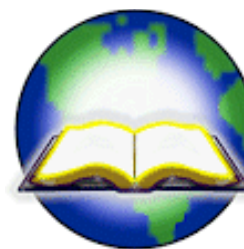


# Theology of Christian Missions

Miss 4163

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course web page: <http://home.snu.edu/~hculbert/theo.htm>



## Description:

This course is a study of the underlying principles and theological presuppositions of the global Christian mission. It will attempt to help students unify and integrate a wide range of theological themes in and around the idea of missions.

## Objectives:

By the end of this course students should be able to:

1. Articulate a biblical foundation for global mission from both the Old and New Testaments
2. Demonstrate an understanding of historic missions paradigms
3. Engage in discussion on the themes, issues and assumptions of various mission theologies, particularly as they apply to doing mission in the post-modern era
4. Describe various approaches to contextualization in a multi-cultural global context
5. Explain the strategic implications of missionary mandate for the 21st century seen holistically and in conversation with key texts on globalization, socio-political issues and current affairs

## Textbooks:

1. Lesslie Newbigin, *The Open Secret*
1. Don Richardson, *Eternity in Their Hearts*
2. Aida and William David Spencer, *The Global God*

## Assignment calendar

Sept. 1	Newbigin vii-39
8	Newbigin 40-90
10	Interviews of pastor and professors (submit to Moodle)
15	Newbigin 91-159
22	Newbigin 160-189
24	Exam #1 Submit reflections on two journal articles to Moodle
29	Richardson 9-71
Oct. 6	Richardson 72-109
13	Richardson 111-150
15	Fall break -- no class
20	Richardson 153-213
22	Biblical exegesis paper due
27	Interview on other religion's views (submit to Moodle)
29	Exam #2

Nov. 3	Spencer 9-36
10	Spencer 37-88
17	Spencer 89-145
24	Essay due 250 pages of outside reading due
Dec. 1	Spencer 146-206
8	Spencer 207-250
15	8 a.m. Final Exam

### What do I have to do to pass this course?

1. *Come to class.* An important component of this course is what happens in the classroom: lectures, presentations, interaction and discussions. Absences will affect the course grade. Three tardies or early departures count as one absence.
2. *Read the textbooks.* On dates when reading is due, submit on Moodle a response of at least 250 words to what you read. On the first line of each report, indicate if you read 100%, 75%, 50% or 25% of the pages listed. In addition to your personal reflections, include one “test” question that covers what you think is significant material from that particular reading.
3. *Interview of a pastor and two professors.* Choose one of the following questions and ask that same question to a pastor and two SNU School of Theology and Ministry professors. Submit a report of their answers on Moodle.  
Question choices:
  - (1) Are those who have never heard of Christ hopelessly lost?
  - (2) Is it arrogant for us to say that Jesus is the only way to salvation?
  - (3) What is, or should be the relationship between theology and culture?
4. *Interview of someone of another religion.* Interview someone of another religion (Jew, Muslim, Hindu, Sikh, Wicca, Buddhist) to get their view of major tenets of Christianity (authority of Bible, uniqueness of Christ, Trinitarian view of God, eventual eternal destiny of human beings). The interview subject needs to be someone who is a believer in a religious system rather than just an atheist or agnostic. Submit a 500-750 word report of your interview to Moodle. The last line of your Moodle post should contain the word count as reported by your word-processing software.
5. *Post two substantive responses per week to what others have submitted on Moodle.* These responses must be more than “I agree” or “Good reflection.” They must somehow carry forward a conversation.
6. *Do opening devotions in class.* Each day, except on exam days, a student will open class by reading a passage from the Bible and leading in prayer. Both the scripture passage and the prayer must be relevant to the content of this particular course. If you are committed for a certain day and something hinders your being there, you must recruit another student to take your place.

7. *Write an essay.* 5-8 page well-researched essay on a missions theology topic of your choosing (a list of possibilities is given later in this syllabus). Your bibliography page must include a minimum of six sources. Such sources can include interviews you do on your topic with career missionaries. Students taking the course for graduate credit should write a graduate-level paper of 8-12 pages.
8. *Do a biblical exegesis:* Write a comprehensive exegesis of one of the following scripture passages  
Matthew 28:19-20  
Matthew 24:14

Further instructions will be available on Moodle.

9. *Read and reflect on two periodical articles.* Two periodical articles on the theology of missions must be read and a written reflection on each submitted on Moodle by the time of Exam #1. Note: These are not just any articles from the journals listed in the syllabus. The article must specifically deal with theology of missions topics. One purpose of the article reading is to give you a look at some possible essay topics.
10. *Do 250 pages of outside reading.* Such reading may be done for group presentations and/or as research for the biblical exegesis paper.
  - The reading report should consist of bibliographic information (author and title of each resource) and at least one idea gleaned from each reading as well as the specific pages read.
  - The listing of books at the end of this syllabus is not intended to be exhaustive. It will, however, give you an idea of the kind of material available in the SNU library. Some books in the bibliography section have page numbers listed. These are the sections relevant to course material. Where no page numbers are given, the entire book may be read for credit.
11. *Write reactions to videos shown in class or to guest speakers.* .
12. *Take the exams on time.* There will be three unit exams and one final. The final exam will include material from questions used in the unit exams. Prior to each of the exams you will receive a study guide. Exams taken late will be reduced by one letter grade.
13. *Check your e-mails!* E-mail will be an important way of communicating with you. “I didn’t check my e-mail,” will not be an adequate excuse for missing a piece of vital information.

### **How will grades be figured?**

3 exams @100	300
Pastor/professors interview report	50
Other religion interview report	50
Two periodical articles	50
Opening devotions during semester	100
Video/ guest speaker reactions	10 pts each
Outside reading reports	100
Text reading responses	10 pts each
Essay	100
Exegesis paper	100

Moodle response posts – 2 per week at 10 pts per week  
 Attendance 100

Late assignments will receive a reduced grade of up to 50%. The required weekly response posts may not be made up. Exams taken late will be reduced by one letter grade.

### Letter grade equivalents

100 - 93.00 - A	76.99 - 73.00 - C
92.99 - 90.00 - A-	72.99 - 70.00 - C-
89.99 - 87.00 - B+	69.99 - 67.00 - D+
86.99 - 83.00 - B	66.99 - 60.00 - D
82.99 - 80.00 - B-	59.99 - 0.00 - F
79.99 - 77.00 - C+	

### Some possible topics for papers

1. Answering the accusation of “arrogance” over proclaiming the uniqueness of Christ
2. Approaching other faiths: Searching for common ground or entering enemy territory?
3. Balancing cultural rules and biblical expectations
4. Christ’s Incarnation and its implications for global missionary work
5. Contextualization
6. Defining “spiritual warfare”
7. Ecclesiology and its implications for global outreach
8. End Times / Eschatology and implications for missions theology
9. Missionary thinking of the Reformers of the 16th and 17th centuries
10. Old Testament bases for missions
11. Outlining a theology of the Gospel that takes culture into account
12. Pauline motives for global evangelism
13. Prayer and world evangelism
14. Relationship of the missionary mandate to the Biblical call to holy living
15. Roman Catholic missionary theology
16. Search Theology versus a Theology of Harvest
17. Sin and lostness of people in the world as a motivation for missions
18. Specific challenges from the classic and/or new religions
19. Stewardship and world missions
20. Syncretism: Identifying and dealing with it
21. The possible strategic twist of Jesus’ words about His having come to “the lost sheep of the house of Israel”
22. The apparent paradox of global outreach as both God’s work and the work of human beings
23. The significance of the Wheaton/Lausanne/Thailand Declarations on world missions
24. The world evangelism implications of thinking about the church as a “community”
25. The gospel and social issues such as poverty, abuse, slavery and sexual exploitation
26. The Old Testament function of the priesthood and its implications for the missionary mandate
27. The Holy Spirit’s work and power in global evangelism
28. The passion for fulfilling what God wants as a motivation for missions
29. Theological shifts that have happened in missions thinking across the decades and centuries
30. Unpacking the promises to Abraham as they relate to world evangelism

31. Who should be our missionary model: Jesus (incarnationalism) or Paul (representationalism)?

### **Ethical computer use statement**

<https://my.snu.edu/catalog/catalog.asp?ContentCode=127-166>

### **Academic Integrity statement**

<https://my.snu.edu/catalog/catalog.asp?ContentCode=124-115>

### **Academic Services Available**

If you need assistance with a learning, physical or psychological disability that may affect your academic progress, you are encouraged to contact the Academic Center for Excellence, Disability Services at #491-6694. Specialized services are also available for first generation (neither parent earned a bachelors degree), low-income, and international students. All students are encouraged to seek assistance from ACE, the Academic Center for Excellence (Learning Resource Center Room, Room 309).

### **Classroom Behavior**

Proper in-class behavior is important to maximize group learning. Thus, talking during the lecture, using a cell phone, wearing headphones, game-playing or Internet-browsing with a laptop, physical horseplay, and/or other disrespectful behavior is inappropriate. The instructor maintains the right, and merely on subjective grounds, to penalize a student's final grade up to one full letter grade for repeated instances of inappropriate behavior. The instructor maintains the right, in consultation with the Academic Affairs office, to drop a student from the course for behavior which degrades the learning environment.

Your mother doesn't clean our building. So, if you bring a soft drink or coffee to class, handle it carefully and clean up any spills. Do not leave cans, cups or other trash in or around your seat.

### **Bibliography** **Journals**

*Evangelical Missions Quarterly*  
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