

UTS Syllabus

PM 760 600 On Mission: Across the Street and Around the World

Urbana Theological Seminary

Fall 2020

Anne Alexander, D.I.S. (Doctor of Intercultural Studies)

Location: ZOOM

Dates and Times: Tuesday night 6-9 pm

Aug 25;

Sep 1, 8, 15, 22, 29;

Oct 6, 13, 20, 27;

Nov 3, 10, 17, 24;

Dec 1; (subject to change; if necessary may use Dec 8)

The mission of Urbana Theological Seminary is to provide graduate theological education which prepares people for Christian ministry and leadership, equipping them to love, know, and serve God.

COURSE DESCRIPTION

Enjoy lively discussions while exploring relevant challenges and issues affecting cross-cultural communication. On Mission helps students to develop openness, understanding and effective communication of the Good News in our multicultural world. This course will increase understanding through readings, testimonies and films about other cultures and the lives of those who have experienced them.

CREDIT HOURS -- 3

COURSE GOALS

1. *To incite passion for introducing people to the One who lovingly made all humans in His image then redeemed them, by teaching students to love God enough to risk rejection and mistakes.*
2. *To help students know God better by discovering how the Bible speaks to all peoples in ways they can understand, and to us in ways we hadn't imagined.*
3. *To prepare students to serve God faithfully by familiarizing them with challenges and experiences encountered by those who cross cultures.*
4. *To challenge students to a life of discipleship that bears fruit for God's glory.*
5. *To open students' eyes and hearts to God's beloveds around us wherever we go, embodying God's love.*

COURSE OBJECTIVES

Upon completion of this course, students will gain:

1. *Exposure to multiple cultures through readings, testimonies and movies.*
2. *Ability to identify different worldviews found in the Bible and world cultures, to aid in bearing Gospel fruit.*
3. *Internalization of the biblical basis of missions.*

4. *Understanding of the complexity of the missionary task, and familiarity with famous missionaries.*
5. *Familiarity with principles for preparing to effectively communicate God's Word cross-culturally.*
6. *An introduction to resources for preparing to serve cross-culturally either in the US or overseas.*

STUDENT ASSESSMENT

Assessment	Related Goal/Objective	Percent of grade
1. Reading & movies	all	25%
2. Reports & assignments	all	25%
3. Paper & presentation	all	25% & 15%
4. Class participation	all	10%

COURSE TEXTBOOKS

Required

Mangalwadi, Vishal & Ruth. *The Legacy of William Carey: A model for the transformation of a culture*. ISBN1-58134-112-1

Marie, Jeannie. *Across the Street and Around the World: Following Jesus to the nations in your neighborhood and beyond*. Nelson Books. ISBN 978-1-4002-0713-5

Newell, Marvin J. *Crossing Cultures in Scripture: Biblical Principles for Mission Practice*. IVP. ISBN 978-0-8308-7333-3

Willis, Avery. *The Biblical Basis for Missions*. <https://www.laymansbookstore.com/product/the-biblical-basis-for-missions-your-mission-as-a-christian-ebook/?unapproved=17140&moderation-hash=5b6b977048ad1910c3ddf0feca538761#comment-17140>

Recommended:

Tucker, Ruth A. *From Jerusalem to Irian Jaya: A Biographical History of Christian Missions*. Zondervan. ISBN0-310-45931-1

Recommended readings on race relations (responses to these can be included in your reading journal): https://docs.google.com/document/d/1BRIF2_zhNe86SGgHa6-VIBO-QqirITwCTugSfKie5Fs/preview?pru=AAABctzVsBs*6WTX5TxmccgKL1PK85Ko4Sg

Action points for racial justice: <https://medium.com/equality-includes-you/what-white-people-can-do-for-racial-justice-f2d18b0e0234>

Missionary Stories: (I have these, if you want to borrow them.)

Burnham, Gracia with Dean Merrill. *In the Presence of My Enemies*. Tyndale. ISBN 0-8423-6239-8

Crumley, Valetta Steel with Ed Erny. *Another Valley Another Victory Another Love*. OMS. ISBN 1-880388-25-4

Enigenburg, Sue. *More Screams, Different Deserts: Joy and perseverance for women in cross-cultural ministry*. William Carey Library. ISBN 978-0-87808-537-8

Endo, Shusaku. *Silence*. Taplinger. ISBN 0-8008-7186-3

Estabrooks, Paul with Open Doors. *Bible Women of China*. Sovereign World Limited. ISBN 1-85240-134-6

Haworth, Martin C. *Smoking the Mango Trees*. Monarch Books. ISBN 1-85424-594-5

Kraft, Marguerite G. *Frontline Women: Negotiating cross-cultural issues in ministry* (revised ed.). William Carey Library. ISBN 978-0-87808-399-2

Stringer, Margaret. *From Cannibalism to Christianity*. Mstringer16@aol.com.

Voice of the Martyrs. *Hearts of Fire: Eight women in the underground church*. VOM Books. ISBN 978-0-88264-150-8

ASSIGNMENTS

Assignments:

1. Reading & Movies. 25 points
2. Papers & Assignments. 25 points.
3. Book or missionary report (or Paper) 25 points and Presentation 15 points
4. Class participation. 10 points.
5. Extra credit opportunities will be provided, as they become available. Feel free to suggest creative ideas!

COURSE EXPECTATIONS & GRADING SYSTEM

Course Expectations

**Attendance* is expected. If the student cannot be present and interact, the student is responsible to arrange to get and watch the recording or otherwise make up for missed material. Feel free to contact me for notes and other material.

**Participation and interaction* are required. Students enrolled for credit will be expected to do at least one oral/written reading report (or paper) for the class, and to answer class questions afterward. Presentation time should be at least 10 minutes, with time for Q & A. Zoom is a discussion-friendly communication medium, so ask questions and contribute your own experience and opinion when appropriate. You may wish to form a 'watch party' with other students for the films, and discuss them together before class.

**Your* (digital, emailed) homework responses to readings will be of several types:

1. films or missionary interviews,
2. Willis learning activities,
3. Marie reflections,
4. Mangalwadi study guide,

5. Newell responses
6. Other reading responses (like missionary stories).

*Written assignments are expected Monday before the Tuesday class, in appropriately formatted PDF form (to prevent format scrambling). This will contribute to our lively discussion during the class.

In the event of significant unforeseen circumstances, particularly ill health or tragedy, the student is encouraged to make arrangements with the professor to have a different due date. Submission of work after the deadline may result in a lower grade.

*A research paper must utilize some form of citation. Whether you choose Turabian, MLA, APA, Chicago or another style is your choice, but be consistent.

*The book presentation must be accompanied by a one-page handout summarizing salient points or issues.

*All policies of Urbana Theological Seminary regarding *extensions* and *grading* are in effect. Consult the Urbana Seminary Catalog if there are questions.

Grading

Urbana Theological Seminary's grading system shall be used for this course:

A	4.00	92.5 - 100
A-	3.67	89.5 – 92.4
B+	3.33	86.5 – 89.4
B	3.00	82.5 – 86.4
B-	2.67	79.5 – 82.4
C+	2.33	76.5 – 79.4
C	2.00	72.5 – 76.4
C-	1.70	69.5 – 72.4
D+	1.30	66.5 – 69.4
D	1.00	62.5 – 66.4
D-	.70	59.5 - 62.4
F	0.00	0.0 - 59.4

ABOUT THE PROFESSOR

Dr. Anne Alexander grew up and served as an OMF missionary in Taiwan for more than 40 years, teaching in churches, a Bible College and several seminaries. After a BA in cross-cultural communication (1975) and an MA in Broadcast Communication (1981), Anne earned a Doctorate of Intercultural Studies (D.I.S.) in 2019 from Biola. While mobilizing new missionaries

with OMF US, she equips others around the world to learn and tell Bible stories for evangelism and discipleship through BibleTelling. Dr. Alexander lives in Bloomington, Illinois.

COURSE SCHEDULE (subject to change) and Assignments

Dates and Times: Tuesday nights 6-9 pm

On Mission UTS class schedule and content Fall 2020

Send homework to prof before following class session each week (to add to class conversation)

Aug 25, 6-9 pm:

Topics: *Getting to Know You* (and Dr. Alexander) (Syllabus, Introduction

In-class videos: *Beyond Fear into the Peace of God #Take Five*:

<https://www.facebook.com/watch/?v=271598040712102>

Worldview Workshop: Worldview workshop: (birth order customs culture race age status education experience family relationships interests occupation)

Reading/video for next time (with 4 kinds of homework by next week)

1. *Bethel Midweek Conversation 6/3/20* (Race Relations) (60 minutes)
<https://www.bethel.tv/watch/8576>
(write & send prof a response by next class)
2. Willis pp. 5-27 with learning activities
3. Marie pp. xi-17 with reflections
4. Newell pp. 9-27: 1. Culture, 2. Eden

Sep 1: 6-9 pm:

Topics: *Humankind and 'A Fellowship of Differents'*

In-class videos or reports:

Reading/film for next time (with 4 kinds of homework by next class):

1. *Free Trip to Egypt movie* (90 minutes) (Crossing cultures; write & send prof a response by next class)
2. Willis ch 2: pp. 29-41 with learning activities
3. Marie ch 2: pp. 18-37 with reflections
4. Mangalwadi pp. ix-25 (write Study Guide chapter 1 & send prof a copy by next class)
5. Newell pp. 28-33: 3. Babel
6. Tucker pp.

Sep 8: 6-9 pm:

Topics: *Across the Street: the 'invisible' culture-crossers nearby*

In-class videos or reports:

Reading/video for next time (with 4 kinds of homework by next class):

1. *Just Mercy movie* (137 min; Injustice in the US; write & send prof a response by next class)
2. Willis ch 3: pp. 43-55 with learning activities
3. Marie ch 3: pp. 38-58 with reflections
4. Mangalwadi ch 2: pp. 27-48 (write Study Guide chapter 2 responses & send prof a copy by next class)
5. Newell pp. 34-44: 4. Abraham

Sep 15: 6-9 pm:

Topics: *The Roles and Responsibilities of Christians Crossing Cultures*

In-class videos or reports:

Reading/film for next time (with 4 kinds of homework by next class):

1. *The Mission movie* (126 min; Catholic missionaries' journey to brotherhood with locals; write & send prof a response by next class)
2. Willis ch 4: pp. 57-69 with learning activities
3. Marie ch 4: pp. 59-76 with reflections
4. Mangalwadi ch 3: pp. 49-69 (write Study Guide chapter 3 responses & send prof a copy by next class)
5. Newell pp. 45-54: OT Cultural Overview, 5. Sarah & Hagar
6. Tucker pp.

Sep 22: 6-9 pm:

Topics: *Motivation, Method and Entering In*

In-class videos or reports:

Reading/video for next time (with 4 kinds of homework by next class):

1. *Free Burma Rangers movie* (105 min.; modern-day SWAT team bringing salvation; write & send prof a response by next class)
2. Willis ch 5: pp. 71-83 with learning activities (send prof a copy by next class)
3. Marie ch 5: pp. 77-93 with reflections (send prof a copy by next class)
4. Mangalwadi ch 4: pp. 71-102 (write Study Guide chapter 4 responses & send prof a copy by next class)
5. Newell pp. 55-69: 6. Abraham & the Hittites, 7. Marriage of Jacob
6. Tucker pp.

Sep 29: 6-9 pm:

Topics: *What Do We Bring to the Table?*

In-class videos or reports:

Reading/film for next time:

1. *Candle in the Dark: The Story of William Carey* movie (<https://www.youtube.com/watch?v=2EEf0aVtjIU>) (97 min; 1st Protestant missionary from N. America; write & send prof a response by next class)
2. Willis ch 6: pp. 85-99 with learning activities (send prof a copy by next class)
3. Marie ch 6: pp. 97-113 with reflections (send prof a copy by next class)
4. Mangalwadi ch 5: pp. 103-131 (write Study Guide chapter 5 responses & send prof a copy by next class)
5. Newell pp. 70-81; 94-100: 8. Joseph, 9. Moses, 12. Ruth

Oct 6: 6-9 pm:

Topics: *How Can One Person Make a Difference?*

In-class videos or reports:

Reading/video for next time:

1. *Tortured for Christ* movie (77 min) Romanian pastor persecuted; write & send prof a response by next class)
2. Willis ch 7: pp. 101-112 with learning activities (answer & send prof a copy by next class)
3. Marie ch 7: pp. 114-134 with reflections (send prof a copy by next class)
4. Mangalwadi
5. Newell pp. 101-115: 13. David & Uriah; 14. Solomon & the Queen of Sheba
6. Tucker pp.

Oct 13: 6-9 pm:

Topics: *Disappointment and Depression*

In-class videos or reports:

Reading/film for next time:

1. *The Gods Must Be Crazy* movie (109 min; hilarious crossing of cultures; write & send prof a response by next class)
2. Willis ch 8: pp. 115-129 with learning activities (answer & send prof a copy by next class)
3. Marie ch 8: pp. 135-150 with reflections (send prof a copy by next class)
4. Newell pp. 116-131: 15. Naaman, 16. Jonah
5. Tucker pp.

Oct 20: 6-9 pm:

Topics: *What Would Jesus Do?*

In-class videos or reports:

Reading/video for next time:

1. *End of the Spear* movie (75 min; missionary to Ecuador martyred; write & send prof a response by next class)
2. Willis ch 9: pp. 131-144 with learning activities (answer & send prof a copy by next class)
3. Marie ch 9: pp.153-171 with reflections & send prof a copy by next class)
4. Newell pp. 132-149: 17. Jeremiah, 18. Daniel
5. Tucker pp.

Oct 27: 6-9 pm:

Topics: *Can Suffering and Loss be Part of God's Will?*

In-class videos or reports:

Reading/film for next time:

1. *Silence* movie (101 min; Japan persecution of missionaries, write & send prof a response by next class)
2. Willis ch 10: pp. 145-157 with learning activities (answer & send prof a copy by next class)
3. Marie ch 10: pp. 172-193 with reflections (send prof a copy by next class)
4. Newell pp. 150-168: 19. Esther, 20. Nehemiah
5. Tucker pp.

Nov 3: 6-9 pm:

Topics: *Challenges and Expectations*

In-class videos or reports:

Reading/video for next time:

1. *Up* movie (96 min; crossing cultures, relationships, expectations; write & send prof a response by next class)
2. Willis
3. Marie ch 11: pp. 194-210 with reflections (send prof a copy by next class)
4. Newell pp. 169-185: NT Cultural Overview, 21. Jesus' Crosscultural Encounters, 22. Jesus and the Samaritan Woman, 23. Lord's Prayer for Missionaries,
5. Tucker pp.

Nov 10: 6-9 pm:

Topics: *Singleness, Marriage and Families*

In-class videos or reports:

Reading/film for next time:

1. *Inside Out* movie (102 min; about emotions; write & send prof a response by next class)
2. Marie ch 12: pp. 211-230 with reflections (send prof a copy by next class)
3. Newell pp. 186-197: 24. Jesus' 7 Marks of Crosscultural Success, 25. Pilate, 26. Acts 1:8: Crosscultural Mission of the Church
4. Tucker pp.

Nov 17: 6-9 pm:

Topics: *Who Will Go For Me?*

In-class videos or reports:

Reading/video for next time:

1. *Inn of the Sixth Happiness* movie (158 min) **or** *Gladys Aylward: The Small Woman With A Great God* (61 min) (unqualified missionary to China; write & send prof a response by next class)
2. Newell pp. 198-242, 27. Jerusalem Church: Crosscultural Conflict Management, 28. Philip, 29. Peter & Cornelius, 30. Paul in Athens
3. Tucker pp.

Nov 24: 6-9 pm:

Topics: *What Price Missions? Is it Worth It?*

In-class videos or reports:

Reading/video for next time:

1. *Behind the Sun* movie (50 min) Drama about Muslim convert returning home to rejection & persecution (write & send prof a response by next class)
2. Newell pp. 243-274 31. Crosscultural Advance, 32. Self-Contextualizing of the Messenger, 33. 1 Cor 13, 34. the Incarnational Missionary, 35. Crosscultural Pilgrimage, 36. Eternity
3. Tucker pp.

Dec 1: 6-9 pm: *Next Steps*

Topics: *Finishing Well: When All's Said and Done*

In-class videos or reports:

ALL CREDIT STUDENTS MUST SUBMIT REMAINING ASSIGNMENTS FOR CREDIT

Movies

1. Bethel Church Midweek Conversations 6/3/2020 Understanding African-American Pain (<https://www.youtube.com/watch?v=NL83Wqlmffc>) (60 min)
2. Free Trip to Egypt (rent <https://www.freetriptoegypt.com/watch>) (90 min)
3. Just Mercy (137 min)
4. The Mission (126 min)
5. Free Burma Rangers (105 min)
6. Candle in the Dark The Story of William Carey (97 min) (<https://www.youtube.com/watch?v=2EEf0aVtjIU>)
7. Tortured for Christ (77 min)
8. The Gods Must Be Crazy (109 min)
9. End of the Spear (75 min)
10. Silence (101 min)
11. Up (96 min)
12. Inside Out (102 min)
13. Inn of the Sixth Happiness (158 min) or Gladys Aylward: The Small Woman with a Great God
14. Behind the Sun (50 min)

Missionaries You Should Know (Tucker page #s) TL=TorchLighters animated films (T% 29/37!!)
(In chronological order according to Tucker)

Count Zinzendorf p69	Gladys Aylward p246 TL
William Carey p114	Helen Roseveare p254
Adoniram Judson p121 TL	Rochunga Pudaite p440
David Livingston p147	Festo Kivengere p444
Robert Morrison p166	Luis Palau p449
Karl Gutzlaff 171	Brother Andrew p472
Hudson Taylor p173	Donald McGavran p475
John G Paton p213	Ralph Winter p479
C.T. Studd p263	Don Richardson p481
Samuel Zwemer p276	John Wycliffe (John Wycliffe, Morningstar movie)
E. Stanley Jones p282	Eric Liddell TL (Chariots of Fire)
A.B. Simpson p290	Bruce Olson (Bruchko, For This Cross I'll Kill You)
Cameron Townsend p351	Loren Cunningham
Nate Saint p395	David Brainerd (Diary)
Rachel Saint p363	Jim & Elizabeth Elliot TL Through Gates of Splendor)
John & Betty Stam p421	Isobel Kuhn (Green Leaf in Drought Time, By Searching)
Viggo Olsen p342	Jackie Pullinger (Chasing the Dragon, etc)
Mary Slessor p158	
Lottie Moon p234	
Amy Carmichael p239 TL	

Reading, Movie, Class and Missionary Homework

What is a Good Response? (Thanks to Dr. Melody Green)

A response paper is a document designed to help you think through something that caught your attention while reading the assigned texts. They are short and do not have outside research because they are a working out of your own ideas. There are many ways to do this; but there are some things you want to avoid. So here are some examples of things you do and don't want to do with a response paper.

First, some students are tempted to simply summarize a text. While summary can be used effectively when making a point, a paper that simply summarizes is not a response.

Second, sometimes it is really tempting to say "I really liked this part of the story." While liking/disliking something is a response, a well-written response moves past mere taste and moves into reflecting thought. So, for example, a student may be tempted to write something like this: "I don't like the White Witch." But that response can be taken a step farther into something more like this: "The White Witch is cruel and manipulative." This is no longer mere taste; it is now judgement. The difference between the two is that the first is mere taste, while the second involves some sort of standard that is being used. But even this statement needs more: why does it matter that she is cruel and manipulative?

A few Ideas for well-written responses:

1. A comparison or contrast. What do you see when you put these ideas together?
2. Exploring an idea. Maybe you came across an idea in something that you read that you had not thought about before. What are the implications of this idea? How might it change/challenge your own thinking? What happens when you work through the idea to see what it means for your life or your relationship to God?
3. Find a point you feel you disagree with and explore why you disagree. This can be rewarding, but is also a bit tricky: when you find something you disagree with, the first thing that you will have to show is that you actually understand the statement or idea you disagree with. On the other hand, challenging something an author says is a way of thinking through their work: why do they say what they say? It is possible that there was something in the cultural zeitgeist that has changed, and that is why you disagree? Or is it a theological difference? If so, show what the basis of the disagreement is and why it matters. In other words, when disagreeing with a writer, you need to show that it is more than just a matter of taste disguised as a judgment and that you are thinking it through instead of giving a gut reaction.
4. Defining terms. Is there a word used in a different way than you expect? What does the author mean by this, and how do you know? I have seen more than one effective response paper delve into the meaning of a word and how it is used in a text.

5. Focus on how something in the book or movie relates to your own life. Is there a character or occurrence you particularly identify with? Does the author say something that resonates with your experience, or that has deeply moved you? Explain.

Keep in mind that these are just ideas. There are other things that can be done. The purpose of a response paper or journal entry is for you to gain more from your reading experience. Sometimes a very good response paper can help you form ideas for more formal papers.