



HARDING SCHOOL OF THEOLOGY

5910 Global Evangelism

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Course Description: An introduction to historical, biblical and cultural aspects of worldwide evangelism for the purpose of mission preparation and effectiveness of the missionary and the sending church. Also includes a survey of principles, methods and practical aspects of developing and maintaining a missions ministry in a local church. Basic competencies in this area will be developed through the use of the Basic Values Questionnaire (BVQ), Inter-cultural Development Inventory (IDI), a cross-cultural project, and application papers.

Schedule: This course meets Thursday 1:00-3:45 pm, August 24-December 7, 2017 on campus and through HST-LIVE.

This course syllabus is our academic contract for course requirements and policies. It is your responsibility to read and be aware of the policies contained in the syllabus. If you do not understand any part of this document, it is your responsibility to ask for clarification.

Required Textbooks:

[J]* Jenkins, Philip, *The New Faces of Christianity: Believing the Bible in Global South*. Oxford University Press, 2006. ISBN:978-0-19-530065-9

[L] Lingenfelter, Sherwood and Marvin K. Mayers. *Ministering Cross-Culturally: An Incarnational Model for Personal Relationships*. 2nd ed. Grand Rapids, MI: Baker Books, 2003). ISBN: 978-0-8010-2647-8

[S] Schnabel, Eckhard, *Paul the Missionary: Realities, Strategies and Methods*. IVP, 2008. ISBN:978-0-8308-2887-6

*See the “Reading Assignment” column on page 5 where these letters correspond with the text books.

Textbooks can now be ordered through a link on the [HST website](http://hst.edu).

The Textbooks tab can be viewed on the navigation bar on any page of the website. Check the book list provided under the Textbooks tab for correct ISBN’s (<http://hst.edu/students/textbook-services/>) and editions to insure correct ordering. A link provided there will take you to Amazon where you will only need to enter the ISBN to order your books. By going through our website, HST will receive some credit from the order. Thanks for your support!

Recommended Reading

- Borthwick, Paul. *Western Christians in Global Mission: What's the Role of the North American Church?* Downers Grove, IL: IVP Press, 2012. ISBN: 978-0-8308-3780-9
- Howell, Alan. "Recognizing Poverty Rules: Addressing the Causes and Patterns of Absolute Poverty Among the Makua-Metto People" in *Missio Dei: A Journal of Missional Theology and Praxis* 6, no. 2 (August 2015). www.missiodeijournal.com/article.php?issue=md-6-2&author=md-6-2-howell#sthash.zAj795o8.dpuf
- Lingenfelter, Sherwood. *Transforming Culture: A Challenge for Christian Mission*. 2nd ed. Grand Rapids, MI: Baker Books, 1998. ISBN: 978-0-8010-2178-7
- Slate, C. Philip. *Lest We Forget: Mini-biographies of Missionaries from A Bygone Generation*. Winona, MS: J. C. Choate Publications, 2010. Available from the author/Instructor.
- Schwartz, Glenn, "Is there a Cure for Dependency Among Mission-Established Institutions?" [www.wmausa.org/files/Store Downloads/Final cure article](http://www.wmausa.org/files/Store%20Downloads/Final%20cure%20article)
- Slate, C. Philip. *Missions Handbook for Local Churches*. Bedford, TX: Missions Resource Network, 2008. Sections 3, 4, 5, and Appendix A. (On reserve in the Library)
- Slate, C. Philip, "Short-Term vs. Long Term Missions and the Stewardship of Western Missions Money." www.mrnet.org/conent/Documents/Library/Short-term vs. long term and the stewardship of western missions money.
- Sunquist, Scott. *Understanding Christian Mission: Participating in Suffering and Glory*. Grand Rapids, MI: Baker Academic, 2013. ISBN: 978-0-8010-3615-6
- Woodberry, Robert. "The Missionary Roots of Liberal Democracy" in *American Political Science Review* 106, no. 2 (May 2012). www.hillcountryinstitute.org/wp-content/uploads/MissionaryRootsOfLiberalDemocracy.pdf
- Woodward, Mark. "Standards for Short-Term Missions," in *Missio Dei: A Journal of Missional Theology and Praxis* 3, no. 1 (February 2012). www.missiodeijournal.com/article.php?issue=md-3-1&author=md-3-1-woodward
- Listen to *This American Life* podcast episode #408: "Island Time" - May 21, 2010 – available on iTunes and mp3 sites.

Additional required readings or recordings may be provided in class or sent by e-mail.

Course Outcomes and Objectives:

M.Div. Outcome 4: Students will demonstrate the ability to integrate the scriptures and theological tradition with diverse contemporary cultural contexts. (ATS A.2.3)

MACM Outcome 3: Students will demonstrate the ability to integrate the scriptures and theological tradition with diverse contemporary cultural contexts. (ATS A.2.2.2)

Course Objectives	HST Mission	MACM Outcomes	M.Div. Outcomes	Assignments
(1) Engage other cultures with respect, interest, and acceptance	higher standards of ministry	Evidence a love for God and a personal commitment to spiritual formation.	Evidence a love for God and a personal commitment to spiritual formation.	Cross-cultural Project, BVQ, IDI
(2) Adapt well in another context—social-economic or ethnic	higher standards of ministry	Become a leader in your ministry specialization in the broader range of ministry and social context	Demonstrate knowledge and competencies associated with providing ministerial leadership	Cross-cultural Project, BVQ, IDI
(3) Accept the vulnerability of ministry in another cultural context	develop deeper faith in God	Become a leader in your ministry specialization in the broader range of ministry and social context	Integrate scriptures and theological tradition with diverse contemporary cultural contexts	Cross-cultural Project
(4) Develop skills to help the church for further service in Global Evangelism	higher standards of ministry	Integrate the scriptures and theological tradition with diverse contemporary cultural contexts.	Integrate the scriptures and theological tradition with diverse contemporary cultural contexts.	Incorporation/ Application Assignment

Assignments and Grading: Grading scale: 90-100 (A), 80-89 (B), 70-79 (C), 60-69 (D), 59 and below (F). Grades will be computed as follows:

1. **Final Exam** (25 pts): The final will be taken **December 7** and will include objective and essay sections.

2. Cross-Cultural Competency

- **Basic Values Questionnaire—BVQ** (5 pts each time): See pp. 29-34 in *Ministering Cross-Culturally*. Complete and post by 8-31-17 [BVQ-pre]. Take it again and post it on 11-30-17 [BVQ-post].
- **Intercultural Development Inventory—IDI** (5 pts): Complete the IDI before **September 7** (a link will be sent to each student). The student will also set up an appointment with Dr. Evertt Huffard (ehuffard@harding.edu) to process their personal IDI (takes about 30 minutes) after **September 14**.
- **Cross-Cultural Project/Report**
 - Submit a one-page proposal of the context and goals—must be approved by the professor by **September 7**. Send proposal to ehuffard@harding.edu.
 - Document 12 hours of cross-cultural experiences that provide opportunity for you to learn to respect differences, develop new interests, and be accepting of different ways

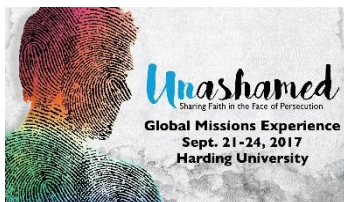
The overall objective of engaging in the readings, writings, activities, examinations, and discussions is to equip the student to honor God through doing or facilitating global evangelization.

of life and ministry. Assessment of the project incorporates the IDI and BVQ (from Lingenfelter & Mayers, p. 29-35).

- Possible projects:
 - Spend a couple of weekends with a church leader in a different culture and language group (preferred option!).
 - Visit different language group churches attending services, Bible study, and interviewing participants.
 - Participate in the life of a cross-cultural church for at least 12 hours.
 - Visit a mosque (or synagogue or inner city church) and include a visit or personal interaction with at least one of the participants to interpret what their rituals mean to them or why they do what they do.
- A class presentation of the project will be given on **November 9** (10 pts).
- Final report of the project (15 pts) will be submitted by **November 16** (10 pages) detailing the following:
 - *Assumptions* – Name and describe the assumptions you had going into this cross-cultural experience (at least one page).
 - *Experiences* – Describe your experiences including time, date and observations made (at least five pages).
 - *Reactions, Reflections, Redirections* – In light of these cross-cultural experiences, incorporate what you have learned about yourself from the IDI and BVQ into specific values, principles and tensions for serving cross-culturally, demonstrating a more global theology of ministry (at least four pages).

3. Experience/Application Assignment:

- **Sending church mission ministry evaluation/proposal—SCMM (10 pts):**
Meet with a missions committee member from your own church or another congregation. In two pages describe the church’s past and current involvement in global missions. Write another two pages of proposal (incorporating values, principles and tensions discussed in this class and one other outside resource) for how that congregation could be responsibly involved (be sure to describe what that means) in global evangelism (4 pages total). Due **October 26**.
- **Global Mission Experience at Camp Takhodah, September 21-24**



Attend at least one day of the GME (5 pts bonus). Class will not meet on 9-21-17 with the assumption that you will be participating in the GME events. Submit a 1-page report of the classes you attended. See <http://www.harding.edu/events/global-missions-exp> for more details. If you cannot attend you have an option of attending another mission function, with the professor’s approval.

- **Special Topic— articles evaluation or biography with class presentation:**
 - *Topic and Article Selection:* Select an appropriate topic related to global evangelism for approval from your professor: **EITHER** (1) four relevant articles from appropriate missions journals (for example, *Evangelical Missions Quarterly*, *Missiology*, *International Journal of Frontier Missiology*, *Missio Dei Journal*) [one could be from *Perspectives on the World Christian Movement*, ed. Ralph Winter and Steven Hawthorne, 4th ed. (2013)].

Class Schedule and Assignments

5910 Seminars	Content	Reading Assignments	Post on Canvas	Due Date	Grading Total pts
	MODULE ONE Developing Cross-Cultural Competency				
1	The Incarnation	L-Ch.1; S-Ch.3		8-24-14	
2	Worldviews; Going Global	L-Ch.2-9	BVQ-pre	8-31-17	5 pts
3	Three-Culture Model	S-Ch. 4; Complete IDI		9-7-17	5 pts
4	IDI; Social Structures	S-Ch. 5		9-14-17	
	MODULE TWO Christian Worldview				
5	GME at HUT [no class]			9-21-17	5 pts bonus
6	Blessing and Honor	S-Intro & Ch. 1		9-28-17	
7	Kingdom and Calling	S-Ch. 2, 6		10-5-17	
8	Discipling All Nations			10-12-17	
	MODULE THREE Methods/Strategies				
9	Our Mission Experiences	J-Ch. 1-4		10-19-17	
10	Global South Case Study	J-Ch. 5-8	SCMM	10-26-17	10 pts
11	Dr. Slate: Sending Churches & Goals		STR	11-2-17	10 pts
12	CLASS REPORTS			11-9-17	10 pts
13	Strategic issues: money, development, evangelism, urbanization, church planting, leadership		Cross-Cultural reports	11-16-17	15 pts
	Thanksgiving Break	Nov. 20-24		11-23-17	
14	STR reports		STR report BVQ-post	11-30-17	15 pts 5 pts
	FINAL EXAM			12-7-17	25 pts
	TOTAL				100 pts

Write one-page summaries/evaluations for each of the articles stating the general thesis and summarize its key points as well as make an assessment of it based on values, principles and tensions discussed in class. Combine these four summaries/evaluations into one document that has a conclusion of two final pages on potential applications of these ideas and ways to incorporate the best concepts and practices as a whole (6 pages total);

OR (2) select a biography of a missionary. A list of biographies can be found at the end of this syllabus. Give attention to the degree to which the subject of the biography (a) took the host culture seriously, (b) adjusted to life among the people and (c) achieved his or her goals (6 pages total).

- *Special Topic Report – STR*: The paper is due on **November 30** (15 pts) and students will make a 10 minute (MAX) “Ted-talk” type presentation in class of their findings.

NOTE: Late assignments will not receive credit without prior approval from the professor.

Credit Hour Workload

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Students with Disabilities

It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Steve McLeod, the Associate Dean, at 901-761-1353.

<h3>Assessment Rubric for Cross-Cultural Project/Report</h3>
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Reflection papers reflect on cross-cultural experiences: (1) *worship* in a church that is culturally different from the student’s own and (2) engagement in *ministry* experience in another culture. For the rubric below, there are 4 criteria, and a maximum of 2 points per area. A score of 1.0 in each area indicates that a student has met expectations, so 4 criteria x 1.0 = 4.0 to meet expectations.

Cross-Cultural Experience Reflection Paper Rubric

Criteria	Above Expectations (2 points)	Meets Expectations (1 point)	Below Expectations (0 points)
Senses theological dissonance and processes it	Critically identifies the dissonance in worship and ministry and comes to healthy response.	Identifies the tensions and able to discuss them.	Unable to identify tensions nor able to discuss.
Engages other cultures with respect, interest, and acceptance	Identifies differences & understands the worldview of the other culture	Identifies differences and accepts other culture.	Unable to articulate differences and/or unwilling to accept the other culture.
Adapts well to another context— ethnic or socio-economic	Identifies two ways to adapt to serve in a different culture.	Identifies one way to adapt to serve in a different culture.	No awareness of the need to adapt to serve in a different culture.
Accepts a position of vulnerability in a different culture	Copes with vulnerability in a worship & ministry context.	Copes with vulnerability in one of the contexts.	Not able to be vulnerable in either context.

Above expectations: 5-8

Meets expectations: 4

Below expectations: 0-3

ACADEMIC INTEGRITY is expected of all students at HST. Three Principles of Integrity:

- 1. Honesty:** Using only authorized collaboration, information, and study aids for assignments and testing. Being completely truthful in all academic endeavors.
- 2. Authenticity:** Presenting only ideas and creative expressions that are unique, unless properly cited according to University guidelines. Submitting the work of another constitutes plagiarism.
- 3. Accountability:** Holding ourselves to the highest ethical standards, and not allowing academic dishonesty in others to go unchallenged.

Academic dishonesty in all its forms is inconsistent with Christian faith and practice, and will result in penalties which could include a failing grade for the assignment, a failing grade for the course, dismissal from the course, and even dismissal from the school.

Any form of cheating, copying, or dishonesty can be problematic because students are not always sure what this involves. For a brief explanation with examples, everyone should read the following webpage carefully: www.indiana.edu/~wts/pamphlets/plagiarism.shtml.

Library Resources

If you have not taken 5990 (Advanced Theological Research) or 5770 (Research in Counseling), or took either class more than a year ago, go to the HST Web site (www.hst.edu) for information concerning library services to students. Under the “library” tab you will find a link to and instructions for searching the HST online catalog (called Quest). There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, PsycINFO, and Religious and Theological Abstracts. Contact the library for passwords to these databases. Also available are the research guides distributed in 5990.

Use of Technology

This course is supported via the *Canvas* learning management system (available at elearning.harding.edu or <http://www.harding.edu/elearning/>) to facilitate class participation. You will need your HST username and your password to log into Harding Pipeline. These are the same credentials you use to register for classes via Pipeline.

Harding University gives each student an email address that also utilizes your user name. For example, your instructor’s email address is ehuffard@harding.edu. Many students use other email addresses as their preferred address. You can set your Harding G-mail account to forward messages to an alternative email address if you want; however, **it is your responsibility to check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent.**

Assignments in this course offer opportunities for students to demonstrate proficiency in the use of technology in the following ways:

- Use of library and electronic databases to do research
- Use of online technology for submissions and peer learning

Equipment Requirements: Internet access using a graphical web browser such as Firefox 14.0 or higher, Netscape Navigator 4.0 or higher, or Microsoft Internet Explorer 7.0 or higher.

This course is designed to be supplemented by distance learning resources. The minimum competencies include the use of standard course processes (homework and evaluation) and include the following technological competencies: email, Internet resources, and use of *Canvas*. You will be encouraged to participate in asynchronous meetings, and discussion groups. You will be required to submit written assignments as attached document files in MS Word format (.doc or .docx), and utilize electronic databases as well as hard-copy resources. *Canvas* can be accessed at <http://www.harding.edu/elearning/>. If you have problems gaining access to the *Canvas* system, contact technical support for students by calling (501) 279-4545.

MISSIONARY BIOGRAPHIES¹

Raymond Lull (c.1232-1316). Franciscan. Muslims of North Africa
 Bartholome De Las Casas (1474-1566). Spanish missionary to West Indies
 Matteo Ricci (1552-1610). Italian Jesuit. China.
 Francis Xavier (1506-1552). Spanish-Basque Jesuit. Africa, Japan.
 Alexander Duff (1806-1878). Scottish. India.
 David Brainard (1718-1747). American missionary to N. A. Indians.
 John Eliot (1604-1690). English. “Apostle to the [NA] Indians.”
 William Carey (1761-1834). English Baptist. India.
 Adoniram Judson (1788-1850). American. India and Burma.
 Robert Moffatt (1795-1883). Scottish. Africa.
 Hudson Taylor (1832-1905). British. China.
 Samuel Zwemer (1867-1952). American. “Apostle to Islam.”
 Wilfred Grenfell (1865-1940). English, medical missionary. Labrador/Newfoundland.
 E. Stanley Jones (1884-1973). American. India.
 John Williams (1796-1839). British. “Apostle to Polynesia.”
 Gladys Ayleward (c. 1900-1970). English. China.
 Ida Scudder (1870-1960). Born in India. Medical missionary in India.
 Amy M. Carmichael (1867-1951). British. Japan and South India.
 John G. Paton (1824-1907). Scottish Presbyterian. New Hebrides.
 Henry Martyn (1781-1812). Anglican. Bible tr. and missionary to Indian Muslims.
 Hiram Bingham, Sr. (1789-1869). American. Hawaii.
 Hiram Bingham, Jr. (1831-1908). American. Missionary and Bible. tr. Gilbert Islands.
 Philip James (“Jim”) Elliot (1927-1956). American. Ecuador.
 Robert Morrison (1782-1834). British. China.
 Archibald L. Fleming (1983-1953). British/Canadian. Missionary to Inuit (Eskimo).
 Dow Merritt. American. Churches of Christ. Zambia. *The Dew Breakers* (Nashville, TN: World Vision, 1971).
 J. M. McCaleb. American. Churches of Christ. M. A. thesis at ACU.
 Myrtle Rowe. American. Churches of Christ. Africa. Rowe, *Silhouettes of Life* (Searcy, AR: The autopress: N. P., N. D.).
 Eric Liddell (1902-1945). Scottish. China. “Chariots of Fire” subject.
 Dan Beach (“Mo”) Bradley (1804-1873). American (ABCFM). Thailand.
 Leslie T. Lyall (1905-1996). British. China.
 Bartholomaeus Ziegenbalg (1682-1719). German Lutheran. South India.
 Stephen C. Neill (1900-1984). Scottish. India. Autobiography.

¹To get leads on biographical works see Gerald H. Anderson, ed. *Biographical Dictionary of Christian Missions* (New York: Simon & Schuster Macmillan, 1998) and A Scott Moreau, ed., *Evangelical Dictionary of World Missions* (Grand Rapids, MI: Baker Books, 2000).