



Advancing God's Kingdom by Preparing Competent Christian  
Leaders for Spirit-Empowered Life and Ministry



**MB** BIBLICAL  
SEMINARY

## **GS5112 Strangers and Neighbours: Diaspora Mission among Immigrants and Refugees**

3 credit hours. Prerequisites: none.

April 27-May 1, 2020  
Mon-Fri: 9am-noon & 1-4pm  
**Location:** Forest Grove Community Church  
(502 Webster Street, Saskatoon)

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### **Course Content and Goals**

#### **Course Description**

How can the global movement of people outside of their place of origin be viewed in light of the Missio Dei and God's redemptive purpose? A biblical foundation for a robust diaspora missiology will set the stage for exploring how the good news of Jesus compels the church to be engaged in welcoming, gathering, and partnering with scattered people. Finally, strategic directions for how local churches can engage in diaspora mission within Canada will be highlighted.

#### **Relationship to Horizon's Mission**

"Strangers and Neighbours" invites participants to understand more deeply the experience of immigrants and refugees in the context of the biblical call for the church in Canada to serve, build relationships, and develop partnerships with diaspora communities in order to witness to the good news of Jesus.

#### **Core Competencies and Learning Outcomes**

To demonstrate competency in *Contextual Awareness*, students will:

1. Demonstrate awareness of the experience of immigrants, refugees, and international students coming to Canada.
2. Assess how the church can participate in serving the needs of newcomers in their community.

To demonstrate competency in *Biblical and Theological Literacy*, students will:

3. Assess how a biblical vision for diaspora mission informs a diaspora missiology.
4. Apply a biblical vision for diaspora mission to a contextual ministry setting.

To demonstrate competency in *Ministry Development*, students will

5. Create a ministry proposal that engages with a specific diaspora community.
6. Analyze the effectiveness of a disciple-making approach across cultures.

## **Course Work**

### **Required Reading/Viewing**

“Bridging Borders” - <https://www.citytv.com/saskatchewan/shows/bridging-borders/>

George, Sam and Miriam Adeney, eds. *Refugee Diaspora: Missions amid the Greatest Humanitarian Crisis of our Times*. Pasadena: William Carey Publishing, 2018. (189 pages)

Krabill, Matthew and Allison Norton. “New Wine in Old Wineskins: A Critical Appraisal of Diaspora Missiology.” *Missiology* 43, no. 4 (2015): 442-455. (12 pages)

Krause, Michael with Narry Santos and Robert Cousins, eds. *From the Margins to the Centre: The Diaspora Effect*. Toronto: Tyndale Academic Press, 2018. (270 pages) (Available only as an e-book)

Tira, Sadiri Joy and Tetsunao Yamamori, eds. *Scattered and Gathered: A Global Compendium of Diaspora Missiology*. Eugene: Wipf & Stock, 2016. (277 pages) (This book is already out-of-print, however, the editor is willing to provide copies of the book, which will be available for purchase on the first day of class.)

Wan, Enoch and Adiri Joy Tira. “Diaspora Missiology and Missions in the Context of the 21<sup>st</sup> Century.” *Global Missiology English* 1, no. 8 (October 2010). (12 pages)

### **Choose ONE of the following:**

Davis, Charles A. *Making Disciples Across Cultures: Missional Principles for a Diverse World*. Downers Grove: InterVarsity Press, 2015. (236 pages)

Fernando, Ajith. *Discipling in a Multicultural World*. Wheaton: Crossway, 2019. (280 pages)

### **Pre-Module Assignments**

1. *Reflective Paper* – 15%

Read Krause, Santos, and Cousins, eds., *From the Margins to the Centre* (270 pages) and George and Adeney, eds., *Refugee Diaspora* (189 pages).

Watch 3 episodes of “Bridging Boarders” – two seasons are available on CityTV (approximately 22 minutes per episode). <https://www.citytv.com/saskatchewan/shows/bridging-borders/>

Please respond to the following questions:

a. How have your assumptions and perspectives been challenged regarding the church's mission with immigrants and refugees?

b. Identify several missional opportunities where the church could engage with diaspora communities and examine what catches your imagination and interest and explain why.

- **Assignment Length:** 1000 words. **Due date:** April 24, 2020.

### **Module Assignments**

#### 2. *Life Story Response* – 15%

Following the Life Story presented each day during the module week, identify how your own perspective has been shaped by people's experiences shared in class along with one key challenge/insight facing the local church regarding its engagement in diaspora mission.

- **Assignment Length:** 500 words each reflection. **Due date:** Daily reflections are due by 9 am the following day.

### **Post-Module Assignments**

#### 3. *Analysis Paper* – 15%

Read the articles by Wan/Tira and Kraybill/Norton along with Section 2: Biblical and Theological Foundation for Diaspora Missiology (pages 95-180) in *Scattered and Gathered*, edited by Tira and Yamamori.

Based on your reading and class lectures/discussion, please respond to the following questions:

- a. Describe Wan/Tira's contributions towards the development of a diaspora missiology?
- b. Assess the strengths and weaknesses of Wan/Tira's proposal for a specific diaspora missiological approach?
- c. Examine how a biblical vision for diaspora mission confirms and/or challenges Wan/Tira's portrayal of diaspora missiology.

- **Assignment Length:** 1000 words. **Due date:** June 22, 2020.

#### 4. *Reading Report* – 5%

Read the Sections 1 and 3 (pages 7-94 and 181-277) of Tira and Yamamori, eds., *Scattered and Gathered* in preparation for your essay. Identify the key insights you have learned.

- **Assignment Length:** 500 words. **Due date:** June 22, 2020.

#### 5. *Research Essay* – 35%

Choose one of these groups: 1) new immigrants; 2) refugees; 3) international students; or 4) a specific diaspora community. Write an essay that addresses how your local church/faith community could serve this group and be a witness to the good news of Jesus. Your paper must include the following:

- a. Describe the particular group you have chosen – demographics, cultural characteristics, physical and spiritual needs, etc.
- b. Demonstrate how a biblical vision for diaspora mission can inform your church's missional engagement.
- c. Propose specific ways your local church could build relationships, address needs, and witness to the gospel. Include suggestions regarding how your church could partner, either with the diaspora community itself or with other service agencies/organizations, in serving the group you have chosen.

Your research must engage with current literature on diaspora mission as well as interact with your reading from *Scattered and Gathered*. Further assignment details will be provided during the course.

- **Assignment Length:** 3000 words (15 pages). **Due date:** June 22, 2020.

#### 6. *Book Application* – 15%

Choose one of the following books: Davis, *Making Disciples Across Cultures*; **OR** Fernando, *Discipling in a Multicultural World*. In relation to the specific diaspora group/community you addressed in Assignment #5, identify 2-3 specific aspects of the disciple-making approach advocated by your chosen author and examine how they could be integrated into a relational approach to diaspora mission.

- **Assignment Length:** 1000 words. **Due date:** June 22, 2020.

### Course Outline

#### I. Globalization and Diaspora

- A. Scattered Peoples
- B. Life Stories

#### II. Biblical Theology of Diaspora Mission

- A. Biblical Vision of Diaspora
- B. Biblical Vision of Strangers and Neighbours
- C. Biblical Vision of Hospitality and Friendship
- D. Biblical Vision of the Church on Mission
- E. Biblical Vision of Partnership
- F. Participating in God's Mission: A Trinitarian Vision of the *Missio Dei*

#### III. Engaging in Diaspora Mission

- A. Introduction to Diaspora Missiology
- B. Ministry to Diaspora Communities
  1. Witness across Cultures
  2. Relational Witness
- C. Ministry through Diaspora Communities
  1. The Diaspora Church
  2. Partnering in Discipleship

- Assignments will not be accepted past June 22, 2020.

## **Academic Policies**

### **General Guidelines for the Submission of Written Work**

#### *Formatting Papers*

- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the Horizon Format Guide consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

#### *Submitting Your Assignments*

Assignments should be submitted via [Populi](#). The resource at this link

<https://support.populiweb.com/hc/en-us/articles/223792507-How-to-submit-work-for-assignments> explains how to submit assignments on Populi (the link to the video is also available on the info tab of the Populi course page).

### **Late Assignments and Extensions**

Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

### **Grading**

Grade	Percentage	GPA
A+	97-100%	4
A	93-96%	4
A-	90-92%	3.7
B+	87-89%	3.3
B	83-86%	3.0
B-	80-82%	2.7
C+	77-79%	2.3
C	73-76%	2.0
C-	70-72%	1.7
D+	67-79%	1.3
D	63-66%	1.0
D-	60-62%	0.7
F	<60%	0

### **Academic Honesty**

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to

give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the College [Student Handbook](#).

### **Disability Services Information**

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at [bwilliamson@horizon.edu](mailto:bwilliamson@horizon.edu); or Heather Wood, Associate Dean of Students, at [hwood@horizon.edu](mailto:hwood@horizon.edu).

### **Class Attendance**

Students should attend all classes in order to optimize their learning experience. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances.

### **Use of Technology**

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

## **Bibliography**

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- Bauman, Stephan, Matthew Sorens, and Issam Smeir. *Seeking Refuge: on the Shores of the Refugee Crisis*. Chicago: Moody Press, 2016.
- Betts, Mike. *Relational Mission: A Way of Life*. Aylsham: Relational Mission, 2016.
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## Websites

Lausanne Global Diaspora Network - [www.global-diaspora.com](http://www.global-diaspora.com)

UReach Toronto – [www.ureachtoronto.ca](http://www.ureachtoronto.ca)

Center of Diaspora and Relational Research - <https://www.westernseminary.edu/outreach/center-diaspora-relational-research>