

WHEATON COLLEGE GRADUATE SCHOOL

Intercultural Studies 522: Contemporary Mission History (2 credits)

Course Instruction Plan

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Course Description

The purpose of this course is to explore key persons and movements in the expansion of the Protestant church from William Carey to Amy Carmichael, to the Student Volunteer Movement and Pentecostalism. Our missiological reinterpretation of church history will focus on the dynamics of the expansion and the implications for contemporary strategies of mission. The course is concerned with understanding the processes through which the Christian movement has expanded, and not in remembering dates and names. Particular attention will be given to the use of primary source materials for historical research.

Outcomes

Cognitive Learning:

1. An understanding of the historical principles for missiological interpretation.
2. An understanding of the general characteristics of mission history from the beginning of the nineteenth century up to the twenty-first century.
3. An understanding of the dynamic mission motifs involved in the past expansion of Christianity such as theological breakthroughs, key people, new spiritual dynamics, the spread of information and new leadership patterns.
4. An understanding of God's Protestant mission expansion through Western missionaries such as David Brainerd, William Carey, Jim Elliot, Charles de Foucauld, Robert Jaffray, Frank Charles Laubach, David Livingstone, Henry Martyn and J. Hudson Taylor.
5. An understanding of the expansion of the church through the Student Volunteer Movement.
6. An understanding of the missionary influence of the Pentecostals in the twentieth century.

7. An understanding of mission through the lives of women missionaries such as Amy Carmichael, Ann Judson, Charlotte (Lottie) Moon, Mary Slessor, Ida S. Scudder and Liliias Trotter.
8. An understanding of mission through promoters and strategists such as Donald A. McGavran, John R. Mott and Cameron Townsend.
9. An understanding of student movements and how they impacted missions.
10. An understanding of the mission influence of majority world missionaries such as V.S. Azariah of India, Samuel Ajayi Crowther of Nigeria, William Wadé Harris of Liberia, Toyohiko Kagawa of Japan, Simon Kimbangu of Zaire and Sundar Sudha Singh of India.

Affective Learning:

1. An appreciation of the general historical narrative found in the history of the church.
2. An appreciation for the importance of historical interpretation from a missiological perspective.
3. An appreciation for the historiography of mission, as well as the reference works and bibliographies available for the study of mission history at the Billy Graham Center Archives and Library.
4. An appreciation for the work of the Billy Graham Center Museum and the Institute for the Study of American Evangelicals at the Graham Center.
5. An appreciation for the work of the Holy Spirit in mission history.
6. An appreciation for the importance of the dynamic mission principles involved in the expansion of the Christian movement.
7. An appreciation for mission history in the nineteenth and twentieth centuries.
8. An appreciation for primary sources in mission history.
9. An appreciation for the historio-missiological themes in feature film.
10. An appreciation for historical reflection and interpretation in Christian community.
11. An appreciation for prayer and supportive relationships in historizing in mission.

12. An appreciation of the challenge to serve God's purposes in our generation by exposing us to those whom have gone before.

Functional Learning:

1. The ability to read rapidly with comprehension.
2. The ability to search the World Wide Web for historical information and transmit that information by e-mail.
3. The ability to use the Billy Graham Center Archives for historical research.
4. The ability to present and discuss a book and film review.
5. The ability to interpret historical data and apply the principles to present strategies of mission.
6. The ability to write and present a research paper and integrate historical findings with present mission context.

Required Textbooks

Walls, Andrew F. *The Missionary Movement in Christian History: Studies in the Transmission of Faith*. Maryknoll, NY.: Orbis Books, and Edinburgh, Scotland: T & T Clark, 1996.

Walls, Andrew F. *The Cross-Cultural Process in Christian History: Studies in the Transmission and Appropriation of Faith*. Maryknoll, NY.: Orbis Books, and Edinburgh, Scotland: T & T Clark, 2002.

Recommended Textbooks

1. Anderson, Gerald A., Robert T. Coote, Norman A. Horner and James M. Phillips, eds. *Mission Legacies: Biographical Studies of Leaders of the Modern Missionary Movement*. American Society of Missiology Series, No. 19. Maryknoll, NY.: Orbis Press, 1994.

2. DuBose, Francis M., ed. *Classics of Christian Missions*. Nashville: TN.: Broadman Press, 1979.

3. Latourette, Kenneth Scott. *A History of Christianity: A.D. 1500-A.D. 1975*. Vol. 2: Peabody, MA.: Prince Press, 1999.

4. Mellis, Charles J. *Committed Communities: Fresh Streams for World Missions*. Pasadena, CA.: William Carey Library, 1976.

5. Neill, Stephen. *A History of Christian Missions*. 2nd ed. New York, NY.: Penguin Books, 1990.
6. Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. 2nd ed. Boston, MA.: Bedford/St. Martin's, 1998.
7. Thomas Norman E., ed. *Classic Texts in Mission & World Christianity*. American Society of Missiology Series, No. 20. Maryknoll, NY.: Orbis Press, 1995.
8. Tucker, Ruth A. *From Jerusalem to Irian Jaya: A Biographical History of Christian Missions*. Grand Rapids, MI.: Academie Books, 1983.
9. Tucker, Ruth A. and Walter L. Liefeld. *Daughters of the Church: Women and Ministry from New Testament Times to the Present*. Grand Rapids, MI.: Academie Books, 1987.
10. Tucker, Ruth A. *Guardians of the Great Commission: The Story of Women in Modern Missions*. Grand Rapids, MI.: Academie Books, 1988.

Strategies

1. Engagement. Engage in the course by full attendance and active participation. A “Student Information Sheet” will be handed out in the first session and is to be filled out and returned by the beginning of week 3.
2. Prayer. Pray each week that we may know Christ and make him known. Prayer cards will be distributed and collected in the first session and returned during the last week. Also, a team of people outside the course will be praying for the class.
3. Relationship. Establish and maintain a supportive relationship with a student colleague from your class small group. This may involve encouragement through discussion, prayer, writing and/or phone call. Groups will be allocated in the first session.
4. Class Ministry. Each member of the class will have an opportunity to lead the worship at the beginning of the class, as well as provide snacks for that same week.
5. Reading Discussion. In the first session each week, students will have an opportunity to lead a discussion on that week's readings from Walls and the primary sources. Assignment allocations will be done in the first session. To facilitate discussion on the readings, journal one important idea, thought, statement, or question you have concerning each of the reading assignments. Bring this to class and be ready to discuss.

6. Reading Report. All reading assignments must be completed before class on the day they are assigned. These include both the Walls' textbook and the readings from the primary sources. Readings for the primary materials will be available for use at the MICS mail cupboard. Please use the material borrowed for a maximum of 2 hours before returning to the cupboard. A *photocopy* of the “reading report” contained in the syllabus needs to be submitted on the last day of class. The grade for the reading assignments will be based on the pages read and date completed.

7. Film Discussion. At 8:00 p.m. on _____ at 655 W. Hawthorne Blvd., Wheaton, view and discuss *one* of the following films with the class. Family and friends are welcome to join the viewing and discussion following the film.

- a. *At Play in the Fields of the Lord* (Universal, 1991/3:10).
- b. *The Bitter Tea of General Yen* (Columbia Pictures, 1932/1:30).
- c. *Black Narcissus* (Archer, 1947/1:40).
- d. *Hawaii* (United Artists, 1966/2:51).
- e. *I Heard the Owl Call My Name* (CBS, 1973/1:19, AV 260).
- f. *The Inn of the Sixth Happiness* (20th-Century Fox, 1958/2:38, AV 6373).
- g. *The Keys of the Kingdom* (20th-Century Fox, 1944/2:17).
- h. *Lilies of the Field* (Rainbow, 1963/1:34).
- i. *The African Queen* (IFD/Romulus-Horizon, 1951/1:43, AV 5698).
- j. *The Hiding Place* (World Wide Pictures, 1975/2:25, AV 2762). Spanish, AV 9213.
- k. *The Missionary* (Paramount, 1982/1:30).
- l. *The Nun's Story* (Warner Brothers, 1959/2:30, AV 5929).
- m. *Rain* (United Artists, 1932/1:33).
- n. *Seven Women* (MGM, 1966/1:40).
- o. *Stanley and Livingstone* (20th-Century Fox, 1939/1:41).

8. Book Presentation. Creatively present a book review on *one* of the following influential Protestant mission biographies, diaries, journals, or letters:
- a. Chamberlin, David. *Some Letters from Livingstone 1840-1872*. Oxford, England: University, 1940.
 - b. Edwards, Jonathan. *The Life and Diary of David Brainerd*. Chicago, IL.: Moody, 1949.
 - c. Elliot, Elisabeth. *Through Gates of Splendor*. New York, NY.: Harper & Brothers, 1957.
 - d. Elliot, Elisabeth, ed. *The Journals of Jim Elliot*. Old Tappan, NJ.: Revell, 1978.
 - e. Judson, Ann H. *An Account of the American Baptist Mission in the Burman Empire: in a Series of Letters Addressed to a Gentleman in London*. London, England: J. Butterworth and Son, 1823.
 - f. Lawrence, Una Roberts. *Lottie Moon*. Nashville, TN.: Sunday School Board, Southern Baptist Convention, 1927.
 - g. Schapera, I. *Livingstone's Missionary Correspondence 1841-1856*. Berkeley, CA.: University of California, 1961.
 - h. Taylor, Dr. & Mrs. Howard. *Hudson Taylor in Early Years: The Growth of a Soul*. London, England: C.I.M., 1943.
 - i. Taylor, Dr. & Mrs. Howard. *Hudson Taylor and the China Inland Mission: The Growth of a Work of God*. London, England: C.I.M., 1943.
 - j. Taylor, Mrs. Howard. *The Triumph of John and Betty Stam*. Philadelphia, PA.: China Inland Mission, 1960.
 - k. Taylor, J. Hudson. *A Retrospect*. Phil.: Philadelphia, PA.: China Inland Mission, n.d.
 - l. Wilberforce, S., ed. *Journal and Letters of the Rev. Henry Martyn, B.D.* London, England: R.B. Seeley and W. Burnside, 2 vols., 1837.

Students are requested to answer the following questions in their presentation.

- a. What is the publishing details concerning the book?
- b. What is the outline and major message of the book?

- c. What did you learn from the book?
- d. What was the influence of the book on the mission of the Protestant church?
- e. How would you apply what you learned from the book to your mission context?

9. Archival Presentation. Based on your BGC Archives research, each student will present his or her results in class. The class presentation should be creative and may include photographs, drawings, maps, examples of primary source material and a time-line of the major events (with some secular references). In addition, students are required to provide each member of their audience with a typed copy of the presentation outline, while the instructor is to be provided with a copy of all the presentation material used.

10. Research Presentation. Each student will creatively present a description of the life and work of a nineteenth or twentieth century missionary of their choice as stated below. The class presentation should be creative and should include photographs, drawings, maps, examples of primary source material and a time-line of the major events (with some secular references). In addition, students are required to provide each member of their audience with a typed copy of the presentation outline, while the instructor is to be provided with a copy of all the presentation material used.

11. Research Paper. Write an 8-10-page paper on a key missionary of interest to you and of value to your ministry. The instructor would prefer the student to choose a majority world or woman missionary. Your treatment of this topic should reflect your interaction with the course materials discussing the relevant historical data and the missiological insights for present strategies of mission. You might focus on the spiritual development of the person, or on the mission expansion from this person's ministry in a particular country, or the mission movement that resulted from his/her life. Also, you might take a key leader and examine his/her contribution in view of the mission motifs of the course. Whatever perspective you take, your paper should examine the applicability of your findings to your particular mission situation.

For the topic chosen, the student should consult 2-3 primary sources (if appropriate) and 3-5 secondary sources (including 1-2 journal articles). Research should be limited to between 5-8 of the better academic resources. This does not include resources from the Internet, but does include the use of the BGC Archives. The Rampolla guidelines for writing a research paper should be followed closely. At the end of the fourth week, you will submit your typed thesis statement and research questions following Rampolla's guidelines (0.5-1-page). Also, it is helpful if you can submit two copies of your research paper. That way, the instructor can keep a copy and return the original to you.

12. Evaluation. Towards the end of the course, each member of the class will have an opportunity to complete a student evaluation form.

Instructions

All written assignments need to follow the typing and style requirements of the APA (see the instructor's web site). This includes any bibliography or references cited. In addition, your papers should be typed and double-spaced in Times New Roman using a 12-point font with one-inch margins. Your title page must have your CPO mailbox number together with the department and instructor's name as the return address. It is helpful if you can submit two copies of your papers. That way, the instructor can keep a copy and return the original to you.

When writing your papers, the use of non-discriminatory language is advised. This attitude is consistent with the commitment of the Missions and Intercultural Studies department to the full equality of women and men, and to the joint training of women as equal partners with men in all areas of Christian ministry.

The instructor recommends the use of the Writing Center on the lower level of Buswell Library to work on writing assignments for the course. The Center provides support for generating ideas and essay structure: thesis statement and research questions.

Except for illness and emergencies, 10% will automatically be deducted from the total you receive on your assignment for any late papers received within the first week after the due date. Thereafter, 10% will be deducted each week your papers are late. No extra-credit work will be given.

The student is responsible and accountable for the class work and information. That is, class notes and works collected or assigned, and any announcements that may alter the course syllabus or schedule, even in any missed session. Missed handouts will be available at the end of the next class session.

Academic dishonesty will not be tolerated, including plagiarism. Plagiarism is the use of ideas and information from a specific source without giving credit in some manner to the source. Such an unacknowledged use of another person's intellectual property involves both stealing and lying, and will result in a failure for this course.

All assignments *must* be completed to pass the course otherwise a failure will be recorded with the Registrar's Office. This will be in accordance with the student's graded contract. The instructor reserves the right to modify this syllabus.

Auditors

It is inappropriate for auditors to attend the course because of the tutorial design of the classes. Thank you for your understanding in this matter.

Disability Statement

Any student in this course who has a learning disability that might prevent them from fully demonstrating their abilities should meet with the Disabilities Coordinator in the Counseling Center as soon as possible. The Coordinator will then initiate disability verification and discuss accommodations that might be necessary to ensure full participation in the successful completion of course requirements.

Academic Workload

The unwritten guidelines for any course's academic workload are: at least 2 hours of outside work for every one-hour in the classroom. Thus, for each two units of credit, the instructor expects 60 to 70 hours of academic work by the student. Campus quad courses average 22.5 contact hours. An additional number of hours should be spent in other structured learning experiences such as reading, writing or case studies to make up the 60-70 hours expected.

The instructor has adopted guidelines for measuring the amount of work that various kinds of assignments may be expected to represent. One hour is represented by one hour of class or other required meeting(s), 25 pages of reading or one double-space typed page of a research paper.

Thus, a 10-page paper represents 10 hours of the 60-70 hours that may be expected in a 2-unit class; 500 pages of reading represent another 20 hours. These guidelines have been adapted for this course.

Grading

An alternative approach to the usual method of course grading is the contract system. The contract grading system may be set out as follows:

A: Complete all readings and all assignments at a graduate level of accomplishment.

A-: Complete 90% of all readings and all assignments at a graduate level of accomplishment, except the research paper.

B+: Complete 80% of all readings and all assignments at a graduate level of accomplishment, except the book presentation and research paper.

The respective academic course loads for the contract approach are set out below:

Grade A:

Engagement	25 hours
Class Ministry	1
Reading Discussion	1-2
Reading Report	18-22

Film Discussion	2-3
Book Presentation	3-5
Archival	5-7
Research Presentation	1-2
Research Paper	12-15
Total	68-82

Grade A-:

Engagement	25 hours
Class Ministry	1
Reading Discussion	1-2
Reading Report	16-20
Film Discussion	2-3
Book Presentation	3-5
Archival	5-7
Research Presentation	6-9
Total	59-72

Grade B+:

Engagement	25 hours
Class Ministry	1
Reading Discussion	1-2
Reading Report	14-18
Film Discussion	2-3
Archival	5-7
Research Presentation	6-9
Total	54-65

Class Format

6:30 p.m.	Worship
6:45	Session I
7:35	<i>Break</i>
7:45	Session II
8:35	<i>Break</i>
8:45	Announcements
8:50	Session III
9:40	Closure

End-of-Semester Grades/Papers

Grades will not be posted nor will a secretary quote them over the phone or in person to a student. Students may obtain their grade in one of the following ways:

1. Students may give the instructor a stamped, self-addressed envelope on the last day of class so that the grade may be mailed to them, or

2. Students may wait for their grade report that is mailed by the Registrar's office.

At the end of the quad, any papers or projects that need to be returned to the student will be put in a box (marked with the instructor's name and course number), and placed outside his office for pick-up by the student. They will remain there until the *third* week of the next quad. Also, a student may furnish the instructor with a large self-addressed envelope with sufficient postage affixed (please check the size and weight with the post office) so that their papers may be mailed to them.

Access to Instructor

The instructor's office hours are posted on his office door (BGC M210). If these times are not suitable, then please make an appointment by contacting the instructor in class and arranging a suitable time. The instructor is eager to become personally acquainted with all his students. Thus, all students in this course are encouraged to talk with him early in the quad about any matter related to the course—or anything else. Those who find the class sessions or readings unclear are especially urged to come by as soon as possible.

“Dine with a Mind” is an opportunity for students to take their instructor to lunch. Each student is allowed to take one professor per semester with tickets covering the instructor only. See the Graduate Student Services for tickets and further information.

The instructor may be contacted by e-mail: Robert.L.Gallagher@wheaton.edu, or by telephone at the office: 630/752-5192, or at home: 630/784-0805, or by fax: 630/752-7125, or by web site: www.wheaton.edu/missions/gallagher.

Course Procedure

Week 1: Introduction

Introduction to the Class

Introduction to the Draft Syllabus

Introduction to the Course

Reading: Syllabus

Week 2: Research Dimension

Mr. Wayne D. Weber @ BGC Archives

Reading: Walls Preface & Introduction; Walls 1-3; Primary Sources

Week 3: Contextual Dimension

Discussion on Walls Preface/Introduction, 1-6 & Primary Sources

William Carey & the Baptist Missionary Society

J. Hudson Taylor & the China Inland Mission

Student Information Sheet due

Reading: Walls 4-6; Primary Sources

Week 4: Functional Dimension

Discussion on Walls 7-10 & Primary Sources

Presentations on the Archival Research

Thesis Statement & Research Questions due

Archival Presentation due

Reading: Walls 7-10; Primary Sources

Week 5: Organizational Dimension

Dr. Chuck Weber: “African Christian Mission”

Discussion on Walls 11-13 & Primary Sources

Presentations on the Mission Books

Book Presentation due

Reading: Walls 11-13; Primary Sources

@ 655 W. Hawthorne Blvd., Wheaton

Film Viewing & Discussion

Week 6: Regional Dimension

Dr. James F. Lewis: “Asian Christian Mission”

Discussion on Walls 14-16 & Primary Sources

Reading: Syllabus; Walls 14-16; Primary Sources

Week 7: Presentations

Research Presentation due

Discussion on Walls 17-19 & Primary Sources

Discussion on Research Paper

Course Evaluations

Reading Report due

Reading: Walls 17-19

Week 8:

Social & Closure to the Course @ 655 W. Hawthorne Blvd., Wheaton

Research Paper due

Reading Report

Name: _____ CPO: _____

<u>Week Readings</u>	<u># of Pages</u>	<u># Read on Time</u>	<u># Read Late</u>
1 Syllabus	10	_____	_____
2 Walls Preface/Intro	10	_____	_____
Walls 1-3	40	_____	_____
William Carey	20	_____	_____
J. Hudson Taylor	14	_____	_____
3 Walls 4-6	32	_____	_____
Samuel A. Crowther	8	_____	_____
David Livingstone	22	_____	_____
William Wadé Harris	11	_____	_____

4 Walls 7-10	60	_____	_____
Adoniram Judson	13	_____	_____
Frank C. Laubach	8	_____	_____
5 Walls 11-13	43	_____	_____
Claudius Buchanan	19	_____	_____
Alexander Duff	15	_____	_____
John R. Mott	19	_____	_____
6 Walls 14-16	33	_____	_____
Ann Judson	13	_____	_____
Lottie Moon	18	_____	_____
Ida S. Scudder	9	_____	_____
Syllabus	10	_____	_____
7 Walls 17-19	40	_____	_____

Total: Walls 258 + Primary Sources 189 = 447

Facilitation Schedule

Week	Worship	Walls Discussion	Primary Source	Snack
3				
4				
5				
6				
7				