

CHRISTIAN MISSION (RS 159)

Westmont College
Dr. C. Farhadian

COURSE DESCRIPTION

This course introduces Christian mission by surveying the biblical and theological foundations for mission, and the church's interpretation and implementation of the task of spreading the gospel across cultural and faith frontiers. The methods, challenges, successes, and failures of Christian missionary activity will be considered.

REQUIRED TEXTS

1. Bevens, Stephen, *Models of Contextual Theology* (Orbis)
2. Bosch, David, *Transforming Mission: Paradigm Shifts in Theology of Mission* (Orbis)
3. Chan, Sam, *Evangelism in a Skeptical World* (Zondervan)
4. H.L Richard, *Following Jesus in a Hindu Context* (William Carey Library).
5. Farhadian, Charles, *Christian Worship Worldwide* (Eerdmans)
6. Ngúgí, Thiongo, *The River Between* (Heinemann, Inc.)

COURSE LEARNING OUTCOMES

1. Articulate the key components of missiological thinking (linked to Religious Studies Department PLOs, "hermeneutical competence" and "theological judgment.")
2. Distinguish failures of Christian mission from successes within a range of cultural contexts (linked to Religious Studies Department PLO, "theological judgment.")
3. Articulate how followers of the Triune God have thought and enacted the gospel in a variety of non-Western contexts (linked to Religious Studies PLO, "reason according to the logic of the Christian faith" and Westmont ILOs "Christian Understanding," "Diversity," and "Critical Thinking.")

COURSE REQUIREMENTS

1. Attendance and Participation and Presentation (20%).

This course blends lectures and seminars, and students will be expected to actively participate in class discussions. Throughout the semester, students will lead student discussions. There will be several signup sheets to organize student-led discussions.

Handouts for discussion should be formatted as follows: a) write name of article and author on top of page, along with name of presenter; b) provide a 1–2-page summary of the article; you may use narrative, bullet points, or a combination. Be sure to highlight quotations that are important; c) provide 2-3 questions at the bottom of the page for possible class discussion; d) make enough copies for our entire class for your day's discussion (include the professor).

Attendance is mandatory and subject to the policies of Westmont College. Failure to appear for any examination will result in an "F" for that examination. *Written documentation* from a medical doctor must be obtained and promptly forwarded to the professor if poor health prohibits you from appearing for an examination. Role will be taken at the beginning of each class period.

Presentation: Toward the end of the semester each student will *make a presentation on a missionary* that they have read about during the semester. A handout is available outlining the expectations for this assignment. The goal is to learn about a missionary and then share those insights with our class – with the hope that we will be challenged and encouraged by what God is doing in the world.

2. Papers. As a Writing-Intensive Course, students will be writing four (4) papers totaling at least 16 pages. Students will submit at least one draft of a paper below for comments and then provide revisions to demonstrate growth in clarity, style, and critical analyses and reflection.

a. Two Reviews (20%). Each paper counts 10%. Papers will be graded on the basis of content, grammar, style, and presentation (see *Grading Information* below). Rules regarding plagiarism will be strictly enforced. Papers will be penalized 10% for each day they are late. Write concisely and clearly. Please note that *a book review is different from a book report*. A book review summarizes the book, provides critical analysis through employing biblical, theological, and theoretical perspectives, and includes personal insights. You will need to incorporate insights from the class readings (e.g., Walls, Bevans).

The River Between. Write a 1200-word analytical review of the book. After providing a summary of the book, consider the following questions: a) Where do you see disconnections between Christianity and Kikuyu culture? Why are there these disconnections? b) Where do you see examples of genuine Kikuyu Christianity? What makes Christianity authentically Kikuyu? c) How is purity and impurity portrayed on both sides of the river? What lessons can we learn from the author's portrayal of purity and impurity?

Following Jesus in a Hindu Context. Write a 1200-word analytical review of the book. After providing a summary of the book in less than one page, address the following: a) Discuss the issues that were initial obstacles to N.V. Tilak embracing Christ, b) How does N.V. Tilak's life and thinking contrast Indian Christianity ("Hindu Christians") with Western Christianity, c) In what specific ways did N.V. Tilak contextualize the gospel? d) What are some questions you think need further exploration? e) How does this book help you see the gospel (Jesus, Christianity) differently?

b. Two Analytic Papers (20%). Each paper counts 10%. Papers will be graded on the basis of content, grammar, style, and presentation (see *Grading Information* below). Rules regarding plagiarism will be strictly enforced. Papers will be penalized 10% for each day they are late. Write concisely and clearly.

The first paper will consist of journal writing of 1300 words that provides missiological analysis of your own understanding of Christian mission; this journal will be due toward the end of the semester. The journal will reflect missiological insights gained through the semester and applied to one's personal life.

The second paper will consist of a 1300-word analytic comparison between the missiological approaches of two authors read during the semester.

Note: Please use *inclusive* language in all your assignments (e.g., do not use "man" when you mean "both men and women").

3. Two Examinations (40%). The Midterm and Final examination will each count 20%.

GRADING INFORMATION

Grading criteria include correctness, completeness, precision, depth, grammar, presentation, and coherence of your answer. The importance of the argument is also important in evaluating papers. The following is a brief explanation of how I distinguish among grades.

100-90%: Superior work that involves something more than mere competence. This work entails depth of analysis, imaginative insight, careful synthesis of the material, and an attention to detail that hints at a nuanced and subtle analysis. This level work requires superb grammar, presentation, and content.

89-80%: Good work that is solid, on target, and competent. It does not mislead. This level work states the important points and explains them adequately and competently. Work at this level attends carefully to the

Commented [CF1]: This is where to start reading. The syllabus clearly states that the course is "Writing-Intensive."

Commented [CF2]: Four papers written over the course of the semester, totaling at least 16 pages.

Commented [CF3]: Clearly states areas of expected demonstrated competency

Commented [CF4]: Please note that the variety of writing assignments; there are 2 analytical book reviews, 1 journal, and 1 analysis of two authors discussed in class.

assignment, fulfilling each component of it. In examinations this requires answering the question in full. In papers it means exploring a carefully delineated topic or text as carefully and as fully as space allows.

79-70%: Acceptable but flawed work. This work may be flawed in different respects: missing the target, not quite seeing the point, misunderstanding what the question asks for, struggling for clarity. The work still demonstrates a grappling with the material and ideas in a plausible manner. In examinations, such work may make ambiguous points or use imprecise terms and concepts. Such work typically does not construct arguments well or misses some crucial points implied in the question. This level of work still evidences a general sense of the issues and a capacity to think about them. This level essay frequently is quite short in length.

69-60%: Unacceptable but passing work. This work usually demonstrates only a rudimentary awareness of the issues or problems, but even this is often confused by acute writing difficulties or an inattentiveness to the question. This level essay is typically quite short.

59-50%: Unacceptable and unpassable work.

INSTRUCTIONS FOR PAPER FORMATTING

1. In the upper left-hand corner type your name, the date, the course number, and the number of words in the paper. Never use a cover sheet.
2. Two lines down, centered, type the title of your paper; use Times New Roman 12-point font.
3. Follow MLA formatting.
4. Set your line spacing to double.
5. Use one-inch margins on all sides.
6. Do not use contractions (unless in original quotation). (Don't.)
7. Place page numbers in the lower center of all pages, except the first.
8. Italicize book titles and non-English words (no need to underline)
9. Write the paper as though the reader knows nothing of the material. You will need to define terms.

OTHER

1. Westmont College will make reasonable accommodations for persons with documented disabilities. Students who have been diagnosed with a disability are strongly encouraged to contact the Office of Disability Services as early as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by the Office of Disability Services. These accommodations may be necessary to ensure your equal access to this course. Please contact Seth Miller, Director of Disability Services (310A Voskuyl Library, 565-6286) or visit the website for more information: http://www.westmont.edu/_offices/disability.

2. The **Writing Center** is a creative, collaborative space where you can improve in writing skill and confidence. Our peer tutors serve as friendly "test readers" for your projects, helping you develop and revise your writing before submitting it to professors, employers, and others. During the Fall 2020 semester, [Writers' Corner](#) tutors will be meeting with you online using video conferencing and other tools. We encourage you to meet with a tutor at least 48 hours before your writing deadline. Be ready to share your assignment prompt and your latest draft, no matter how rough. All tutorials are free of charge. **Make an appointment** at <https://westmont.mywconline.com/>

3. Written documentation from a medical doctor or Student Health Services must be obtained and promptly forwarded to the professor if poor health prohibits you from appearing for an examination.

4. Lectures may not be recorded, unless with the permission of the professor.

5. The professor reserves the right to revise the syllabus at any time.

6. The professor reserves the right to fail anyone who does not fulfill the course requirements.

7. Please no technology (e.g., no cell phones or computers) used in class. Save your humanity.

Office hours: by appointment. Email: farhadian@westmont.edu; x7094

8. Please, be happy in class. (Countless people around the world would give up everything to be sitting in your seat in order to learn.)

READING SCHEDULE

Date	Topic	Assignment
8/29 (Tu)	Welcome & Introduction to the course	
I. BIBLICAL FOUNDATIONS FOR CHRISTIAN MISSION		
8/31 (Th)	Biblical Foundations: Missionary Documents	1) Isa. 5:1-7; Luke 13:6-9; Rev. 7:9-12; 2) Farhadian, Walls, "The Ephesians Moment in Worldwide Worship"; 3) Bosch, 1-55
9/5 (Tu)	Guest: Markus Kilungga (Papua)	1) Markus Kilungga, early testimony (Canvas)

9/7 (Th)	Matthew: Mission as Disciple-Making	1) Bosch, 56-83; 2) <i>The Gospel of Matthew</i>
9/12 (Tu)	Mark: Mission as the Disclosing of the Hidden Messiah	1) Canvas: Johannes Nissen, "Crossing Boundaries: Mission in Mark's Gospel" 2) <i>The Gospel of Mark</i>
9/14 (Th)	Luke-Acts: Practicing Forgiveness & Solidarity with the Poor	1) Bosch, 84-122; 2) Farhadian, Ogbu Kalu, "Participation in Worship-full Hearts: A Meditation on Luke 7 and Matthew 15" 3) <i>The Gospel of Luke & Acts</i> (as much as you can)

II. THINKING ABOUT CONTEXTUAL THEOLOGY

9/19 (Tu)	Models of Contextual Theology: Methodological Issues	Steve Bevans, chapter 1 chapter 2 chapter 3
9/21 (Th)	Guest: Josh Michaels, Pakistan and elsewhere	Contextualization: readings, TBD
9/22 (F)	Santa Barbara Sending Conference (GLC), 3:30p-9:00p. www.SBSending.com	Attend & serve; sign up
9/23 (Sat)	Santa Barbara Sending Conference (GLC), 9:00a-1:00p. www.SBSending.com	Attend & serve; sign up
9/26 (Tu)	Models of Contextual Theology: Six Models	Steve Bevans, chapters 4-6
9/28 (Th)	Models of Contextual Theology: Six Models	Steve Bevans, chapters 7-9
10/3 (Tu)	Examination #1	Study

III. ISSUES OF GOSPEL & CULTURE

10/5 (Th)	The Translated Word Culture, Conversion, and Contextualization	On Canvas: 1) Lamin Sanneh, "Christian Missions and the Western Guilt Complex" 2) Lamin Sanneh, ch. 1, <i>Translating the Message</i> 3) Andrew Walls, "The Gospel as Prisoner and Liberator of Culture." 4) Andrew Walls, "Convert or Proselyte." 5) Darrell Whiteman, "Contextualization: The Theory, the Gap, the Challenge," in <i>International Bulletin of Missionary Research</i> , January, 1997. (No student presentation) 6). Eugene Nida and William Reyerburn, <i>Meaning Across Cultures</i> , pp. 1-4, 48-58.
10/10 (Tu)	Fall Holiday	No class
IV. CASE STUDIES OF THE SPATIALLY REMOTE		
10/12 (Th)	Film: Huli of Papua New Guinea; <i>Christ Comes to the Papuans</i> (France)	Canvas: Farhadian, <i>Worship Worldwide</i> 1) Farhadian, "Introduction: Beyond Lambs and Logos" 2) Read website: https://en.wikipedia.org/wiki/New_Guinea
10/17 (Tu)	Film: Sawi of West Papua; <i>Peace Child</i> (USA)	Canvas: 1) Don Richardson, "Peoples with Strange Customs" BOOK REVIEW #1 DUE: <i>The River Between</i>
10/19 (Th)	The Dani, West Papua	Canvas: 1) Farhadian, "Comparing Conversions among the Dani of Irian Jaya" 2) Newbigin, excerpt from <i>Gospel in a Pluralist Society</i> (on powers and principalities) 3) Read Wikipedia: https://en.wikipedia.org/wiki/Papua_conflict

10/24 (Tu)	Film: <i>End of the Spear</i> (USA)	1) Read 2 Tim. 2:4; Col. 1:24; Phil. 1:29; Isa. 51:10 Canvas: 2) Listen to Elisabeth Elliot talk, search "Make Me a Servant" from www.blueletterbible.org 3) <i>Submit list of 5 lessons you learned from Elliot's sermon</i>
10/26 (Th)	Guest: Dr. Daniel Topf (World Team)	Pentecostalism: readings TBD
V. MISSION & WORSHIP		
10/31 (Tu)	Worship Case Studies: Amazonia, Samoa, Papua	Canvas: Farhadian, <i>Worship Worldwide</i> : 1) "Worship in the Amazon" 2) "Worship in Southern Africa" 3) "Glory Hut"
11/2 (Th)	Mission & Worship Practices: What can we Learn?	Canvas: Farhadian, <i>Worship Worldwide</i> 1) "Praying Globally" 2) Appendix, "The Nairobi Statement"
VI. MISSION & THE CHALLENGE OF OUR CURRENT CONTEXT		
11/7 (Tu)	What Light from the Enlightenment?	1) Bosch, chapter 10, "Emergence of a Postmodern Paradigm" Canvas: Hiebert 2) "The Flaw of the Excluded Middle" Recommended optional: 4) Bosch, selections from chapter 12: a) Mission as Church with Others; b) Missio Dei; c) Mediating Salvation; d) Quest for Justice
11/9 (Th)	Insider Movements	BOOK REVIEW #2 DUE: <i>Following Christ in Hindu Context</i>
11/14 (Tu)	Evangelism: what is it and how to do it	Chan, <i>Evangelism in a Skeptical World</i> , chapters 1-3 Brief exercise: interview 2 people to get their understanding of "evangelism" and compare to Chan's definition. Bring written comments to class.

11/16 (Th)	Evangelism: in our context	Chan, <i>Evangelism in a Skeptical World</i> , chapters 4-6 Brief exercise: Engage in “gospel-cultural hermeneutics” by a) find a cultural text and b) analyze it using Chan’s suggestions (p. 157-166). Bring written comments to class.
11/21 (Tu)	Research & Reading	No class
11/23 (Th)	Thanksgiving	No class
11/28 (Tu)	Evangelism: talks and apologetics	Chan, <i>Evangelism in a Skeptical World</i> , chapters 7-10 Brief exercise: Provide outline of your evangelistic talk. Take to class. See p. 197 for example of outline. Distribute in class.

VII. EVANGELISM IN OUR CONTEXT TODAY

11/30 (Th)	Guest: Dr. Viji Cammauf (India, USA; Founder, Little Flock Children’s Homes, India)	Canvas: Dietrich Bonhoeffer, “The Call to Discipleship” Work on missionary biography (for presentation)
12/5 (Tu)	Film portrayals of mission: <i>Tailenders</i> (USA); <i>Marketing the Message</i> (USA)	Student missionary biography presentations (about half of the class)
12/7 (Th)	Last Day of Class	Students share missionary biographies Concluding comments

FINAL EXAMINATION

RS-159-1: Dec. 15 (Friday), 12:00 p.m. – 2:00 p.m.

Note: Final Examinations will not be rescheduled to accommodate travel arrangements