The Rt. Rev. James Hobby  
5019 Venice Rd.  
Pittsburgh, PA 15209  
Phone: 412-514-0664  
Email: hobby@pitanglican.org  
Office hours: Tuesday morning (or by appointment)

I. COURSE DESCRIPTION  
This course will introduce students to a biblical, historical, cultural and strategic understanding of world mission. Students will gain an overarching theoretical perspective and apply that perspective practically to their local congregations and/or ministry contexts.

II. COURSE GOALS AND OBJECTIVES  
A. Students will grow in understanding of God’s mission and of their role in it.  
B. Students will rejoice in God’s grace and stand in awe of His power.  
C. Students will lament with Christians suffering persecution.  
D. Students will examine their lives in light of God’s mission and find practical ways to join Him in that mission.

III. LEARNING OUTCOMES FOR THIS COURSE  
A. Students will be able to trace the theme of God’s mission (Missio Dei) through Scripture and Church history.  
B. Students will be able to articulate clearly the message of the Gospel.  
C. Students will be able to identify and examine cultural issues that affect the transmission and reception of the Gospel.  
D. Students will be able to develop culturally sensitive missional strategies for effectively reaching people within different micro- and macro-cultures.

IV. LEARNING OBJECTIVES AT TRINITY SCHOOL FOR MINISTRY  
A. The student will recognize and identify the biblical theology evident in the course work.  
B. The student will be able to articulate an Anglican understanding of biblical, historical, systematic, and pastoral theology.  
C. The student will be able to communicate effectively the Christian message to a diversity of people in order to advance the mission of God.  
D. MDiv: The student will be prepared to effectively lead in a variety of Christian communities.  
E. MAR: The student will be equipped to apply scholarship to the life of the church in his or her chosen theological discipline.  
F. STM: The student will be equipped to pursue successfully further independent research and post-graduate study in his or her chosen theological discipline.  

This course furthers all of these goals, but will make a particular contribution in helping students to articulate a biblical vision of God’s mission, to think strategically about local and global mission, and to be sensitive to cultural issue affecting mission.
V. COURSE TEXTS

Introduction (choose one):

Gospel Transmission (read both):

Ecumenical Partnerships:
  *The Cape Town Commitment*: www.lausanne.org/content/ctc/ctcommitment

Culture (choose one):

Local Application (choose one):

Persecuted Church:

Missionary Care (choose one):

Mission and Social Responsibility:

Suggested Reading After the Course:
VI. COURSE REQUIREMENTS AND ASSESSMENT OF LEARNING OUTCOMES:

Written Assignments (as percent of total grade):

5% A brief psalm of lament for Christians living under persecution.

10% A three-page paper that briefly outlines the Gospel story and shows how its message would apply to:

1. A person struggling with addiction.
2. A woman who confesses a long-past adulterous relationship for which she can’t feel forgiven.
3. A man whose loneliness and isolation have him considering suicide.

The focus of the paper should be on the facets of the Gospel message that address each issue rather than the pastoral approaches.

10% A three-page case study exploring a missiological dilemma.

20% Class attendance and participation (10%) and reading assignments (10%).

25% A five-page reflection paper on Walls and the books chosen for the culture and local application sections. The paper should show how insights about culture inform ministry in any local setting since all ministry is cross-cultural to some degree.

30% An integrative final project or paper. The purpose of the project is to pull together the material from the course in a way that makes it usable in the future. The form of the project is up to the student (with the instructor’s approval). Here are a few pre-approved ideas:

- A multi-phased implementation strategy for developing a strategic mission sending movement in a local congregation, city or diocese/judicatory.
- A comprehensive, expandable database that allows the student to gather and manipulate information about various aspects of global mission (i.e. biblical, historical, cultural and strategic).
- A ten-page paper developing a theology of mission based on Christopher Wright’s *The Mission of God*.
- A ten-page paper assessing and applying Roland Allen’s *The Spontaneous Expansion of the Church* to a specific mission context.
- A ten-page research paper on a pre-approved topic.

Students may submit one re-written or thoroughly edited paper for re-grading (not including the final project) not later than 7 days after the original paper is returned. Written work can be submitted in printed or digital form. Unexcused late work will be docked 2 points for each day past the due date up to 7 days; at which point it will not be accepted.

We will discuss the following “contract” on the first day of class:

For an “A” (100 as the starting point) students will:

- Read the three intermediate level books in the areas of introduction, culture, and local application; and all other books and articles assigned.
- Complete the written assignments with excellence.

For a “B” (89 as the starting point) students will:

- Read at least one intermediate level book; and all other books and articles assigned.
- Complete the written assignments with excellence.

For a “C” (79 as the starting point) students will:

- Read the basic level books from the areas of introduction, culture, and local application and the assigned reading in all areas.
- Complete the written assignments with excellence.
## VII. COURSE OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments Due</th>
<th>Teaching Topics</th>
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</thead>
<tbody>
<tr>
<td>8/28</td>
<td>Read Cape Town Covenant <a href="#">www.lausanne.org/content/ctc/ctcommitment</a></td>
<td>Missio Dei: Abraham to the Second Temple</td>
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<tr>
<td>9/11</td>
<td>Read Ephesians 1-3; Acts 1-6; 2 Kings 5:1-19; Daniel 1, 3; Matthew 2:1-12; John 4:4-42; Acts 17:16-34</td>
<td>Missio Dei: The Church in Acts; A Theology of Culture</td>
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<tr>
<td>9/18</td>
<td><em>Cross-Cultural Connections; The Missionary Movement in Christian History</em> (chapters 1-3) Gospel paper due</td>
<td>Missio Dei: To the Ends of the Earth</td>
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<td>9/25</td>
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<td>Missio Dei: Colonial Mission</td>
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<td>10/2</td>
<td>Crossman, p. 27-54; or Moreau, p. 91-155. Chapters in Marshall, Gilbert and Shea</td>
<td>Missio Dei: Inland and Hidden Peoples; the Persecuted Church</td>
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<td><em>Psalm of Lament due</em></td>
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<td>10/16</td>
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<td>Reading Week</td>
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<tr>
<td>10/23</td>
<td>DeNobili and Omodo case studies (handouts)</td>
<td>Contextualization Case Studies</td>
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<tr>
<td>10/30</td>
<td>Romans 8 <em>Serving as Senders</em></td>
<td>The Missionary’s Experience</td>
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<td>11/6</td>
<td>Crossman, p. 55-135; or Moreau, p. 157-278. <em>Case Study due</em></td>
<td>Contextualization Case Studies continued</td>
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<td>11/20</td>
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<td>Missional Strategy: Global</td>
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<td>11/27</td>
<td>Reflection paper due</td>
<td>Missional Strategy: Local</td>
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<td>12/4</td>
<td>James 1:19-21; Romans 14 and 15</td>
<td>Missional Strategy: Relational</td>
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<tr>
<td>12/11</td>
<td>Reading Assignment Report and Integrative Project due</td>
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*Students will be given models of well-crafted case studies in their reading and in class presentations. The process of developing a case study is gathering information, reflecting on it, identifying key issues (from multiple perspectives), stating a decision-making dilemma, brainstorming various options for action, evaluating those options and making an informed choice. These skills are as needed in day-to-day ministry in American congregations as they are in cross-cultural contexts. The key part of the process is clarifying the dilemma posed by the situation. Without a clear dilemma it is difficult to imagine and evaluate creative alternatives.

PLAGIARISM: Plagiarism is a violation of an author’s/artist’s intellectual property rights and is a serious offense. Please see the Academic Catalog for a full explanation of Trinity’s plagiarism guidelines and note, as stated there, that every student is expected to be fully aware of the guidelines. A student who plagiarizes will automatically receive a failing grade on the assignment and risks failing the course. If a student does not know whether or not they may be engaging in plagiarism, they are encouraged to speak to Leslie Thyberg, our Learning Skills Coordinator.

ATS REVIEW: Trinity’s accrediting agency (ATS) may review student work. Student names will be removed before such review takes place.
SELECTED RESOURCES FOR THE EXPLORATION OF GLOBAL MISSION

BOOKS

Introductory
Patrick Johnstone, *Operation World* (Various publishers and years; available in a CD version).

Intermediate Reading

Advanced Reading
Norman Thomas, Classic Texts in Mission and World Christianity (Maryknoll, NY: Orbis, 1995).

Local Application
Ed Stetzer and David Putman, Breaking the Missional Code (Nashville: Broadman and Holman, 2006).

Missionary Care
Neal Pirolo, Serving as Senders (San Diego, CA: Emmaus Road, 1991).
Neal Pirolo, The Reentry Team (San Diego, CA: Emmaus Road, 2000).

Cross-Cultural Ministry
Duane Elmer, Cross-Cultural Connections (Downers Grove, IL: Intervarsity Press, 2002).
History of Missions

Persecuted Church

WEBSITES
Anglican Networks:
- New Wineskins Missionary Network: newwineskins.org
- Anglican Global Mission Partners: agmp-na.org
- Anglican Relief and Development Fund: ardf.org

Research on Unreached Peoples:
- Joshua Project: joshuaproject.net
- Center for the Study of Global Christianity (Gordon-Conwell Theological Seminary):
  - gordonconwell.edu/ockenga/research/index.cfm
  - gordonconwell.edu/ockenga/research/documents/StatusofGlobalChristianity2017.pdf

Mission Resources:
- Brigada: brigada.org
- Intervarsity: intervarsity.org/blog/top-10-missions-resources
- Mission Finder: missionfinder.org/christian-organizations/

Missionary Care Resources:
- Heartstream Resources for Global Workers: heartstreamresources.org
- Barnabas International: barnabas.org
# ME 500 REFELECTION PAPER GRADING SHEET

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<th>Composition (10%)</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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<td>Effectiveness of overall organization</td>
<td>10 9</td>
<td>8 7 6</td>
<td>6 5 4</td>
<td>3 2 1</td>
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<td>Clarity of expression</td>
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<td>Accurate spelling and grammar</td>
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<td>Comments</td>
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| Use of Sources (30%)                       |           |      |      |      |     |
| Clear summary of the content               |           |      |      |      |     |
| Specific references to each of the books read |           |      |      |      |     |
| SBL formatting*                            |           |      |      |      |     |
| Comments                                   |           |      |      |      |     |

| Content (60%)                               |           |      |      |      |     |
| Thesis (clear and germane)                  |           |      |      |      |     |
| Thoughtful interaction with and integration of the content of the reading |           |      |      |      |     |
| Introduction of questions/ideas/themes that go beyond reading |           |      |      |      |     |
| Comments                                   |           |      |      |      |     |

**ME 500 CASE STUDY GRADING SHEET**

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**Composition (10%)**
- Effectiveness of Overall Organization
- Clarity of Expression
- Accurate spelling and grammar
- SBL formatting*

**Use of Case Information (30%)**
- Clear summary of the situation
- Issues of the case spelled out
- Key people and their roles identified
- Decision/dilemma described

**Reasoning and Decision (60%)**
- Decision (clear, thoughtful and creative)
- Thoughtful interaction with issues of the case
- Identification of potential issues resulting from the decision

# ME 500 FINAL PAPER/PROJECT GRADING SHEET

<table>
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| Use of Sources (30%) | | | | | |
| Clear summary of the content | | | | | |
| Specific references to sources | | | | | |
| SBL formatting* | | | | | |
| Comments | | | | | |

| Content (60%) | | | | | |
| Purpose of the paper/project is clear and germane | | | | | |
| Thoughtful interaction with and integration of the content of the course | | | | | |
| Purpose of the paper/project is accomplished | | | | | |
| Comments | | | | | |

ME 500 READING ASSIGNMENT REPORT

Name___________________________________________ Date_________

Grade_______

Self-Grading Milestones:

100% - I have read the whole book carefully.

90% - I have read 80% of the book carefully and familiarized myself with the basic content of the rest (i.e. skimmed the rest).

80% - I have read 70% of the book carefully and skimmed the rest.

70% - I have read over half of the book carefully and skimmed the rest.

50% - I have skimmed the whole book to familiarize myself with basic content.

25% - I have skimmed half of the book.

0% - I have not opened the book.

<table>
<thead>
<tr>
<th>Course Section</th>
<th>Book/Article</th>
<th>Percent Read</th>
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<tbody>
<tr>
<td>Introduction</td>
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<td>Gospel Transmission</td>
<td>Walls and Addison</td>
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<td>Local Application</td>
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<td>Missionary Care</td>
<td>Pirolo or Wilson/Kronbach</td>
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<td>Persecuted Church</td>
<td>Marshall, Gilbert, Shea</td>
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<td>Mission and Social Responsibility</td>
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