



WSBM 351 GOD'S MISSION IN THE 21ST CENTURY

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Tuesdays 7 – 9 PM

Fall 2021
2 credit hours

Hybrid Course

Room: 3100

WSBM exists to equip the People of God – head, heart and hands – with the Word of God, helping them know Jesus Christ personally and carry on his ministry.

I. Special Notes

Hybrid Course: This course is being offered in a hybrid format. Classes on **October 5** and **November 23** will be ***in-person*** (for students who receive the exemptions ahead of time from the instructor, a *live streaming* option will be made available).

On *other* evenings, classes will be *online* via Zoom

Class recordings will be provided by WSBM for a limited time to your class only. If you do not wish for other students to see your video or hear your voice (whether live or on the recording), you can turn off your camera and/or mute your microphone. If you do not wish to share your real name, you can use a pseudonym, provided that your instructor can identify you ahead of time.

II. Course Description

This course will provide an important theological framework about how the church of Jesus is on God's mission to the whole world. Though the mission itself has not changed, even since OT times, the manner in which the church of Jesus carries out that mission has. We will examine some of the current situations in our global outreach which require a different approach as well as new

strategies in the 21st century compared to the methods and practices in previous times. Issues such as refugees, innovations in technology, micro-finance practices, urban missions, reaching marginalized indigenous groups, short-term missions and other relevant areas of change and concern will be examined. The course is intended to provide practical ways in which to engage directly with God's mission to the world.

III. Course Objectives

Upon the successful completion of the course, students should have...

- understood theologically that all believers are to be on God's Mission, and the broad scope of what that includes
- developed a more informed view of 21st century missions including some of the more recent advances in missions such as using technology, leadership development, and a focus on indigenous people worldwide.
- implemented in their own personal lives a course of action to follow God's calling in His Mission in whatever way that may include.

IV. Required Text

- Wright, Christopher J.H., *The Mission of God's People: A Biblical Theology of the Church's Mission*. Zondervan, 2010.

V. Course Outline

| Date | Pre-Class Reading | Class Content |
|-------------------------------------|---|--|
| <p>Oct 5 (in-person)</p> | <p><i>Wright: p. 23-47</i> <i>Genesis 12:1-9</i></p> <p><i>“Pressure Points”</i></p> | <ol style="list-style-type: none"> 1. <i>Class intro</i> <ol style="list-style-type: none"> a. Who is in the class: in two sentences share what you hope to learn and why b. Who are the teachers c. Syllabus and reading requirements/recommendations d. Set up Zoom parameters <ol style="list-style-type: none"> i. Camera on ii. We want to call on people iii. Breakout rooms e. Desired outcomes <ol style="list-style-type: none"> i. At the end, what’s next - what action is God inviting you to take? 2. <i>A look at God’s mission and the Mission of God’s People</i> (John Best) <ol style="list-style-type: none"> a. Use Wright’s book as significant starting point. b. Living our lives “on mission with Jesus” c. Is there actually a “words” and “works” dichotomy? d. What if I want to be a teacher or accountant, not a missionary? |
| <p>Oct 12</p> | <p>Psalm 13</p> <p>https://www.opendoorsusa.org/christian-persecution/world-watch-list/</p> <p>https://prayercast.com/nations.html</p> | <ol style="list-style-type: none"> 3. <i>God’s Mission and the Mission of God’s People</i> (continued) (John Best) <ol style="list-style-type: none"> a. The place of prayer in God’s mission 4. <i>Refugees</i> (John Dyck) <ol style="list-style-type: none"> a. Suggested books from local authors which depict Canadian stories, and: <ol style="list-style-type: none"> i. Refuge Reimagined - Glanville ii. Seeking Refuge - Bauman |

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| | <p>Helpful Resources: "Operation World" Local refugee stories: Bombs to Books, Refugee Sandwich, Your Heart...</p> | <ul style="list-style-type: none"> b. Journey Home Community - refugee stories, from guest refugees c. Refugee Highway Partnership - what this looks like and what is included, how it relates to Scripture d. How God's Mission can be advanced in this constantly expanding group of displaced people |
| <p>Oct 19</p> | <p>Video: https://www.youtube.com/watch?v=MPHO</p> <p>Video: https://youtu.be/MONBMVu07hgkqSS2U&t=10s</p> | <ul style="list-style-type: none"> 5. Refugees (continued) (John Dyck) 6. <i>Technology and innovation in mission</i> (John Best) <ul style="list-style-type: none"> a. Faithtech b. I-TEC (serving the nearly one billion people that live "beyond the roads") c. Wycliffe d. Missio Nexus - Innovation in Mission videos/resources |
| <p>Oct 26</p> | <p>Wright p. 222-243</p> <p>Helpful resources: "On Kingdom Business" "Penetrating Missions Final Frontier"</p> | <ul style="list-style-type: none"> 7. <i>Business as Mission</i> (John Dyck) <ul style="list-style-type: none"> a. How can business provide a platform for God's Mission in innovative ways b. Myanmar Coffee 8. <i>Microfinance</i> (John Dyck) <ul style="list-style-type: none"> c. Stories from Cuba - how to fit in a non-capitalist culture d. Biblical teaching on microfinance e. STM teams teaching and mentoring |

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| <p>Nov 2</p> | <p>Wright p. 128-147</p> <p>Helpful resources: “The Great Omission” “When Helping Hurts” “When Charity Destroys Dignity”</p> | <p>9. <i>Serving National leaders worldwide</i> (John Best)</p> <ul style="list-style-type: none"> a. What is the role of the Western Church in mission these days? b. Reminder of the goal – self-sustaining, self-governed, self-propagating churches worldwide c. Avoid creating dependency (itec video: https://www.itecusa.org/) d. Amsterdam 2000 e. Example of Yoel Santiago: from driver to director in WorldServe Cuba <p>10. <i>First Nations in Canada</i> (John Dyck) - Reaching out in reconciliation</p> |
| <p>Nov 9</p> | <p>Wright: p. 48-62; p. 267-273 Colossians 1:15-23 Romans 8:18-22</p> <p>Helpful Resources: “Last Child in the Woods” “Just Courage”</p> | <p>11. <i>Creation Care</i></p> <ul style="list-style-type: none"> a. Purpose of creation and why it matters to God’s Mission and affects what is happening in missions <p>12. <i>Modern Slavery</i></p> <ul style="list-style-type: none"> b. IJM/Ratanak <p>13. <i>Unreached People Groups</i></p> <ul style="list-style-type: none"> c. What are they, where are they, why would we pay attention to this? |
| <p>Nov 16</p> | <p>Wright p. 201-220 Acts 13:47 Matthew 24:14</p> <p>Helpful Resources: “Scatter”</p> | <p>14. <i>Short Term Mission</i></p> <ul style="list-style-type: none"> a. Is there still a place for STM? b. If so, how do we participate wisely and strategically <ul style="list-style-type: none"> i. Standards of Excellence in Short Term Mission |

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| | | <p>15. <i>Take Your Job with You</i></p> <p>16. <i>Longer Term Mission</i></p> <ul style="list-style-type: none"> c. The realities of missionary life d. Changing trends |
| <p>Nov 23 (in-person)</p> | <p>Wright p. 273-287 Matthew 28:19-20 Romans 10:10-13 Jeremiah 1:7-8</p> <p>“The Call”</p> | <p>17. Responding/activating</p> <ul style="list-style-type: none"> a. Be challenged b. Pray for each other c. What is one next step God is inviting you to take? |

VI. Course Requirements

1. **Due Nov 30, 2021.** (mandatory) Read and review a missionary biography (500 words or less)
2. **Due Nov 30, 2021.** (mandatory) Explore one of the current issues we have highlighted (2500-3000 words)
 - a. What organizations are serving in this realm effectively?
 - b. What are the strengths and pitfalls to be aware of in this type of ministry?
 - c. Dream a little – what could be the “next frontier” in this ministry area?
 - d. How might God be calling you to engage/invest in this area?
 - e. Note: below is a list of very specific ways in which you can explore more deeply a topic of interest to you, including 1. Mission trips; 2. Indigenous people of Canada or elsewhere; 3. Creation care
3. Read a whole chunk of the Bible (indicated in pre-class reading)
 - a. Genesis
 - b. Psalms
 - c. Isaiah
 - d. Acts
4. Pray for fifty different countries (one for each day for the duration of the course) which you select from the Prayer Cast website provided in outline. (prayercast.org); you will share this experience in the breakout rooms on Zoom meetings

Topics for deeper exploration: (as noted in #2 above)

1. If you have been on a **mission trip** of some kind with a church or a mission organization, discuss the following concepts using the perspective of 21st Century Missions and how God’s mission, as defined in this course, can be accomplished through mission trips:
 - a. describe ONE mission trip in which you participated and explain the purpose for which it was designed, as well as who participated with you, where you went, and main activities in which you engaged.
 - b. Specify three ways in which you saw that this mission trip exemplified good practices for accomplishing God’s mission.
 - c. Explain three things that you would change to make this trip more suited to achieving the aims of sound mission practices in the 21st Century.

2. Given what was presented and discussed about **Indigenous people in Canada**, describe in detail two ways for each of the following that you would consider to be effective ways of reaching out to First Nations in reconciliation:

- a. for the local Christian church in Canada
- b. for individual believers, like you
- c. explain clearly how our relationship with Jesus should have an effect with the methods you choose.

3. Consider what was presented about **care for creation**. Since these attitudes start at a very young age describe several practical ways in which you would teach young children, say between ages 1-15 years, to honor and care for God's creation in a way that will become lifelong practices and attitudes.

VII. **Additional Resources:**

- Mark Glanville & Luke Glanville. *Refuge Reimagined*. IVP, 2021.
- Peter Showler. *Refugee Sandwich: Stories of Exile & Asylum*. McGill-Queen's University Press. 2006
- Martina Scholtens. *Your Heart is the Size of Your Fist*. Brindle & Glass. 2017
- Stephen Bauman & Matthew Sorens. *Seeking Refuge*. Moody Publishers. 2016
- David Starr. *From Bombs to Books*. Lorimer. 2011
- Linda G. Smith. *One Too Many*. Peppermint Toast Publishing. 2017
- Janet & Geoff Benge. *Christian Heroes: Then & Now, Nate Saint*. YWAM Publishing. 1999
- (NOTE: this is one example of many by YWAM on same theme of missionary biographies:
<https://www.ywampublishing.com/c-70-christian-heroes-then-now.aspx>
- Hudson Taylor's Spiritual Secret – Dr & Mrs Howard Taylor
- Steve Saint. *The Great Omission*. YWAM Publishing. 2001
- Steve Corbett. *When Helping Hurts*. Moody Publishers. 2014
- Glenn Schartz. *When Charity Destroys Dignity*. World Mission Associates. 2007
- J. D. Payne. *Pressure Points*. Thomas Nelson. 2013
- Tetsunao Yamamori & Kenneth Eldred. *On Kingdom Business*. Crossway Books. 2003
- Tetsunao Yamamori. *Penetrating Missions' Final Frontier*. IVP 1993
- Os Guinness. *The Call*. Thomas Nelson. 2018
- Andrew Scott. *Scatter*. Moody Publishers. 2016
- Jason Mandryk. *Operation World*. IVP 2010
- Richard Louv. *Last Child in the Woods*. Algonquin Books 2008
- Gary Haugen. *Just Courage*. IVP 2009
- Gary Haugen. *Good News About Injustice*. IVP 2020
- Ralph Winter & Steven Hawthorne. *Perspectives on the World Christian Movement*. William Carey Library. 2009
- Daryl Kroeker. *Beyond Ourselves*. Westbrow Press 2014

VIII. Academic Policies

1. Course Attendance

Students are expected to attend all the scheduled classes. If, for some reason, students need to miss classes, they will need to contact the instructor ahead of time. Students will be required to catch up on missed classes by listening to the recording. Students are responsible to obtain any missing materials or notes from other students in the class. Arrangements must be made with the instructor prior to missing an exam.

2. Classroom Etiquette

Students are expected to remember that they are in an academic classroom. It is inappropriate to engage in conversations with classmates during class. Cell phones must be turned off. iPods/Tablets/Smart phones are permitted if Bible software and word-processing programs are being used. Otherwise, please do not surf the net or check emails during class. Only students who have registered for a course are to be in attendance. The only exception is an "approved audit." If the class is conducted via Zoom, students should turn the video on unless there is a good reason not to.

3. Assignment Format (Citation & Style)

The default format for documentation of sources used and format of presentation for all the papers is *MLA Style*. The format guide is available at Willingdon.org/wsbm.

4. Extension Policy

The deadline for an assignment is considered to be part of the course requirements. Due to the additional workload for the instructor in grading late papers, and due to the school's intention to be fair to students who, often with considerable effort, submit their work on time, extensions for course work will be considered only in exceptional circumstances. A written request with reasons for extension should be directed to the instructor. If granted, the extension deadlines will be clearly established and will be final.

Extensions for course work are granted in cases where the student demonstrates there was an unforeseeable and unavoidable emergency. Emergencies considered as grounds for an extension typically include:

- Personal sickness or injury which prevents one from working
- Sickness, injury or death in the family which requires the student's attention
- Emotional or psychological crisis for which the student has sought professional help
- Unexpected increase in job responsibilities

5. Academic Integrity

All students at WSBM are expected to hold to *uncompromised* academic integrity.

Plagiarism, whether intended or accidental, is an academic offense. In academic work, students are certainly expected to refer to and evaluate other people's works. Plagiarism unfortunately occurs when students' assignments fail to give credit to those from whom the students got certain *ideas*. In other words, students submitted the idea of another without reference to him/her (effectively claiming the credit that is due someone else and getting a grade for someone else's effort).

Therefore, whether students (1) *directly quotes* a source (i.e., "word for word" in its entirety or in its part), or (2) *paraphrase in their own words* the idea of another, they must keep track and provide a *clear reference* to the original source that they are indebted to (e.g., via footnotes).

Again, whether it was intended or not, plagiarism is a serious academic offense. Students are therefore expected to develop and exercise *proper citation*, a skill that is truly critical in academic work (please refer to the format guide at Willingdon.org/wsbm).

Using unauthorized aids of any sort in exams or assignments, completing work in unauthorized collaboration with others, or the unauthorized use of class recordings are all breaches of academic integrity.

The penalty for a lack of academic integrity may include a failing grade either in the assignment, examination or course, depending on the severity of the offense.

6. Academic Standards

Students must achieve at least a 60% grade to successfully complete a course. In order to graduate with the Certificate, any course taken and not completed must be repeated. Registration policies and procedures apply.

Students may appeal to the instructor if a course is not successfully completed, and at the discretion of the instructor, students may be granted the opportunity to re-submit a particular assignment.

7. Report Cards

Report cards are issued (usually by email) in a reasonable amount of time following the completion of each course. Due to faculty schedules, there may be delays in the time frame for issuing grade reports.

Students are responsible to appeal any error in grades and to bring to the WSBM Administrative Assistant's attention within one month following the issued report card. Grade changes are allowable for computational recording errors and must be corrected no later than one month after the date the report card was issued.