

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2020</b>
MI 613	Third Millennium Trends and Issues in Missions	<b>Prerequisite: MI 502</b>
		<b>Credits: 3</b>

**3 WEEKEND FORMAT CLASS**

Class Information		Instructor Information		Important Dates	
<b>Dates: - Wknd 1</b>	Sept. 18,19	<b>Instructor:</b>	Dr. Ernie (D. Min) / Marilyn Klassen M. A. (Social Sciences)	<b>Last day to add/drop, or change to audit:</b>	Noon 1 <sup>st</sup> Saturday
<b>Wknd 2</b>	Oct. 16,17	<b>Email:</b>	<a href="mailto:Ernie.Klassen@ambrose.edu">Ernie.Klassen@ambrose.edu</a> <a href="mailto:Marilyn.Klassen@ambrose.edu">Marilyn.Klassen@ambrose.edu</a>	<b>Last day to withdraw from course:</b>	3rd of 2 <sup>nd</sup> weekend
<b>Wknd 3</b>	Nov. 27,28	<b>Phone:</b>	825-365-8734 / 825-365-8735 OR Ext. 6934 Ambrose	<b>Last day to apply for coursework extension:</b>	One month before final due date
<b>Days/Time:</b>	Friday – 6:30 - 9:30 pm	<b>Office:</b>	L2111		
<b>Days/Time</b>	Saturday – 9 am to 4 pm	<b>Office Hours:</b>	2-4 PM Mon-Thurs		
<b>Room:</b>	A2131		Version: August 5		

### Course Description

This seminar-oriented course is designed to interact on current theological, anthropological, historical and methodological themes that have a bearing on contemporary missions. The course combines individual research, faculty-student dialogue, and an integration of subject material from various course offerings. Prerequisite: MI 502

### Expected Learning Outcomes

1. Students will discuss and gain an understanding of current issues and trends in missions in various categories: theological issues, anthropological issues; historical issues; and methodological issues. They will analyze the impact and influence of these trends on current mission practice.
2. Students will analyze at least three current trends that are of particular interest to them, selected from a list of 20 issues (see attached document) (if there is another issue that the student wants to explore, he/she should coordinate with the professors).
3. Students will explore in depth a case-study of urban mission, (Lima Towards an Encounter with God) (LEG) (also known as LED – Lima al Encuentro con Dios) and extract important principles transcending cultures applicable to other urban latitudes.
4. Students will develop skills in presenting material they have researched to a group of their peers.

### Textbooks – REQUIRED



[CHRISTIAN MISSION IN URBAN CONTEXT: identifying main conditioning factors in the growth of the Christian and Missionary Alliance in Lima, Peru.](#)

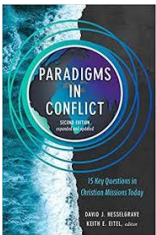
by AMADOR ISRAEL CAVIEDES MANDUJANO

Language: English (250 pages)

Publisher: [S. I.]: REGNUM BOOKS, 2019.

For an excellent preamble of the Lima Story, written by the same author, read

<http://www.lausanneworldpulse.com/urban-php/1194/09-2009>



[Paradigms in conflict: 15 key questions in Christian missions today](#)

by David J. Hesselgrave.

Language: English (368 pages)

Publisher: Grand Rapids, MI: Kregel Publications, ©2005, 2018.



Students should also read 2 “eight-page” documents written by Marilyn describing our personal pilgrimage in missions, as well as a concise summary of the work of God in Perú. These documents are available as attachments or can be found in Chapters 11 and 22 of the book “The God Made Known Through Ordinary People Leading Extraordinary Lives” published in 2018 by the C&MA in Canada and available through the professors, on reserve or in the library.

## Textbooks – OPTIONAL but excellent resources for exploring contemporary issues.

- Borthwick, Paul. *Western Christians in Global Mission: What's the Role of the North American Church?* Downer's Grove, IL: Intervarsity Press, 2012.
- Georges, Jayson. *The 3D Gospel: Ministry in Guilt, Shame, and Fear Cultures*. Time Press, 2017.
- Pocock, Michael, Gailyn Van Rheenen and Douglas McConnell. *The Changing Face of World Missions: Engaging Contemporary Issues and Trends*. Grand Rapids, MI: Baker Academic, 2005.
- Van Rheenen, Gailyn, *Missions: Biblical Foundations and Contemporary Strategies*, 2nd edition. Grand Rapids: Zondervan, 2014.
- Escobar, Samuel, *The New Global Mission*. IVP: Downers Grove, 2003.
- Guthrie, Stan, *Missions in the Third Millennium*. Paternoster: Colorado Springs, 2000.
- Herham, Irving, *Understanding World Religions*. Zondervan: Grand Rapids, 2011.
- Jenkins, Philip, *The Next Christendom*. Oxford: New York, 2002.
- \_\_\_\_\_, *God's Continent: Christianity, Islam, and Europe's Religious Crisis*. USA: Oxford University Press, 2007.
- \_\_\_\_\_, *The Lost History of Christianity*. USA: HarperCollins, 2009.
- McLaren, Brian, *More Ready than You Realize*. Zondervan: Grand Rapids, 2002.
- Moreland, J. P., *Kingdom Triangle*. Zondervan: Grand Rapids, 2007.
- Myers, Bryant, L., *Exploring World Mission: Context and Challenges*. World Vision, Monrovia, CA, 2003.
- Pocock, Michael, Gailyn Van Rheenen, Douglas McConnell, *The Changing Face of World Missions*. Baker Academics, Grand Rapids, 2005.
- Rundle, Steve y Tom Steffen, *Great Commission Companies*. InterVarsity: Downers Gove, 2003.
- Winter, Ralph D., and Steven C. Hawthorne, Eds., *Perspectives on the World Christian Movement* 4th Edition. William Carey Library: Pasadena, 2013. (Book published every ten years or so, next one [5<sup>th</sup> Edition] due in 2020).

## Course Schedule

This course is scheduled over three weekends. For each weekend the schedule will be (loosely) as follows:

Friday:

6:30-8:00 pm Class #1

8:00-8:20 pm Break

8:20-9:30 pm Class #2

Saturday:

9:00-10:30 am Class #3

10:30-10:50 am Break

10:50-noon Class #4

Noon-1:00 pm LUNCH BREAK

1:00-2:30 pm Class #5

2:30-2:50 pm Break

2:50-4:00 pm Class #6

## SEPTEMBER 18, 19

Class #1: Get acquainted time... where are you coming from, and where are you headed. Presentation of the course; discussion of the syllabus and requirements; Our Journey: (see Career Overview) Language School (Costa Rica) (1980-1981) [1], Peru (1981 – 2004) [23], Mexico (2004 – 2006) [2], Canadian Pastorate in Belleville, Ontario (2006-2013) [7], and Spain (2013-2019) [6]. Overview of trends and issues that impact mission (Describing each one).

Class #2: The Lima Story (Urbanization and Global Missions)

Class #3: The Internationalization of Missions (Juan & Patty Zunyiga)

Class #4: Harvest Missions vs Pioneer Missions (Raul & Donna Santos)

Class #5: The Role of the International Church in Missions Today

Class #6: Divine Sovereignty and Human Responsibility

## OCTOBER 16,17

Class #1: Quiz #1 on reading assignment: (Hesselgrave: 1 – 365) Trends/issues in mission: Presentations #1A,2A

Class #2: Trends/issues in mission: Presentations #3A, 4A.

Class #3: Trends/issues in mission: Presentations #5A

Class #4: Trends/issues in mission: Presentations #1B, 2B

Class #5: Trends/issues in mission: Presentations #3B, 4B

Class #6: Trends/issues in mission: Presentations #5B CONCLUDING REMARKS

## NOVEMBER 27,28

Class #1: Trends/issues in mission: Presentations #1C / Student - Professors

Class #2: Trends/issues in mission: Presentations #2C / Student - Professors

Class #3: Trends/issues in mission: Presentations #3C / Student - Professors

Class #4: Trends/issues in mission: Presentations #4C / Student - Professors

Class #5: Trends/issues in mission: Presentations #5C / Student - Professors

Class #6: CONCLUDING REMARKS

## Requirements:

1. **Current Issues and Trends Assignment:** Students will research and discover at least 8 current issues that have a bearing on contemporary missions. They will write a 3-paragraph summary description of each of the 8 themes indicating what the theme is about and its importance in mission today. They will then choose **three** of these themes that they wish to study in greater depth and explain why they chose those particular themes. The textbooks, journal articles and books from the library AND discussion with current International Workers can serve as sources for these themes. This project should be 10-12 pages long and should include a bibliography of sources used. This project is DUE on MONDAY, OCTOBER 5, 2020. Value is **15%** of the final grade.
2. **Class Presentations:** Each student will prepare a 15-20 minute presentation on each of the 3 topics selected in assignment 1. They will share their presentation in class and will also lead a 10-15 minute discussion of the topic. Presentations will be evaluated on content, effectiveness of presentation (did they gain interest and participation), communication (how well did the presenter communicate—structure, methods of presentation, discussion questions, grammar,) Also, each student is to hand in a 4-5 page summary of their presentation including the key factors or points in the presentation, how this trend/issue is perceived by various people,

his/her personal analysis on how of this trend/issue is or will influence or impact missions, a bibliography of sources. The presentations will be made and summary papers are DUE on the following dates: ISSUE #1 - OCTOBER 16, 17; ISSUE #2 - OCTOBER 16, 17; Issue #3 - NOVEMBER 27, 28; Each in-class presentation is worth 15% of the final grade, and the accompanying summary paper 5%. The 3 presentations and papers together will count **60%** of the final grade.

- a. Define the Issue
  - b. Quotes from the Chapter in Hesselgrave or Other Primary Source, with your concise comment
  - c. Personal Observations and Comments (Other [Secondary] Source)
  - d. Key Relevant Biblical Passages and Commentaries
  - e. Three Key Questions to Discuss in small groups
  - f. At Least Five Recommended Books/Links to Explore the Matter (Bibliography)
  - g. Any Power Point Images
3. Book Report: Each student will interact with Israel Mandujano's Book [CHRISTIAN MISSION IN URBAN CONTEXT: identifying main conditioning factors in the growth of the Christian and Missionary Alliance in Lima, Peru.](#)
- a. List the key elements that contributed to the success of the LED strategy. Dialogue and reflect on these factors.
  - b. 1000 words
  - c. Value is **25%** of the final grade.

SUMMARY: 15% + 60% + 25% = 100%.

**General Comments:** All written assignments must be submitted on Moodle or by email by the beginning of the class period in which it is due. You will receive a grade for spelling, grammar, and format. This will be 1/5 of the total grade of that assignment. Thus students should be careful to proofread and correct their papers before submission. Also, we are usually available in our office Monday through Thursday from 2-4 pm if you have questions on assignments or for personal interaction. We would love to have you drop in.

**Attendance:**

Students are expected to attend all of the class sessions. If, for some reason, a student cannot make a class she/he needs to contact the professor prior to the class period in order to receive an excused absence. Students will be docked in their final grade 3% of the final grade for each unexcused absence. Students may only be excused from a total of 4 class hours during the three weekends of the course. They are responsible for missed class material and must make up any missed quizzes.

**Grade Summary:**

You will receive a letter grade, but assignments will be graded on a percentage basis. The following table will show you the general correlation between percentage and the letter grade.

Letter Grade	Percentage	Description
A+	96-100	Excellent
A	91-95	Excellent
A-	86-90	Excellent
B+	82-85	Good
B	75-81	Good
B-	72-74	Good
C+	68-71	Satisfactory
C	63-67	Satisfactory
C-	60-62	Satisfactory
D+	56-59	Poor
D	50-55	Minimum Pass
F	0-49	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

### Late Policy

Due dates are valuable for several reasons. Here are three reasons: 1) They allow me, the instructor, to plan my schedule to grade and return your work in a timely and thoughtful manner; 2) They mimic reality, in that most of life involves hard deadlines – student loan payments, project assignments, Sunday preaching, work schedules; 3) They create a level playing field. It is simply unfair to your classmates if they submit their work on time and you receive an extension without penalty. Therefore, only under extraordinary circumstances (i.e., a life or family crisis, a severe and prolonged illness, etc.; poor time management does not count as a life crisis) will I grant an extension. All requests for an extension must be submitted to me in writing on or before the assignment's due date. Otherwise, any submissions received later than midnight on the due date will be deemed late. Late assignments will be deducted **one letter grade per every day that the assignment is late** i.e. an A would become an A- if it was turned in one day late, a B- would become a C+ and so on. Thanks for respecting this policy. PLEASE DO NOT ASK FOR AN EXCEPTION TO THIS POLICY.

## Ambrose University Academic Policies:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

### Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains, and the student is responsible for related fees. Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

### Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

### Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

**Note:** Students are strongly advised to retain this syllabus for their records.