

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY

MHT 639 Paradigm Shifts in 21st Century World Missions

COURSE SYLLABUS

Dr. Johnson

Fall 2006

COURSE DESCRIPTION

This course examines paradigms of mission practice with the goal of helping students develop a more integrated framework that embraces what are often seen as competing approaches to mission. Special attention will be given to practical applications for those involved in cross-cultural work or pastoral leadership.

OBJECTIVES

At the completion of the course the student will be able to:

1. Define the concept of paradigms as applied to missions.
2. Identify various historical and contemporary paradigms and discuss their points of conflict.
3. Demonstrate understanding of the major concepts of frontier mission missiology.
4. Demonstrate understanding of the major concepts of transformational mission.
5. Identify major issues in and between paradigms and discuss their implications for mission practice.
6. Be able to relate the basic components of Assemblies of God missions philosophy and compare and contrast it with other kinds of mission thinking.
7. Develop a personal plan for their own role in God's global purpose.

TEXTBOOKS

Pocock, M. Van Rheenen, G. & McConnel D. (2005). The changing face of world missions: Emerging contemporary issues and trends. Grand Rapids, MI: Baker Academic.

Glasser, A. F. et al. (2003). Announcing the kingdom: The story of God's mission in the Bible. Grand Rapids, MI: Baker Academic.

Hesselgrave, D. J. (2005). Paradigms in conflict: 10 key questions in Christian missions today. Grand Rapids, MI: Kregel Academic and Professional.

Two articles from the International Journal of Frontier Missions available at <http://www.ijfm.org/archives.htm>. The first is in Vol 18:2 and 18:3 (2001) by Alan Johnson, and the second is in Vol 21:4 (2004) by Kevin Higgins.

BASIC OUTLINE

1. 28 August Introduction to the course, the notion of paradigms
2. 7 September An overview of historical and contemporary mission paradigms
3. 14 September Assemblies of God mission philosophy both written and unwritten
4. 21 September The key concepts of frontier mission missiology
5. 28 September A Biblical theology of mission
6. 5 October A critique of frontier mission missiology and its core contributions
7. 12 October Chapel, 6:00 – 7:15 p.m.
The key concepts of transformational mission
8. 19 October Seeking an integrated framework
9. 2 November The six types of mission agencies, strengths and weaknesses
10. 9 November Insider movements and contextualization
11. 16 November Practical issues in the conduct of missions
12. 23 November No Class
13. 30 November Issues for cross-cultural workers and pastoral leaders
14. 7 December Review for final exam
15. 14 December Final Exam

METHODOLOGY

This is a discussion oriented class where we will use small groups, student presentations, missionary guests, and lectures in an environment designed to stimulate interaction during the class periods.

COURSE REQUIREMENTS

1. Attendance in accordance with the catalog.
2. Read the three textbooks and two journal articles. Readings that are critical to a particular class period will be pointed out in advance.
3. Complete a 1000-1250 word summary and integration of how the readings expanded your understanding of cross-cultural mission and will influence your own practice in mission.
4. Do a research paper of 3500-5000 words on a subject of your choice subject to my approval. The ground-rules for this paper are: a). that its subject matter relate to the issue of mission paradigms and the conduct of mission, b). that it be something you are intensely interested in, curious about, or feel confused about and are seeking more insight, and c). that the reflection you engage in with the paper be directly applicable to your current or future situation.

Please read the attached ‘Guidelines for Papers I Like to Read’ in order to get a feel for the criteria that will be used to evaluate the paper.

5. Complete the two parts of the final exam. Part I is to bring to the exam 2500 words on the subject of your personal plan for living out an integrated framework for mission. Part II will be to write essays during the final exam time from a list of topics that we will discuss in detail on 7 December during our final review.

6. Due Dates.

On the summary and integration paper on the textbook readings I would prefer to get it by 16 November.

On the research paper I would prefer to get it by 30 November.

However I know that you are busy people, taking multiple classes and holding down jobs as well. I would rather have both of these exercises be meaningful for you and done with excellence than to get junk that you are not happy with and that I get bored reading. So I will take papers all the way up to the beginning of the class period on day of the final exam, 14 December. From 15 December to 12 noon on 21 December you can turn it in at the loss of a whole letter grade. If you take an incomplete for the course and get the paper in later on it automatically drops two letter grades.

GRADING PROCEDURE

Completing the required readings: 10%
Completing the reflection paper on the readings: 20%
Completing the Research Paper: 30%
Part I of the Final Exam (personal plan): 20%
Part II of the Final Exam (essays): 20%

The following scale will be used for determining grades. Please note that in graduate study any grade below a C (74-76%) is not considered as passing the course.

Publishable = A+
100% - 94% = A
93% - 90% = A-
89% - 87% = B+
86% - 84% = B
83% - 80% = B-
79% - 77% = C+
76% - 74% = C
73% - 70% = C-
69% - 67% = D+
66% - 64% = D
63% - 60% = D-

SELECTED BIBLIOGRAPHY

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GUIDELINES FOR PAPERS I LIKE TO READ

Good Things	Bad Things
You tell me directly what you are going to do in the paper so I know where it is going, what it is about, what questions or problems you have, what you want to find out.	No introduction of the topic or research question or problematic that drives the paper. Making the reader guess what the paper is about.
Clean, easy to read.	Sloppy writing which includes lots of typos, bad grammar, sentences that are incomplete.
Using headings and subheadings to create a trail that I can follow.	Not using heading and subheadings to alert me as to what is going on and where you are going.
Having a title page with your name, the class, other pertinent info, a table of contents and a bibliography	No title page, table of contents, and bibliography. No name or class on the paper so I have to play detective to find out who turned it in.
Breaking your ideas up into well connected paragraphs.	Either too many paragraphs (as in every couple of sentences) or not enough paragraphs (as in pages and pages of straight text).
In the body of the paper interacting critically with the material under study. You may be arguing a point, clarifying something, discovering something. It is your thoughts in interaction with the thoughts of others.	The body of the paper is only description or quoting other people, it shows nothing or your own thinking. No critical interaction with the material.
The main points you are making are crystal clear, and summarized at key spots.	I cannot find easily the main points and have no idea what you are driving at.
A conclusion that tells me where you have been, what you concluded.	The paper just stops, no conclusion, no review and summary of what was found.
Sentences that make sense. Read your paper out loud back to yourself to make sure things sound right.	Sentences that are unclear, no connection of ideas, obscure meanings.

SPECIFIC DATA

Prepared by Alan R. Johnson July 2006