

# THEO 3252 / THEO 5352: The Church in Mission

## Course Outline

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TA To be confirmed

Venue WMY 508  
Language English

### A. Course description and syllabus

The course aims at introducing the students to the broad subject of mission studies and the understanding of issues related to the mission of the church. In particular it will lead to a deeper understanding in following areas:

- The biblical basis of the mission of the church
- The historical development of Christian mission
- Patterns of mission and evangelism today
- Contemporary challenges to the mission of the church
- Mission in the context of Hong Kong and China
- Issues in the intercultural communication of the gospel

The course will be taught

- a) in seminar style with elements of lectures accompanied by handouts (2h / week)
- b) with tutorials including student presentations (for THEO 5352 only) and discussion (1h / week).

### B. Learning outcomes

The course is a double-coded course with different learning outcomes expected for undergraduate students and for graduate students and with different requirements.

- All the students will gain a general understanding of the whole field of mission, particularly about the biblical basis, historical development, and present-day forms of mission.
- Students will grow in sensitivity regarding the ambiguities of missionary outreach.
- Students will learn about different agents in mission and about their specific features.
- Students of THEO 5352 will learn to design a mission outreach plan that is applicable and relevant in actual church life.

### C. Assessment

|               |                                    |     |
|---------------|------------------------------------|-----|
| For THEO 3252 | Oral participation (see a)         | 20% |
|               | Reading report (see b)             | 30% |
|               | Report on a mission agency (see c) | 50% |

|                |                                    |     |
|----------------|------------------------------------|-----|
| For THEO 5352: | Oral participation (see a)         | 20% |
|                | Report on a mission agency (see c) | 30% |
|                | Term paper (see d)                 | 50% |

**a) Oral participation**

Regular, active, and interested *class and tutorial participation* and reading of the weekly assignments (20%)

**b) Reading report**

Write a reading report on one of the books below:

- Dana L. Robert, *Christian Mission. How Christianity Became a World Religion*, Chichester, U.K. and Malden, MA: Wiley-Blackwell, 2009
- Stephen Bevans, *Models of Contextual Theology*, New York: Orbis, 2002 (revised and expanded edition)
- Bosch, David J.: *Transforming Mission: Paradigm Shifts in Theology of Mission*, New York, Orbis, 1991 (also available in Chinese), 349-520 (chapters 10 to 12)

Note: a reading report is not the same as a book report. A reading report is more casual and less academic. It aims firstly at giving evidence of thorough reading of a book or a part thereof and secondly at showing engagement with the reading. It may be more personal.

Maximum length: 2,000 words

Deadline: 19 March 2018

Language: English or Chinese is accepted

Assessment Criteria:

- Content: does the paper reflect a good understanding of the texts?
- Thought: Does the student critically engage with the thoughts expressed?
- Form: does the form of the presentation enhance the understanding of the written essay? (Neatness of the paper, good structuring, concise writing, mastering of language and proper use of source material)

**c) Report about a mission agency (30% for THEO 5352, 50% for THEO 3252):**

Choose any existing mission organization or mission agency and describe it. You may also choose to describe the mission department of your denomination, if there is such a department.

Leading questions:

- External elements (short): size, organizational background and structure, addressee, history of the organization
- Vision behind the organization; how did it develop; who is mainly carrying the vision
- How does the organization work?
- Strengths and weaknesses?
- Mission theology that the project reflects

Note the following when writing the mission agency report:

- a) Expected length 3,000 to 4,000 words for THEO 5352 (around 4,000 Chinese characters); 4,000 to 5,000 words in English for THEO 3252 (around 6 to 7,000 Chinese characters)
  - b) Deadline: March 19, 2018 for THEO 5352 or May 2, 2018 for THEO 3252
  - c) English or Chinese is accepted
  - d) Avoid simply gathering information from an organization's website! Try to interview representatives or clients of the organization. Give an independent and critical assessment.
- e) **Term paper (50% for THEO 5352):**  
***Design a mission outreach program in a team work of two persons and write an individual report*** (e.g. to a national group, an ethnic minority group, a marginalized people group, a professional group, another religious group; etc.) with following elements:
- Get in touch with the people group you choose and analyze their needs
  - Introduce their background (religious / ethnic / cultural / social)
  - Describe the principles of mission theology that guide you
  - Design strategies of outreach for the people group
  - Reflect the strengths and weaknesses of your mission program
    - Ca.5,000 words
    - Class presentation end of March or April
    - Deadline for individual written report: May 2, 2018
    - English and Chinese is accepted
  - The assignment will be assessed based on the joint oral presentation and the individual written report.

#### **A note on plagiarism**

- The University places great emphasis on students' academic honesty. A short video clip (in three different versions – Cantonese, Mandarin, and English) introduces you to the notions of plagiarism and academic honesty:
- [http://www.cuhk.edu.hk/clear/tnl/acad\\_honesty.html](http://www.cuhk.edu.hk/clear/tnl/acad_honesty.html)
- Read also the following academic honesty website:  
<http://www.cuhk.edu.hk/policy/academichonesty/>

#### **Grading**

The grading follows the general grading policy of the CUHK outlined below:

|                          | <b>Excellent</b>  | <b>Good</b>  | <b>Needs Improvement</b>   | <b>Unacceptable</b>  |
|--------------------------|---|--|--|--|
| <b>Thesis</b>            | A clear statement of what is being proposed or argued in the paper.   | The thesis is easily detectable after reading the paper, but it is not presented in a single and clear statement.  | The thesis is present, but a reader must work hard to reconstruct from the entire paper.   | There is no thesis or central argument/proposal to tie the paper together, or the thesis is unclear.   |
| <b>Arguments</b>         | Each reason, support, or argument to follow the thesis is made clear, thorough, relevant and convincing. Proper references are consistently made to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid. | Arguments made to support the thesis are clear, but less thorough, relevant, and/or convincing. References are often made to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid, but this is done not as consistently. | Arguments made to support the thesis are acceptable but sketchy or their relevance unclear. Some references are made to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid.                      | Arguments to support the thesis are missing, irrelevant, or not convincing. The paper makes lots of claims or assertions that are not substantiated. There are few or no references to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid. |
| <b>Counter-Arguments</b> | The paper acknowledges, anticipates, and accounts for conflicting evidence, counter-examples, counter-arguments, and/or opposing positions, even ones that are not obvious or not yet been made in writings of others.                          | The paper acknowledges and accounts for obvious conflicting evidence, counter-examples, counter-arguments, and/or opposing positions.  | The paper acknowledges and accounts for a few obvious conflicting evidence, counter-examples, and counter-arguments, but miss other obvious opposing positions. Or the paper acknowledges counter-arguments without accounting for them. | No awareness or acknowledgment of conflicting evidence, counter-examples, counter-arguments, or opposing positions.  |

|               | Excellent   | Good  | Needs Improvement  | Unacceptable  |
|---------------|---|---|--|---|
| Organization  | The paper's flow, from one paragraph to another, is consistently sensible, logical, and always with clear transitions. The movement from introduction to the body and then the conclusion is easy to follow and coherent. | The paper's flow, from one paragraph to another, is largely sensible and logical. Transitions are mostly appropriate. The movement from introduction to the body and then the conclusion is distinguishable if not easy to follow.                                | There are signs of sensible and logical organization, but these are mixed with abrupt or illogical shifts and ineffective flow of ideas. The movement from introduction to the body and then the conclusion is not clearly distinguishable.                          | The paper does not flow well in terms of organization or for the argument of the thesis. Transitions from paragraph to paragraph or from one idea to the next are missing. The movement from introduction to the body and then the conclusion is non-existent.  |
| Style         | The paper is written in complete and grammatically correct sentences. Word choice is precise; definitions are provided if and when needed. Paper has been spell-checked, proofread, and contains no errors.               | The paper is written in complete sentence and grammatically correct sentences. Word choice is understandable, definitions are generally (though not always) provided if and when needed. Paper has been spell-checked, proofread, and contains only a few errors. | The paper contains some incomplete or grammatically incorrect sentences. Word choice is imprecise, at times not understandable, and/or not defined when needed. Not clear if the paper has been spell-checked and proofread because of the number of errors present. | The paper is written with many incomplete or grammatically incorrect sentences. Word choice is not understandable and definition of particular terms or words is not given even when needed. The paper has clearly not been spell-checked or proofread, and hence contains an excessive number of errors. |
| Documentation | Notes to indicate sources of information are given whenever they are needed. Both notes and bibliography use consistent and academically acceptable format.   | Notes to indicate sources of information are generally given when they are needed. Notes and bibliography are generally but not always consistent or conform to required academic standard.   | Sources of information are not consistently documented. If they are, format is inconsistent or does not conform to required academic standard.   | Source materials are used without documentation.  |

For submission of assignments, please follow the following rule:

1. Upload your assignment on the Blackboard website. **Only word-format is allowed. PDF is regarded as non-submission.**
2. At the same time also upload a soft copy of the completed assignment to the plagiarism detection engine VeriGuide, at the URL:  
<https://veriguide2.cse.cuhk.edu.hk/cuhk/>
3. The system will issue a receipt which also contains a declaration of honesty, which is the same as that in  
<http://www.cuhk.edu.hk/policy/academichonesty/p10.htm>. The declaration should be uploaded in pdf to the blackboard system.

## D. Handbooks

- Stephen Bevans, *Models of Contextual Theology*, New York: Orbis, 2002 (revised and expanded edition) – classical handbook introducing basic models of contextualization
- Bevans, Stephen B. and Roger P. Schroeder: *Constants in Context. A Theology of Mission for Today*, (Maryknoll, New York: Orbis, 2004)
- Bosch, David J.: *Transforming Mission: Paradigm Shifts in Theology of Mission*, New York, Orbis, 1991 (cited as *Transforming Mission*) – most recommended handbook – also available in Chinese [BV2063.B649 1991](#)
- Bosch, David J.: *Witness to the world. The Christian mission in theological perspective*, London: Marshall & Morgan 1980 [BV2063.B65](#)
- Camps A., L.A. Hoedemaker, M.R. Spindler, and F.J. Verstraelen (eds.), *Missiology: An Ecumenical Introduction. Texts and Contexts of Global Christianity*, Grand Rapids, Eerdmans, 1995 (cited as *Missiology: Introduction*) [BV2030. M55 1995](#)
- Costa, R.O. (ed.): *One Faith, Many Cultures: Inculturation, Indigenization and Contextualization*, Maryknoll, NY: Orbis, 1988.
- Robert, Dana L. *Christian Mission. How Christianity Became a World Religion*, Chichester, U.K. and Malden, MA: Wiley-Blackwell, 2009
- Thomas, Norman (ed.): *Readings in World Mission*, SPCK London 1995 (320pp.; reader accompanying Bosch's *Transforming Mission* gathering all the important reference texts to the different sections of Bosch's book) [BV2063 .R42 1995](#)
- Walls, Andrew: *The Missionary Movement in Christian History*, Maryknoll NY : Orbis ; Edinburgh : T&T Clark, cop. 1996.
- Walls, Andrew: *Mission In The Twenty-First Century : Exploring The Five Marks Of Global Mission*. London : Darton, Longman and Todd, 2008
- Winter, Ralph D. and Steven C. Hawthorne (ed.): *Perspectives of the World Christian Movement. A Reader*. Third Edition, William Carey Library, Pasadena California 1999  
(ca 750pp., huge volume with 124 articles by different authors on all aspects of Christian World Mission; on biblical, historical, cultural, and strategic perspectives; on E-1, E-2 and E-3 Evangelism) [BV2070 .P467 1999](#)

## E. Overview

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|-----------------------------|--|
| Jan 10, 2018<br>(Session 1) | Course information<br><b>I. Introduction</b><br>What is Mission?   |
| Jan 17, 2018<br>(Session 2) | <b>II. Foundations of Mission</b><br>Biblical Basis of Mission<br><br>Tutorial: On the Biblical Basis of Mission   |
| Jan 24, 2018<br>(Session 3) | Special lecture by <b>Jack Jackson</b> , professor of mission, evangelism, and global Methodism at Claremont School of Theology in Los Angeles<br><br>The Historical Development of Church Mission up to the Present |
| Jan 31, 2018<br>(Session 4) | Developments since the 1950s: Ecumenical and Evangelical Understanding of Mission<br><br>Tutorial : On the Protestant Mission Era and on the impacts of the Protestant mission                                       |
| Feb 7, 2018<br>(Session 5)  | <b>III. Patterns of Mission</b><br>Mission as evangelism<br><br>Tutorial:<br>1) Evangelism<br>2) Evangelical and Ecumenical Mission Tradition  |
| Feb 14, 2018<br>(Session 6) | Mission as church planting and church growth: The Church Growth Movement<br><br>Tutorial: What kind of missionaries do we need?  |
| Feb 21, 2018                | Chinese New Year Holiday   |
| Feb 28, 2018<br>(Session 7) | World evangelization and frontier mission  |

Tutorial: On church growth

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Mar 7, 2018  
(Session 8)

Mission in the context of poverty and injustice

Tutorial: A case study – the story of HKCIC

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Mar 14, 2018  
(Session 9)

Mission and inculturation

Tutorial: What does inculturation in the Chinese context mean?

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Mar 21, 2018  
(Session 10)

**IV. Issues and Challenges of Mission in the Present**

The Challenge of other faiths

Tutorial: On Christianity and people of other faith

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Mar 28, 2018  
(Session 11)

Mission and communication: How do we communicate the gospel?

Tutorial: Students' presentations

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April 4, 2018  
(Session 12)

Mission and communication: How do we communicate the gospel?

Tutorial: Students' presentations

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April 11, 2018  
(Session 13)

Unfinished business

Discussion of practical issues (depending on time and on interest)

- 1) Mission in China
- 2) Short-term mission
- 3) Mission in Creative Access Countries
- 4) Mission and money
- 5) Mission and Institution: Independent Mission agencies or church departments?
- 6) Women in mission
- 7) Mission and ethics
- 8) Invitation of a missionary

Tutorial: Students' presentations

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April 18, 2018  
(Session 14)

Unfinished Business

Presentation of students' work

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