you see some of the demonic forces at work in our society/world, that oppose God’s healing work and mission. Where is Pharaoh’s spirit manifesting itself today?

#### Matthey

The assigned article on “Faith, Healing and Mission” illustrates the value of international and ecumenical gatherings to discuss issues of faith and practice. Highlight one insight you gleaned from the article and suggest one or two other topics that would benefit from this kind of international and interdenominational discussion.

#### Reflective Exercise

As you go through the inventory of healing ministries listed in the article, rate each point with either S = strong, N = Needs Attention, or NA = Not Appropriate to my context. Submit your response together with the other two questions above.

Online Discussion: Parish Nursing is a ministry that has been around since the late 60s and has its roots in the healing ministry of the church in the first centuries of the Christian era. What are some of the biggest needs in your congregation that could be addressed with a parish nursing program or, perhaps, a trained social worker on the pastoral team.

#### **November 10**

Flemming Cha. 10; Kirk, Cha. 9;

Articles: Heath, Effa

Video: A Rocha Video

### Flemming

1. How did the chapter on “Revelation” contribute to your understanding of integral mission?
2. What did you learn about the relationship between worship and mission in this chapter?

### Kirk

Kirk offers some original and thought-provoking ideas linking the care for the environment with justice issues, relief of the poor and the rejection of materialism. Choose one quote (one or two sentences) you find significant. Unpack its meaning and re-phase it by giving it particular application to a context or current problem you are familiar with.

### Heath

In two short paragraphs, summarize the insights gleaned from Bonaventure and John Woolman as they pertain to our mission of redeeming the earth.

Online Discussion: Effa’s article illustrates a fairly broad consensus among denominational families regarding the theological and moral imperatives underlying creation care. Some of those themes are reinforced in the *A Rocha* video. Reflect on where your congregation and denomination are at concerning this issue. Does it receive appropriate attention in the teaching and literature of your church and denomination? If not, why do you think this is so?

### **November 24**

Flemming, Cha. 11; Kirk, Cha. 10, 11 and Postscript;

Articles: Leslie Newbigin, “Witnessing to Divine Authority in the Context of Modernity.”

Michael Niebauer, “Dialogue or Proclamation? Communication Ethics and the Problem of Persuasion in Mission.”

### Flemming

1. Taking cues from Paul’s contextual address to the Athenians in Acts 17, what are some entry points in contemporary postmodern culture that you might explore in order to share kingdom good news?
2. Summarize in 200 – 250 words how the book of Acts portrays a church whose mission integrates *being, doing and telling*.

### Niebauer

Share one idea from Niebauer’s essay that you found helpful as you think about the task of communicating the Gospel today. Why did you select this particular idea?

### Newbigin

1. Explain, in your own words, Newbigin’s description of a wrong way of approaching the Bible as truth and why this is not tenable today. How does he propose we should ground our witness to the truth and authority of Scripture?
2. Newbigin compares two kinds of certainty. How have you come to terms with faith in the dance between doubt and certainty?

No online discussion this module

## List of Required Articles Uploaded on our Course Web Site

Alexander, Paul. "Joseph and the Empire" in *PRISM*, May-June 2013, p.47.

Anglican Church of Canada. "The Five Marks of Mission" <http://www.anglican.ca/help/faq/marks-of-mission/>

Brueggemann, Walter. "Healing and Its Opponents" in *I am the Lord Who Heals You*. G. Scott Morris, ed. Abingdon Press, 2004, pp. 1-6.

Detlefsen, Joel. "The Church, the Government, and Syrian Refugees." (Available as a PDF Download)

Deere, Jack. "Prayer Meetings Can be Dangerous" in *Surprised by the Voice of God*. Zondervan, 1998, pp.162,163.

Effa, Allan. "The Greening of Mission" in *International Bulletin of Missionary Research*. Vol. 32, Number 4, October 2008, pp.171-176.

"The Nitty-Gritty Mission of Reconciliation" blogpost at <https://asmweb.org/blog-content/nittygrittymissionmar232017effa>

"Pub congregations, coffee house communities, tall-steeple churches, and sacred space: The missional church movement and architecture." In *Missiology: An International Review*. Vol. 43, Nu.4, October 2015. pp.373-384.

Heath, Elaine. "Redeeming the Earth" in *The Mystic Way of Evangelism: A Contemplative Vision for Christian Outreach*. Baker Academic, 2008.

Keller, Tim. *The Missional Church*  
[http://download.redeemer.com/pdf/learn/resources/Missional\\_Church-Keller.pdf](http://download.redeemer.com/pdf/learn/resources/Missional_Church-Keller.pdf)

Matthey, Jacques. "Faith, Healing and Mission – Santiago de Chile October 2003 Introduction and Summary of Process" in *International Review of Mission*. Vol. 93, July-October 2004, pp. 407-412.

Newbigin, Leslie. "Witnessing to Divine Authority in the Context of Modernity" in *Truth and Authority in Modernity*. Trinity Press International. 1996.

Padilla, René. "What is Integral Mission?" <http://im.handsupstaging.com/wp-content/uploads/2011/10/WHAT-IS-INTEGRAL-MSSION.pdf> Accessed March 10, 2015.

Twiss, Richard. "Making Jesus Known in Knowable Ways"  
<http://www.missionfrontiers.org/issue/article/making-jesus-known-in-knowable-ways> Accessed August 2, 2017.

Yao, Santos. "The Table Fellowship of Jesus with the Marginalized: A Radical Inclusiveness." In *Journal of Asian Mission*" Vol. 3, No. 1, 2001, pp.25-41.

## List of Choices for Elective Reading

Bright, John. *The Kingdom of God*. Abingdon, 1990.

[A classic study of the biblical theme of the kingdom of God with significant implications for mission today].

Chan, Simon. *Grassroots Asian Theology: Thinking the Faith from the Ground Up*. IVP Academic, 2014.

[Chan examines Asian Christianity at its daily, sustaining level. There he uncovers a vibrant theology that is authentically Asian and truly engaging].

Clairborne, Shane. *Jesus for President*. Zondervan, 2008.

[An examination of the *Missio Dei* over against cultural Evangelical Christianity in the USA (especially its political allegiances), by a prominent American advocate of the “new monasticism”].

De Young, Kevin and Greg Gilbert. *What is the Mission of the Church: Making Sense of Social Justice, Shalom and the Great Commission*. Crossway, 2011.

[A critique of some contemporary approaches to mission and how these become expressed in missional programs and activities].

Edwards, Denis. *Ecology at the Heart of Faith: The Change of Heart that Leads to a New Way of Living on Earth*. Orbis, 2006.

[Denis writes as a Roman Catholic and is Australia’s foremost theologian addressing the ecological implications of faith and mission].

Éla, Jean-Marc. *My Faith as an African*. Orbis, 1989.

[A Cameroonian Roman Catholic priest seeks to forge an authentic expression of Christian theology that is culturally African and also speaks to the problems of poverty and oppression].

Elizondo, Virgilio. *Galilean Journey: The Mexican-American Promise*. Orbis, 1983.

[A theology of mission from the perspective of the contributions the experience of marginalization can make to the church of the dominant culture].

Fitch, David. *Faithful Presence: Seven Disciplines that Shape the Church for Mission*. Intervarsity, 2016.

[A constructive ecclesiology that emphasizes the presence the church makes possible in a world that desperately needs God’s presence].

Guder, Darrell L. (1998). *Missional Church: A Vision for the Sending of the Church in North America*. Eerdmans, 1998.

[A compendium of essays by an ecumenical team of missiologists who participate in the Gospel and our Culture Network. It offers a perspective of North America as a mission field].

Guder, Darrell L. *The Continuing Conversion of the Church*. Eerdmans, 2000.

[A development of a theological framework for the emerging understanding of the missional church].

Hunsberger, George R. & Craig Van Gelder. *The Church between Gospel and Culture: The Emerging Mission in North America*. Eerdmans, 1996.

[A compendium of essays that helped set in motion the Gospel and our Culture Network, seeking to apply the writings of Lesslie Newbigin to the missionary situation in North America].

Isasi-Diaz, Ada Maria. *Mujerista Theology: A Theology for the 21<sup>st</sup> Century*. Orbis 2002.  
[A Hispanic women's liberation theology written by a Cuban- American theologian].

Moo, Doug and Jonathan Moo. *Creation Care: A Biblical Theology of the Natural World*. Zondervan, 2018.

[This book offers a reflection on the biblical mandate that God's people embody and live out God's own perspective on the created world.]

Orobator, Agbonkhianmeghe E. *Theology Brewed in an African Pot*. Orbis, 2008.

[Nigerian Roman Catholic priest explores how God can be known and the core doctrines of Christian theology communicated in ways that make sense within an African frame of reference.]

Padilla, C. René. *Mission Between the Times: Essays on the Kingdom*. Langham Monographs, 2010  
(Revised and expanded version of the 1985 edition).

[Baptist theologian from Argentina – explores spiritual conflict, particularly the areas of consumerism and materialism].

Piper, John. *Let the Nations Be Glad: The Supremacy of God in Missions*. 2<sup>nd</sup> ed. Baker, 2002.

[Baptist pastor and professor in the Calvinist tradition. Has a strong emphasis on worship, prayer and suffering].

Rauschenbusch, Walter. *A Theology for the Social Gospel*. Abingdon, 1978.

[Baptist theologian, father of the social gospel movement of the early 20<sup>th</sup> century. Takes the classic systematic theology themes and asks larger questions with implications for society as a whole].

Snyder, Howard A. *Salvation Means Creation Healed: The Ecology of Sin and Grace*. Cascade Books, 2011.

[Snyder teaches at Tyndale Seminary in Toronto. This is a call to a holistic understanding of salvation that includes the earth. Snyder shows how philosophical and cultural factors led evangelicals to embrace a salvation that focuses on heaven led to an unbiblical divorce of heaven and earth].

Song, Choan-Seng. *Third-Eye Theology*. Orbis, 1991.

[Roman Catholic/enculturation perspective. An exploration of the possibilities of a theology that takes its point of departure from the cultures of Asia].

**Book Review Template**

Name \_\_\_\_\_ Box \_\_\_\_\_

Title of Book Read \_\_\_\_\_

Author(s) \_\_\_\_\_

Total Number of Pages Read \_\_\_\_\_

1. Statement of the Author’s controlling purpose in writing this book.

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2. Brief Survey of the Topics Covered

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3. Critical Assessment

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4. Application to Ministry

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***This should be 3-4 pages in length***