

MOODY DISTANCE LEARNING

Course Number, Name, and Credit Hours

IS5500 Theology and Practice of Intercultural Ministry, 3 credit hours

Course Description

This course engages the Bible, analytical lenses, the global Body of Christ, current issues and trends, collaborative methodology, and spiritual disciplines to develop a theology and practice of intercultural ministry that reflects Christ. This is worked out as students research, theologize, and form missiological responses to issues and phenomena encountered in a specific local context and reflect on what it means to do this before God.

Course Objectives

After completing this course, you will be able to...

1. Demonstrate how the Bible shapes and animates you and your theology and practice of intercultural ministry
2. Critically use epistemological, theological, socio-cultural, anthropological, reflexive, and worldview lenses to analyze phenomena and issues encountered in intercultural ministry
3. Integrate spiritual disciplines with accountability and reflection with evidence of unity, personal spiritual growth, and the leading of the Spirit in the process of developing a theology and practice of intercultural ministry
4. Form biblically sound missiological practices—together with the global Body of Christ—in response to the variety of phenomena encountered in local intercultural situations for the purpose of learning, evangelism, discipleship, mutual edification, partnering, global theologizing, contextualization, and perseverance through opposition and suffering

Course Textbook(s) and/or Supplemental Information

Hiebert, Paul G. *The Gospel in Human Contexts*. Grand Rapids, MI: Baker, 2009.

ISBN: 9780801036811.

Montgomery, Heather. "The Child Prostitutes of Baan Nua" in *Modern Babylon: Prostituting Children in Thailand. Fertility, Reproduction and Sexuality*, Vol. 2. New York: Berghahn Books, 2001.

ISBN: 9781571818294.

PDFs:

- **Bosch**, David. "The Vulnerability of Mission," in *New Directions in Mission & Evangelism 2: Theological Foundations*. Ed. James A. Scherer and Stephen B. Bevans.
- **Pierli**, Francesco and Yago Abeledo. *The Slums: A Challenge to Evangelization*. Tangaza Occasional Papers, No. 14. Nairobi: Pauline Publications Africa, 2002.

- **Priest**, Robert J. "‘I Discovered My Sin!’: Aguaruna Evangelical Conversion Narratives," in *The Anthropology of Religious Conversion*. Edited by Andrew Buckser and Stephen D. Glazier. Lanham: Rowman & Littlefield Publishers, 2003.
- **Priest**, Robert J. "Experience-near Theologizing," in *Globalizing Theology: Belief and Practice in an Era of World Christianity*. Edited by Craig Ott and Harold A. Netland. Grand Rapids: Baker Academic, 2006.
- **Tennent**, Timothy C. "A Trinitarian, Missional Theology," in *Invitation to World Missions: A Trinitarian Missiology for the Twenty-first Century*. Grand Rapids, MI: Kregel Academic & Professional, 2010.
- **Walls**, Andrew F. "The Gospel as the Prisoner and Liberator of Culture." *Missionalia* 10, no. 3 (November 1, 1982)

Supplemental Readings (optional):

- **Burch**, Greg W. "Bimodal Mission in Advancement in Ministry with Street-living and Working Children," in *Missiology* 41.3, July 2013, 257-272.
- **Hiebert**, Paul G. *Transforming Worldviews: An Anthropological Understanding of How People Change*. Grand Rapids, MI: Baker Academic, 2008.
- **Montgomery**, Heather. "The Child Prostitutes of Baan Nua" in *Modern Babylon: Prostituting Children in Thailand. Fertility, Reproduction and Sexuality*, Vol. 2. New York: Berghahn Books, 2001, chapters 1, 2, 4-7.
- **Vanhoozer**, Kevin J., Charles A. Anderson, Michael J. Sleasman eds. 2007. *Everyday Theology: How to Read Cultural Texts and Interpret Trends*. Cultural exegesis, ed. William A. Dyrness and Robert K. Johnston. Grand Rapids, MI: Baker.

Assignments

Guideline for the Discussion Board: Post your initial response to the discussion question by mid-week (Friday, 11: 59pm CT). Then read and respond to at least **TWO** of your classmates’ initial posts by the end of the week (Monday, 11:59pm CT). You will read the other posts and raise questions about what has been written about this week’s topic in order to further explore the complexities of the issues and refine what you have written.

Standard for Written Papers: All papers must be in Turabian style. Each page should be approximately 300 words, 12-pt. Times New Roman font on double-spaced lines with 1” margins. (Therefore, a 2-page paper is approximately 600 words; a 3-page paper is approximately 900 words, etc.) Here is a guide to Turabian style: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

NOTE: Cover page and Table of Contents are only necessary in **Assignment 7-1 Missional Theology Paper**.

Journal Assignments (6): 1-2, 2-2, 3-2, 4-2, 5-2, 6-2

In order to help you grow spiritually during this course about intercultural ministries, you will be asked

to journal each of the first 6 weeks using the journal tool in Blackboard. At the end of course (Week 7), you will be asked to summarize your experiences from your journals with your classmates in the Discussion Board.

Journaling is a 2-step process: **(1)** Spend time each week in prayer and Scripture meditation; then **(2)** Journal about the 3 questions below:

1. What questions or tensions did they raise in terms of your understanding of God and your relationship with Him?
2. What is the Spirit teaching you through what you have studied?

1-1 Reading Worksheet:

You will write a reading review worksheet on Montgomery (2001, 69-88) according to the following guide:

- **Description:** Write a brief abstract of the article or chapter in a few paragraphs addressing these questions: What is the thesis of this work? What is the author trying to communicate in this work? (If the article/chapter has an abstract already, please use your own words to summarize the reading.)
- **Discussion:** Discuss the following: Who is the author “talking to”? Who is the intended audience? Furthermore, if applicable, identify what are some influences (i.e. philosophical) that are obvious in the text. There is a discussion going on, please identify who are the parties involved (i.e. other authors referred to, the readers, specific audiences).
- **Dialog:** Give your personal input on the reading - that is, bring your own voice to the article. Join the “discussion.” You can agree or disagree with the author, you can identify a part that was not covered in this reading and you can continue it. This dialog is strictly connected to the article/chapter read and should not be used for generalizations or other comments.

2-1 Critical Questions About Child Prostitution Paper: Drawing on Montgomery 2001, Ch. 3, Hiebert 2009, and other credible material you find, make observations and raise critical questions that lead you beyond the popular (and your current) understandings of child prostitution. (2 pages)

3-1 Epistemological and Personal Reflexive Complexities Paper: Drawing on Montgomery 2001 ch. 3, Hiebert 2009 (76-159.), and other credible material you find, make observations and raise critical questions that expose the ways you came to understand child prostitution as you do and the assumptions, feelings, and beliefs you brought to this course that affect how you understand the lives of these children. The objective is to become aware of what led you to your current understanding and how credible that process has been. (2 pages)

4-1 Child Prostitution in Baan Nua Paper: Drawing on Montgomery 2001 ch. 3, Hiebert 2009 (p. 48), a popular presentation of child prostitution (from what was posted for Assignment 1-2), the Bible, and other credible material you find, compare and contrast the various perspectives regarding an issue you choose regarding child prostitution in Baan Nua. In conclusion, describe how this exposes the complexities involved that you were not aware of. (2 pages)

5-1 Biblical/Theological Analysis Paper: Drawing on Priest 2003 or 2006 articles, and Pierli and Abeledo 2002 (read in **Week 4**), post a biblical / theological analysis of the issue you wrote about in assignment 4-1. (2 pages)

6-1 Issues Paper: Drawing on the articles from Walls (2006) and Tennent (2008), (read in **Week 5**) write a paper on how the issues you have chosen are situated in and shaped by the biblical story and relevant biblical doctrines. (2 pages)

7-1 Missional Theology Paper:

Drawing on Luke 14:25-35 and Bosch 1994, other relevant biblical passages, and following the pattern set out by Hiebert 2009, you will combine your weekly papers and revised posts and add the missiological response (4 ½-5 pages) to form a missional theology paper that you will submit as the final paper (15 pages). The missiological response has two parts:

1. Having understood with enough confidence to move forward and engage, you will plan the next step of action regarding child prostitution in Baan Nua that you believe would serve the purposes of God. Depending on the extent of research you've done and the depth of confidence you have, the next step forward may be the next phase of collaborative research or a step of engagement and ministry of some sort. It is what it is—credibly based on what you've done to this point. This mirrors ministry in life. Questions that will help you construct the final paper are:
 - a. What are complexities not previously seen?
 - b. What are observations and questions that problematize superficial or popular understandings?
 - c. How are these seen in light of Scripture that is understood in community and before God?
 - d. How does this inform your missiological response?
2. You will raise issues and questions that challenge your current understanding of the Word and theology. What needs to be explored further so that your understanding of the Word is growing in dialog with the complex realities of life as understood in light of the Word, in community, and before God?

Assessments

Assessments (# in parentheses)	% of Total
Discussion Board Posts	20%
Weekly Papers (5)	20%
Spiritual Disciplines Journal (6)	20%
1-1 Reading Worksheet	10%
7-1 Missional Theology Paper	30%
Total:	100%

Letter grades are determined by the following scale:

Letter Grade	Percentage Equivalent	Description
A	96 – 100	Exceptional work
A-	94 – 95	Excellent work
B+	92 – 93	Very good work
B	89 – 91	Good work
B-	87 – 88	Above average work
C+	83 – 86	Average work
C	79 – 82	Work needs improvement
C-	75 – 78	Minimally acceptable work
F	< 75	Unacceptable work

Course Resources

Online students have access to the Moody Library. Though students may wish to check out books via inter-library loan, the online database has a number of articles and reviews available for download. You can access the online database by logging into your account at my.moody.edu. If you have not previously accessed the library database you may wish to complete the database tutorial at <http://library.moody.edu>.

In addition to the resources available at the Moody Library, you may wish to visit <http://www.biblicalstudies.org.uk> or www.bible.org. These sites contain content on various topics written by competent biblical scholars

The final resource that deserves mention here is iTunes University. Apple has developed a platform for colleges and universities to post audio and video content. There are a number of lectures available on iTunes U, including some on the Old Testament historical and prophetic books. Various schools such as Dallas Theological Seminary, Seattle Pacific University, Duke, and Yale have posted content related to

biblical and theological studies. In addition, Covenant Theological Seminary has an Old Testament podcast.

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