



# 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 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:** Meets Tuesdays 8:15-10:55 am, Jan. 21-May 15, 2020 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:

- Borthwick, Paul. *Western Christians in Global Mission: What's the Role of the North American Church?* Downer's Grove, IL: IVP Press, 2012. ISBN: 978-0-8308-3780-9
- Howell, Alan. *Living Water and Disciple-Making*. (Unpublished - provided by the Instructor)
- Lingenfelter, Sherwood and Marvin K. Mayers. *Ministering Cross-Culturally: An Incarnational Model for Personal Relationships*. 2<sup>nd</sup> ed. Grand Rapids, MI: Baker Books, 2003). ISBN: 978-0-8010-2647-8
- Sunquist, Scott. *Understanding Christian Mission: Participating in Suffering and Glory*. Grand Rapids, MI: Baker Academic, 2013. ISBN: 978-0-8010-3615-6

*Textbooks can now be ordered through a link on the [HST website](#).*

*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.*

### Other required readings and recordings that are available online:

- 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). <http://missiodeijournal.com/article.php?issue=md-6-2&author=md-6-2-howell>
- Woodberry, Robert. "The Missionary Roots of Liberal Democracy" in *American Political Science Review* 106, no. 2 (May 2012).

- Dilley, Andrea Palpant, “The World the Missionaries Made” in *Christianity Today* Vol. 58 Issue 1, Jan/Feb 2014, pages 34-41.
- Woodward, Mark. “Standards for Short-Term Missions,” in *Missio Dei: A Journal of Missional Theology and Praxis* 3, no. 1 (February 2012).  
[www.missioideijournal.com/article.php?issue=md-3-1&author=md-3-1-woodward](http://www.missioideijournal.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.
- Resilient Mission Model Training Video <https://vimeo.com/337304780> and Listening Guide: <https://static1.squarespace.com/static/5c6c7450b7c92c2b0a51b03b/t/5cb5f047ec212d9b4b8dab8e/1555427401324/RMM+Listening+Guide+2.0.pdf>

The overall objective of engaging in the readings, writings, activities, examinations, and discussions is to equip the student for responsible involvement/engagement in Global Evangelism.

Additional required readings or recordings may be provided via Canvas.

### **CANVAS ONLINE LEARNING SYSTEM**

In addition to the live video platform Zoom.us (see below), this course uses Harding’s *Canvas Online Learning System*, which is accessed at <http://elearning.harding.edu>. If you have problems gaining access to Canvas, contact HU technical support (501) 279-4545. 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.

When you need to contact your professor via email, you may use the email system contained in the Canvas learning management system, although it is best to email directly to [ahowell@harding.edu](mailto:ahowell@harding.edu).

Harding University gives each student an email address that also utilizes your user name. 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.

### **HST Live interactive video education (HST LIVE) via Zoom**

In addition to Canvas (see above), this HST-LIVE course is supported with the video platform Zoom.us. For new Zoom platform users, go to <https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started> for helpful video tutorials about using this platform. The HST Live/Zoom Meeting ID for this course is <https://zoom.us/j/5012780102>.

Students new to HST LIVE should attend the HST LIVE orientation session scheduled for January 13 at 6:00-8:00 p.m. The Zoom ID for the orientation session is 3188055566.

**Equipment Requirements for LIVE Sections:**

- Internet access using a latest version of a web browser such as Firefox (preferred).
- Latest version of Zoom software. This changes periodically without notification. If you already have Zoom, use that account. Basic Zoom.us is available free.
- Laptop or tablet with camera or desktop computer with camera.
- Ear buds with microphone - Apple MD827LL/A EarPods with Remote and Mic work well.
- Additional monitor – Live video conferencing is best facilitated with two monitors.

**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)

<b>Course Objectives</b>	<b>HST Mission</b>	<b>MACM Outcomes</b>	<b>M.Div. Outcomes</b>	<b>Assignments</b>
<b>(1) Engage other cultures with respect, interest, and acceptance</b>	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
<b>(2) Adapt well in another context—social-economic or ethnic</b>	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
<b>(3) Accept the vulnerability of ministry in another cultural context</b>	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
<b>(4) Develop skills to help the church for further service in Global Evangelism</b>	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 – 100-90 (A), 89-80 (B), 79-70 (C), 69-60 (D), 59 and below (F). Grades will be computed as follows:

1. **Participation (25%):** Each week students will be given a prompt on Canvas related to the reading assignment and topic for that upcoming class period. Students will need to post by midnight on Friday of the week before and respond to two classmates' posts by midnight on Sunday leading up to that class on Tuesday. This will also facilitate further participation by students in class discussions.
2. **Final Exam (25%):** This Exam is due by midnight on **May 12**. It is Open Book/Notes so students will not need a proctor. Essays will be evaluated based on appropriate use of resources and presentations covered this semester. Your professor is looking for answers that show personal, creative reflection that make it clear that the student has "ownership" of the ideas/topics.
3. **Cross-Cultural Competency (CCC) (25%)**
  - **Intercultural Development Inventory (IDI):** Complete the IDI before **January 30** (a link will be sent to each student). The student will also set up an appointment with Dr. Evertt Huffard ([ehuffard@harding.edu](mailto:ehuffard@harding.edu)) to process their personal IDI (takes about 30 minutes).
  - **Cross-Cultural Project/Report**
    - Submit a one-page proposal of your context and goals—must be approved by the professor by **February 5**. Send proposal to [ahowell@harding.edu](mailto:ahowell@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 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 5 weeks.
      - 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 final report of the project will be submitted by **April 25** (at least 3000 words) detailing the following:
      - *Assumptions* – Name and describe the assumptions you had going into this cross-cultural experience (at least 500 words).
      - *Experiences* – Describe your experiences including time, date and observations made (1000-1500 words).
      - *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 (1000-1500 words).
    - A class presentation of the project will be given on **May 5**. Students will spend 7-10 minutes sharing about this experience with the rest of the class.

**Assessment Measures for Cross-Cultural Project/Report**

The CCC report will 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. Above expectations: 5-8; Meets expectations: 4; Below expectations: 0-3

**Figure 1: Cross-Cultural Experience Reflection Paper Rubric**

Criteria	Above Expectations (2 points)	Meets Expectations (1 point)	Below Expectations (0 points)
<b>Senses theological dissonance and processes it</b>	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 and discuss.
<b>Engages other cultures with respect, interest, and acceptance</b>	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.
<b>Adapts well to another context—ethnic or socio-economic</b>	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.
<b>Accepts a position of vulnerability in a different culture</b>	Copes with vulnerability in a worship & ministry context.	Copes with vulnerability in one of the contexts.	Not able to be vulnerable in either context.

**4. Incorporation/Application Assignment (25%):**

- **Article summaries/evaluation and class presentation (15%):**
  - *Topic and Article Selection:* Communicate with your teacher about a specific area of interest and choose an appropriate topic related to global evangelism. Select four relevant articles from appropriate missions journals (for example, Evangelical Missions Quarterly, Missiology, International Journal of Frontier Missiology, Missio Dei Journal). One of the articles can come from Perspectives on the World Christian Movement, ed. Ralph Winter and Steven Hawthorne, 4<sup>th</sup> ed. (2013) ISBN: 978-0878083909.
  - *Written Component:* Write 500-word summaries/evaluations for each of the articles including proper citation. For each of these articles, state the general thesis and summarize its key points as well as making 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 1000-words on

potential applications of these ideas and ways to incorporate the best concepts and practices as a whole (3000 words total). Students will create 2 PowerPoint slides to share with the class referencing the articles and key takeaways. Due **April 30**.

- **Local missions program evaluation and proposal (10%):** 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 **Apr 30**.

### 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.

**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](http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml).

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

**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](http://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. 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.

Spr. 2020	Class Topics	Readings/Participation	Assignments
<b>Part A</b> Tuesday Class dates:	Taking stock of our situation: Where are we? How did we get here? Who are we? How can we serve?	Posts on Canvas related to the reading and prompt due 4 days before that class (Fri) & responses due 2 days before that class (Sun)	Turn in by midnight on these due dates
January 21	Intro to the class; Intro to Global Christianity; Impact of Major Shifts on Missions Today; Story>Skills>Strategy, etc.		
January 28	Values, Principles – Historical Foundations & William Carey Case Study	Sunquist, Part 1	<b>Jan. 30 - IDI</b>
February 4	Values, Principles – Theological Foundations & 7 Movements	Sunquist, Part 2	<b>Feb. 5 – CCC Proposal</b>
February 11	Values, Principles & Tensions – Key Elements: WV, 3D Gospel, Culture	Sunquist, Part 3	
February 18	Culture, cont. (Organization, Social Structures, Innovation); Developing Cross-Cultural Competencies (IDI, BVQ)	Lingenfelter & Mayer	
February 25	GE and Disciple-Making	Howell, Intro-Chap. 6	
March 3	GE and Disciple-Making, cont. Hospitality	Howell, Chap. 7- Conclusion	
<i>*March 10*</i>	<i>***No class - HST Spring Break***</i>		
<b>Part B</b>	Methods and Strategies		
March 17	Global Church Planting, DMM		
March 24	Life-cycle of missionary, Missionary care, Teams		
March 31	Role of the West in GE, Partnership, Appreciating Special Contributions of Churches of Christ	Borthwick, Woodberry	
April 7	Sending Churches and Goals	RMM Video and Listening Guide	
<i>*April 14*</i>	<i>***No class – HST Study Week***</i>	<i>Easter – Apr. 12</i>	
April 21	GE Today – Transitional Issues: Bible translation, Relief and Development, Tent-making, B.A.M., Rural and Urban, Partnership (Friendship and Finances), Persecution and Martyrdom	Recording – This American Life’s “Island Time	<b>Apr. 25 – CCC Report</b>
April 28	GE Today – Special Issues: Poverty, STM, Missions in Post-Christian West, Leadership, Identifying giants, The future of missions...	Articles – Woodward, Howell (“Recognizing Poverty Rules”)	<b>Apr. 30 – Incorporation/ Application Assignments</b>
May 5	Class Presentations on CCCs	Posting related to Incorporation/Application Assignments	<b>May 5 - CCC presentation</b>
May 12	<i>***HST Final Exams***</i>		<b>May 12 - Final Exam</b>