

Carey Theological College
MISS 535: The Mission of God for the People of God
MDiv

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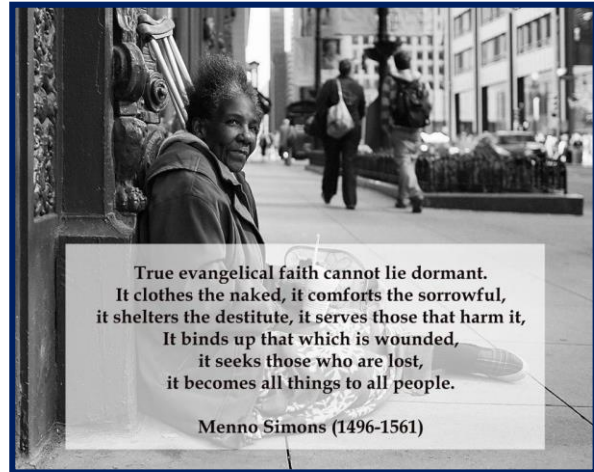
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Online, March 30 – June 12, 2020
3.0 graduate credit hours, 127.5 hours

While every effort has been made to be accurate as of February 19, 2020, syllabi produced before the beginning of class are subject to change.

Course Description

This is an in-depth exploration of the nature of the Church, the Gospel and our participation in the all-encompassing mission of God in the world. The course introduces challenging readings, examines key biblical principles, and provides an overview of mission methods and strategies that illustrate mission in practice. Students are given an opportunity to articulate a biblical and missional mandate for a specific ministry context.



Course Objectives

Through this course the participants should:

- 1) Gain a deepened understanding of the biblical scope of the reign of God;
- 2) Be engaged in the discernment of the local church's expression of mission;
- 3) Establish a personal, biblically informed commitment to the church and God's mission.

Required Textbooks

Flemming, Dean. *Recovering the Full Mission of God: A Biblical Perspective on Being, Doing and Telling*. IVP Academic, 2013. (Kobo and Kindle editions available)

Kirk, J. Andrew. *What is Mission? Theological Explorations*. Fortress Press, 2000. [Kindle edition at www.amazon.ca]

Canadian Baptist Ministries. *Wordeed: An Integral Mission Primer*. Castle Quay Books, 2012. Available at <http://www.wordeed.ca> and as a download on our course web site.

A compendium of 16 articles (some are short blogposts) and 7 short video clips accessible on our course web site. The list of these articles and their bibliographic reference is found on pages 17 - 18 of this syllabus.

Carey's Guide for Research and Writing (may be accessed on our course web site).

Required APP



Students are required to download the Flip Grid App from Google Play or the APP Store on their mobile phone (preferred), tablet or computer. This interactive platform will be a primary means of building community and sharing ideas throughout the course. Students will receive an access code for our course prior to the beginning of classes.

Academic Requirements and Time Investment

<i>Activity/Assignment</i>	<i>Hours</i>
Reading/watching lectures and videos	35.5
Reading Response Questions	35
Participation in 10 forums	10
Blogpost on WordDeed	5
Research Position Paper	30
Reflective Essay	<u>12</u>
Total Hours	127.5

Please note: The amount of time taken by students will vary. This information is intended to be used as an approximation for planning purposes.

Evaluation

<i>Activity/Assignment</i>	<i>%</i>
Reading Responses	30
Participation in forums	15
Blogpost on Worddeed	8
Research/Position Paper	35
Reflective Essay	<u>12</u>
Total	100

Assignments

1. Reading

By following the schedule in the course outline, students will read the required texts, read and listen to lectures as well as the assigned articles and videos.

2. Reading Responses

Students will submit written responses to pre-determined questions arising from the assigned readings. Some of these responses will be shared via the Flip Grid App. A maximum of three points per week will be awarded for thoughtful, complete work. **These are due at 11:55 PM (Pacific Time) on the Saturday of each week (on Friday during the last week of class).** Note: these must be submitted by the deadline established. No late work will receive credit unless an extension has been granted by the instructor.

3. Blog on *Wordeed: An Integral Mission Primer*.

After reading *Wordeed* and, especially after considering the Key Factors of Integral Mission in the concluding section, write a 500 – 750 word blog post in the Discussion section of our course site, so that classmates are able to read it, too. Reflect on how this document challenges your practice of ministry and your faith community. **Due April 18 at 11:55 PM (Pacific Time).** Note: this must be submitted by the deadline established. No late work will receive credit unless an extension has been granted by the instructor.

4. Participation in Online Forums

Online discussions are the closest equivalent to face-to-face classroom interaction. Students are expected to contribute an original response of 150 – 300 words to the question posed and interact with at least one classmate's posting. Every module will include one asynchronous discussion on the assigned articles, video clips or lectures (Module 6 has two and Module 10 has no discussion assigned). Original postings in each threaded discussion are worth 1 point and **must be posted no later than 11:55 PM (Pacific Time) of the Thursday of each week.** The forum will be set up to not accept late posts. Students will also read and respond to classmates' posts. The interaction with at least one classmate's posting per week is worth 1/2 point. An interaction must be substantive and not simply an "I agree with your point" statement. It might involve sharing an illustration that supports the point made by your classmate, or raising a question that challenges the statement made in the posting. Interaction posts are **due on Saturdays at 11:55 PM.** Points will be assigned based on the quality of the contribution. Note: because of the interactive and time-sensitive nature of these assignments, extensions will not be granted and late work will not receive credit.

5. Research/Position Paper

This research paper is an opportunity for students to engage with the biblical text while exploring a missional mandate that is specific to a congregational context. The paper should begin by offering a rationale for your choice of the topic and why this study might be of benefit to your congregation/denomination (or a congregational context that you are most familiar with).

Some suggested topics are:

Mission to prisoners

Mission to people with physical and/or mental limitations

Mission to immigrants (“aliens” in some Bible translations)
Mission to widows/orphans
Mission to oppressed marginals
Mission and care for creation
Mission to elderly people
Mission to children
Mission as urban renewal
Mission and pursuit of justice
Mission as community development
Mission and gender relations
- other subjects may be explored, with approval from the instructor.

Suggested Steps:

- A. Choose a topic that represents a significant missional challenge to your congregation, or your personal vocational direction.

- B. Seek out all significant Scripture passages that address the theme. Begin from the Old Testament, on through the New Testament, watching for the progression and development of the concept, seeking to understand each passage in its historical, social and political context.

- C. Develop an outline of the biblical material in terms of major emphases and begin to draw some broad conclusions.

- D. After you have a clear understanding of the way this theme is treated in the biblical material, consult other sources to discover how the subject is treated by biblical/missiological scholars, incorporating their insights and perspectives in your data. Be sure to incorporate insights from our texts (where there is relevant content) as well as at least 3 peer reviewed articles (many full text journals are available online through library databases).

- E. At this stage you have gathered the raw data, the building blocks, if you will. Now you need to think of how to write up what you have learned:
 - a. Choose your audience. Are you writing this to challenge your congregation, your mission agency, or your personal vocational direction?
 - b. Choose your focus: precisely what do you want to say? And what specific situations are impacted by what you want to say?
 - c. Select the major points or components of what you want to cover and note the documentation which you will use to support those points (biblical references, quotations from relevant literature, illustrations from your own context of ministry, etc.).
 - d. Write the main body of the paper, with each major section having a heading or title, a thesis, and a conclusion.
 - e. Find an interesting and catchy way of introducing the topic, maybe a concrete situation out of which the question arises.
 - f. Write the conclusion, drawing out the most specific, clear and clearly supported implications which this investigation has for the mission of the Church generally, and for your participation in mission specifically.

Write the paper, following the Carey Guide for Research and Writing. Be very careful to give credit to all of the sources you consult. This applies even to paraphrasing ideas you have found in books, journals or

web sites. If you are translating from a work published in another language, acknowledgement of the original author must be given.

The paper should be between 15 - 18 pages double spaced and must not only explore the most pertinent biblical material addressing the subject, but also draw from missiological research, spanning no less than 3 peer reviewed articles and 3 books. Due **June 6**.

The following criteria will be used when marking the Research/position papers:

Biblical research	= 13
Extra biblical research	= 7
Application to Context	= 6
Organization/Format	= 5
Use of English	= 4

Reflective Essay

Students will write a 5 – 6 page response to the material covered in the course. This response is not intended to be a critical review, but a spiritual formation exercise. The intent of this assignment is for students to probe how they have experienced change of heart /thinking/attitude as a result of the assigned reading, discussion with other classmates, and the lectures. Reflection may center on the student's understanding of the *Missio Dei* and their participation in that mission, particularly as they give missional leadership to congregations. This is an opportunity for the student to articulate a philosophy of ministry and mission as well as to reflect upon and integrate what has been learned in the course. Students may choose to work on this bit-by-bit throughout the duration of the course (by highlighting a concept or two from each learning module), or compose it all at once at the conclusion. All references to course materials must be properly documented. This essay should follow the Carey Guide for Research and Writing. **Due June 12. Note: this is the last day of class. All work must be submitted by 11:55 PM PDT on this day.**

Grading for this assignment will be calculated with the following criteria in mind:

1. Clear organization and formulation of ideas	2
2. Integration with course materials	8
3. Spelling, grammar and Format	2

Outline/Schedule of the Course

Week 1: March 30 – April 4

God's Mission: Biblical Foundations

Read: Flemming, Intro and Cha. 1-2; Kirk, Cha. 1-2; Begin to read *Wordeed: An Integral Mission Primer*

Power Point Lecture: *Biblical Foundations*

Articles: René Padilla, *What is Integral Mission?*

Allan Effa, *The Nitty-Gritty Mission of Reconciliation* <https://asmweb.org/blog-content/nittygrittymissionmar232017effa>

EASTER BREAK, NO ASSIGNED WORK – APRIL 5 - 12

Week 2: April 13 - 18

God's Mission and the Kingdom

Read: Flemming, Cha. 3; Kirk, Cha. 4 (Note: we are skipping chapter 3 'til next week); Continue to read *Wordeed: An Integral Mission Primer*

Power Point Lecture: *Mission and the Kingdom*

Video: Michael Frost, *Purpose of the Church* <http://www.youtube.com/watch?v=LZWQqBWwyFQ>

Articles: Jack Deere, *Prayer Meetings Can be Dangerous*

Week 3: April 20 - 25

Mission in the Way of Jesus

Read: Flemming, Cha. 4-5; Kirk, Cha. 3; Finish reading *Wordeed: An Integral Mission Primer*

Power Point Lecture: *Mission in the Way of Jesus*

Article: Santos Yao, *The Table Fellowship of Jesus with the Marginalized: A Radical Inclusiveness*

Blogpost on Wordeed Due

Week 4: April 27 – May 2

God's Mission and Missional Churches

Read: Flemming, Cha. 6

Video: Jeff Maguire: *The Missional Church ... Simple* https://www.youtube.com/watch?v=arxfLK_sd68

Articles: *The Missional Church*, Tim Keller.

http://download.redeemer.com/pdf/learn/resources/Missional_Church-Keller.pdf

Allan Effa, *Pub Congregations, Coffee House Communities, Tall-Steeple Churches and Sacred Space: The Missional Church Movement and Architecture*

Anglican Church of Canada, *The Five Marks of Mission*

Week 5: May 4 - 9

God's Mission and Inculturation

Read: Flemming, Cha. 7; Kirk, Cha. 5

Videos: *Culture Matters* – Allan Effa

Indigenous Liturgy (uploaded on our course site)

Article: Richard Twiss, *Making Jesus Known in Knowable Ways*

<http://www.missionfrontiers.org/issue/article/making-jesus-known-in-knowable-ways>

Week 6: May 11 - 16

God's Mission and the Pursuit of Justice

Read: Flemming, Cha. 8; Kirk, Cha. 6

Power Point Lecture: *Social Justice in the Covenant Community of Israel*

Articles: *Joseph and the Empire* by Paul Alexander

The Church, the Government, and Syrian Refugees by Joel Detlefsen

The Mothers on the Border are Named Jocheved by Hanna Shanks

<https://www.evangelicalsforsocialaction.org/compassion-and-justice/mothers-border-named-jocheved/?eType=EmailBlastContent&eId=64df9a8d-bb01-468c-bd97-1b63cd17aa5a>

Week 7: May 18 - 23

God's Mission and World Religions

Read: Flemming, Cha. 9; Kirk, Cha. 7 & 8

Power Point Lecture: *How Should we View Truth in Other Religions?*

Video: *Knowing and Loving our Neighbors of Other Faiths* – Scott C. Alexander
<https://www.youtube.com/watch?v=i9n7kx3ignU>

Week 8: May 25 - 30

God's Mission as Healing

Articles: Walter Brueggemann, "Healing and Its Opponents" in *I Am the Lord Who Heals You*.
Jacques Matthey, "Faith, Healing and Mission – Santiago de Chile October 2003 Introduction
and Summary of Process"

Reflective Exercise: Read *Healing Ministry, as a Congregation* and do the inventory/assessment.

Video: *Health, Ministry: A Circle of Care for Your Congregation* by Isabel Cutler
<https://www.youtube.com/watch?v=oGZPAI2L5mM>

Week 9: June 1 - 6

God's Mission and Creation Care

Read: Flemming, Cha.10; Kirk, Cha. 9

Video: Christians and Creation Care – Seven Minute Seminary by Dr. Sandra Richter, Wheaton College.
<https://youtu.be/AHn1TrRgQ-E>

Article: Allan Effa, *The Greening of Mission*

Chapter: Elaine Heath, "Redeeming the Earth" in *The Mystic Way of Evangelism*

Research/Position Paper due

Week 10: June 8 - 12 (Friday)

God's Mission and Proclamation

Read: Flemming, Cha. 11; Kirk, Cha. 10, 11 and Postscript

Powerpoint: *God's Mission as Proclamation*

Article: Leslie Newbiggin, "Witnessing to Divine Authority in the Context of Modernity" in *Truth and
Authority in Modernity*.

Reflective Essay due

Academic Policies

Please see the **Carey Academic Catalog** for more details:

<http://www.carey-edu.ca/wp-content/uploads/2016/09/Academic-Catalog-2016-2017-FINAL.pdf>

Course Attendance

Students are expected to attend all scheduled class sessions to fulfil degree requirements. This includes on-line webinars and/or live-streamed portions of courses.

Carey Grading Scale

See the Carey Academic Catalogue for details on the Carey grading scale.

Course Withdrawal Policy

A student who withdraws after the period for which tuition refunds are available within the first half of the course will receive a “W” on their transcript. Beyond those dates, they will receive an “F.”

Extensions

Extensions for course work will only be granted in exceptional circumstances. If an extension will make it impossible for the professor to submit the final grade no later than one month following the final assignment, the student must petition the Registrar’s Office. If the Registrar’s Office grants such a request, the final extension deadlines will be clearly established. Work granted an extension may receive a grade reduction of up to one-third of the final mark.

Academic Integrity

Academic integrity is honest and responsible scholarship. Students are expected to submit original work and give credit to other peoples' ideas. Academic dishonesty is acting in a manner to gain unearned academic credit. Examples of academic dishonesty are:

- Plagiarizing by misrepresenting the work of another person (in whole or in part) as a student’s own work or failing to give credit for either wording or ideas that belong to another.
- Submitting the same material for credit in more than one course (whether the earlier submission was at Carey or another institution).
- Using unauthorized aids of any sort in examinations, completing work in unauthorized collaboration with others, or the unauthorized recording and use of class lectures.

Penalty for a lack of academic integrity may include a failing grade in the assignment, examination or course, depending on the severity of the offense. All students are responsible for knowing and practicing academic integrity and must become familiar with the plagiarism student resource at:

<http://learningcommons.ubc.ca/academic-integrity/>.

Gender Language

As language usage changes, the church must discern where its language must change in order to bear faithful witness to the gospel. Modern English usage has moved away from using masculine terms to refer to groups that include women. Using of such terms in worship, writing, or conversation miscommunicates the invitation of the gospel and the nature of the church. Assignments that don’t conform to the gender language policy will be returned to the student for resubmissions.

See the Carey Academic Catalogue for more details on this policy.

Reading Response Questions

Week 1: March 30 – April 4; Flemming, Intro. and Cha. 1-2; Kirk, Cha. 1-2, Padilla and Effa

Flemming

1. In his opening chapter, Flemming identifies five principle tasks in the missional life of Israel. Which of these is best understood in your faith community and which, if any, is the least understood?
2. Much of the contemporary missional literature dismisses the attractional church model. How would you defend the legitimacy of the “attractional model” in light of this reading?
3. Chapter two shows how first century synagogue worship drew Gentiles into the community of faith, without becoming “Jewish seeker services.” Comment on the role worship plays in drawing people to faith in God. In what sense is worship evangelistic? In what sense is mission an outcome or a secondary dimension of worship?

Kirk

1. Answer this using the FlipGrid APP. Choose three of the six tasks of theology, giving special attention to the challenge of doing theology in the Canadian context. What is one specific challenge each task faces in our social/cultural context? (Non-Canadians are encouraged to interact with their own cultural contexts).
2. Reflect on your Carey education so far. What are some instances in which the missional dimension has been integrated with other subjects? Where could this have been done more intentionally? (If this is your first Carey course, you can skip this question)

Effa

From the reading of this blogpost, offer a response of 200 – 250 words and identify at least one area of alienation in your context that needs to be addressed by engagement in the *Missio Dei* of reconciliation.

Online Discussion: Padilla’s article highlights four dichotomies that we have inherited from a “Traditional Approach to Mission” and goes on to describe how a more biblical approach to mission challenges those dichotomies. Reflect on your church or denominational context. Of the four dichotomies mentioned, which one has been most evident in your tradition? How is this being challenged?

Week 2: April 13 - 18; Flemming, Cha. 3; Kirk, Cha. 4, Frost and Deere

Flemming

1. Flemming observes that the message of the kingdom was heard differently by people Jesus encountered in different situations of life. For some it is a message of inclusion; for others it is more like an electric shock. Reflect on how this might be true in the community in which you live.
2. Use the FlipGrid App to answer this question: What are the greatest evils your faith community feels called to confront in your context?

Kirk

1. Select one definition of evangelism that most appeals to you. Why do you prefer it over the others?

2. How do you think “evangelism” is most commonly understood in your local congregation? In what respects is this understanding deficient or incomplete?

Frost

Offer a 200 – 250 word response to Frost’s video on the purpose of the church.

Online Discussion: Deere’s exercise calls us to measure our ministries, efforts and programs by the plumbline of the Kingdom of God. As you reflect on your faith community, what are the ways in which the kingdom of God is being offered as a foretaste to the larger community?

Week 3: April 20 - 25; Flemming, Cha. 4-5, Kirk, Cha. 3, and Yao

Flemming

1. What are some of the concerns that account for the different perspective Matthew offers on Jesus’ mission and ministry than that presented by Mark?
2. Use the FlipGrid App to reply: What is one application from the description of Luke’s understanding of Jesus’ mission that you would like to see emphasized more clearly in your faith community? Why?
3. Flemming draws a number of applications from Jesus’ audience-sensitive approach to communicating the Gospel in the story of John 4. Share an example of a time when you felt you were able to offer this kind of a sensitive witness to someone or a group of people.
4. A key missiological concept in John’s Gospel is the act of “sending.” In Christian worship, the missional sending is the culmination of our weekly gathering. Reflect on a few of the services you attended recently and comment on how well this theme was communicated.

Kirk

Develop a summary paragraph of the ministry and mission of Jesus that can serve as a paradigm for mission today.

Online Discussion: Yao’s article challenges the church to consider which cultural and social barriers need to be crossed in order to truly be a community of hospitality, modeled after Jesus’ mission. Do you think he goes too far in pressing his point? What kind of action points might result from reading his article if your congregation or church leadership were to seriously consider what Yao’s challenge?

Week 4: April 27 – May 2; Flemming, Cha. 6, Maguire, Keller, Effa and Anglican Church of Canada

Flemming

1. Taking cues from Paul’s contextual address to the Athenians in Acts 17, what are some entry points in contemporary postmodern culture that you might explore in order to share kingdom good news?
2. Summarize in 200 – 250 words how the book of Acts portrays a church whose mission integrates *being, doing and telling*.

Maguire and Keller



Use the FlipGrid APP to answer: To what extent does Keller’s article and Maguire’s video describe your faith community? Of the six descriptors in Keller’s case study, which ones represent the most challenging areas of growth for you personally and your faith community?

Effa

Choose one idea from this article that you think represents well or misrepresents your understanding of the Canadian context and offer a brief response.

Online Discussion: Each student should post an online discussion question based on either the Five Marks of Mission or Canadian Baptist's WordDeed and respond to one classmate's question

Week 5: May 4 - 9; Flemming, Cha. 7; Kirk, Cha. 5; Hastings

Flemming

1. In what sense is Paul's proclamation of the Gospel a theopolitical announcement?
2. Five subpoints inform Flemming's treatment of how Paul "lived the Gospel." As you reflect on your life, which of these would you say represents your greatest need for growth? Why?
3. How well do you think "missional praying" is exemplified and encouraged in your faith community?

Kirk



1. Using the FlipGrid App, describe a situation in which you think churches (or you personally) have been successful in communicating and living out the Gospel to a particular culture (or subculture).
2. Most of today's growth of the evangelical church in Canada is coming from immigration. What are some of the "gifts" other cultures are bringing to the Canadian expression of church?

Twiss Video

Canadian society is increasingly multicultural, with over 20% of our population born outside of Canada. In some of the larger urban centres it is close to 50%. How do you see the worship in your faith community reflecting this increasing diversity?

Online discussion: (Based on Twiss's article) Twiss's passion to see the emergence of a contextual expression of "native American Christianity" has raised considerable opposition from some practitioners. How did you find yourself responding to the arguments laid out in this article?

Week 6: May 11 - 16; Flemming Cha. 8; Kirk, Cha. 6; Paul Alexander, Joel Detlefsen

Flemming:

Reflect on some specific arenas of life in which Christians' actions and attitudes might make the gospel attractive to those outside the church today.

Kirk:



1. On the FlipGrid App, reflect on the four theological affirmations that inform the church's role in seeking justice for the poor. Which of these has (have) been most emphasized and which have been most neglected or even distorted in your circles of Christian faith?
2. Reflect on poverty in Canada (or the nation you are most familiar with). Offer a diagnosis of the major causes/sources of poverty.

Online discussion: Most of us who grew up in Sunday School received whitewashed portraits of biblical heroes who set daunting standards of moral behavior for us to emulate. Joseph is certainly one of those, particularly because of his resistance to sexual advances and temptation. How do you respond to Paul Alexander's critique of Joseph's socio-economic policies?

Online Discussion: After reading the brief blogposts by Detlefsen and Shanks, offer a 150 – 250 word response, outlining the different pre-suppositions that each brings to the question of justice and mission and how you think they would critique each other.

Week 7: May 18 - 23; Flemming, Cha. 9; Kirk, Cha. 7-8; Scott Alexander

Flemming

1. Flemming quotes Canadian Doug Harink who criticizes the American church for capitulating to the cultural press by endorsing patriotism and militarism in the wake of 9/11. Name one or two ways the Canadian church has compromised with the predominant culture and failed to live out its identity as “exiles.”
2. Summarize Peter’s strong connection between holiness and mission. Do you think this connection is well understood today? Explain.


Kirk

1. Of the three views of salvation for people in other faiths, which do you prefer? What are some of the problems with the position you have chosen?
2. Using the FlipGrid App: Reflect on your church context: what are some ways your faith community could become more intentionally involved in the work of peace-making? Are there some theological and/or ideological assumptions that might need to be overcome?

Online Discussion: Scott Alexander’s video clip brings together this week’s discussion on “other religions” and the mandate of peacemaking. How do you see the role of interfaith dialogue in helping build bridges of peace and understanding in our broken world?

Week 8: May 25-30; Brueggemann, Matthey, Healing Ministry as a Congregation, Parish Nursing

Brueggemann

 Use the Flip Grid APP to respond: After reading this engaging article, reflect in 200 – 250 words on how you see some of the demonic forces at work in our society/world, that oppose God’s healing work and mission. Where is Pharaoh’s spirit manifesting itself today?

Matthey

The assigned article on “Faith, Healing and Mission” illustrates the value of international and ecumenical gatherings to discuss issues of faith and practice. Highlight one insight you gleaned from the article and suggest one or two other topics that would benefit from this kind of international and interdenominational discussion.

Reflective Exercise

As you go through the inventory of healing ministries listed in the article, rate each point with either S = strong, N = Needs Attention, or NA = Not Appropriate to my context. Submit your response together with the other two questions above.

Online Discussion: Parish Nursing was conceived in the late 1960s but has roots in the healing ministry of the church in the first centuries of the Christian era. What are some of the biggest needs in your congregation that could be addressed with a parish nursing program or, perhaps, a trained social worker on the pastoral team?

Week 9: June 1 - 6; Flemming Cha. 10; Kirk, Cha. 9; Sandra Richter; Heath; Effa

Flemming

1. How did the chapter on “Revelation” contribute to your understanding of integral mission?

2. What did you learn about the relationship between worship and mission in this chapter?

Kirk



Kirk offers some original and thought-provoking ideas linking the care for the environment with justice issues, relief of the poor and the rejection of materialism. Choose one quote (one or two sentences) you find significant. Using the Flip Grid APP, re-phrase it by giving it particular application to a context or current problem you are familiar with.

Heath

In two short paragraphs, summarize the insights gleaned from Bonaventure and John Woolman as they pertain to our mission of redeeming the earth.

Richter

Briefly highlight one truth that Richter brought forth in this brief video that has helped strengthen your commitment to creation care.

Online Discussion: Effa's article illustrates a fairly broad consensus among denominational families regarding the theological and moral imperatives underlying creation care. Reflect on where your congregation and denomination are at concerning this issue. Does it receive appropriate attention in the teaching and literature of your church and denomination? If not, why do you think this is so?

Week 10: June 8 - 12; Flemming, Cha. 11; Kirk, Cha. 10, 11 and Postscript; Newbigin



Using the FlipGrid App – offer a brief testimony (proclamation) of what the Gospel means to you. Complete one of these two sentences: “Good News to me is” or “I am a Christian because.....”

Flemming

1. Explain the analogy of “Bible Reading and Prayer” as it relates to priorities in Integral Mission.
2. Compose a prayer in response to the final affirmation of mission (*Our World Belongs to God*, Christian Reformed Church in America).

Kirk

1. Briefly analyze a global partnership that your congregation is involved in. How are issues of power and control as well as genuine reciprocity managed?
2. In his Postscript, Kirk paints some broad strokes when he describes the context of the new millennium. What are some concerns that you think he missed and should have included? In what ways do you agree and disagree with his future-casting?

Newbigin

1. Explain, in your own words, Newbigin's description of a wrong way of approaching the Bible as truth and why this is not tenable today. How does he propose we should ground our witness to the truth and authority of Scripture?
2. Newbigin compares two kinds of certainty. How have you come to terms with faith in the dance between doubt and certainty?

No Online Discussion this Module

List of Good Reads for Further Study

Bright, John. *The Kingdom of God*. Abingdon, 1990.

[A classic study of the biblical theme of the kingdom of God with significant implications for mission today]

Chan, Simon. *Grassroots Asian Theology: Thinking the Faith from the Ground Up*. IVP Academic, 2014. Chan examines Asian Christianity at its daily, sustaining level. There he uncovers a vibrant theology that is authentically Asian and truly engaging.

Clairborne, Shane. *Jesus for President*. Zondervan, 2008.

[An examination of the *Missio Dei* over against cultural Evangelical Christianity in the USA (especially its political allegiances), by a prominent American advocate of the “new monasticism”].

De Young, Kevin and Greg Gilbert. *What is the Mission of the Church: Making Sense of Social Justice, Shalom and the Great Commission*. Crossway, 2011.

[A critique of some contemporary approaches to mission and how these become expressed in missional programs and activities].

Éla, Jean-Marc. *My Faith as an African*. Orbis, 1989.

[A Cameroonian Roman Catholic priest seeks to forge an authentic expression of Christian theology that is culturally African and also speaks to the problems of poverty and oppression].

Elizondo, Virgilio. *Galilean Journey: The Mexican-American Promise*. Orbis, 1983.

[A theology of mission from the perspective of the contributions the experience of marginalization can make to the church of the dominant culture].

Fitch, David. *Faithful Presence: Seven Disciplines that Shape the Church for Mission*. Intervarsity, 2016. [A constructive ecclesiology that emphasizes the presence the church makes possible in a world that desperately needs God's presence].

Guder, Darrell L. *The Continuing Conversion of the Church*. Eerdmans, 2000.

[A development of a theological framework for the emerging understanding of the missional church].

Hunsberger, George R. & Craig Van Gelder. *The Church between Gospel and Culture: The Emerging Mission in North America*. Eerdmans, 1996.

[A compendium of essays that helped set in motion the Gospel and our Culture Network, seeking to apply the writings of Lesslie Newbigin to the missionary situation in North America].

Isasi-Diaz, Ada Maria. *Mujerista Theology: A Theology for the 21st Century*. Orbis 2002.

[A Hispanic women's liberation theology written by a Cuban- American theologian].

Moo, Doug and Jonathan Moo. *Creation Care: A Biblical Theology of the Natural World*. Zondervan, 2018. [This book offers a reflection on the biblical mandate that God's people embody and live out God's own perspective on the created world.]

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