

WHEATON COLLEGE GRADUATE SCHOOL
Missions and Intercultural Studies
Course Instruction Plan

Prepared by: Robert L. Gallagher, Ph.D. Quad A, Fall 2002
Course: INTR 531 Theological Foundations 2 units
Schedule: 6:30-9:45 p.m., Tuesdays, Billy Graham Center, Room 140

Course Description

Using the principles of biblical exegesis and hermeneutics, the course explores God's mission from the Philistines of Abraham and David's time, to the marginalized in New Testament society. Through this process, an appreciation is developed for theological reflection in Christian community that will impact the student's missionary vocation.

Outcomes

Cognitive Learning:

1. An understanding of the general characteristics of mission theology.
2. An understanding of the exegetical and hermeneutical principles for missiological interpretation of the Bible.
3. An understanding of various dynamic mission motifs involved in the expansion of the Kingdom of God such as contextualization, guidance, power encounter and social action.
4. An understanding of the covenant ceremony used for God's mission in the Pentateuch.
5. An understanding of God's missionary methods to the Philistines in 1 and 2 Samuel.
6. An understanding of the historio-critical principles used to exegete the Book of Jonah, including the cultural, geographical, historical and social background.
7. An understanding of God's missionary methods to the Assyrian city of Nineveh.
8. An understanding of Jesus' mission to the marginalized includes the Samaritans, tax collectors, women and the poor.
9. An understanding of Paul's second mission journey to the people of Philippi.

Affective Learning:

1. An appreciation of the biblical narrative found in both the Old and New Testaments.
2. An appreciation for the importance of biblical interpretation and prayer from a missiological perspective.
3. An appreciation for the work of the Holy Spirit in mission.
4. An appreciation for mission theology in the time of the Patriarchs, the Kings, the Prophets, the Gospels and the Early Church.

5. An appreciation for theological reflection and biblical interpretation in Christian community.
6. An appreciation for supportive relationships in theologizing in mission.
7. An appreciation for developing a personal mission theology.
8. An appreciation for the contemporary relevance of biblical theology.

Functional Learning:

1. The ability to read rapidly with comprehension.
2. The ability to write a concise book and film report.
3. The ability to exegete a narrative passage of Scripture and discuss the hermeneutical applications.
4. The ability to write an exegetical paper and integrate biblical findings with present mission context.

Required Textbooks

1. *Bible, The* (NASB, NIV, NKJV, NRSV).¹
2. Fernando, Ajith, *The Supremacy of Christ* (Wheaton, IL.: Crossway Books, 1995).
3. Gallagher, Robert L., *Theological Foundations Course Notes* (Wheaton, IL.: Wheaton College, 2001).
4. Kaiser, Walter C., *Mission in the Old Testament: Israel as a Light to the Nations* (Grand Rapids, MI.: Baker Books, 2000).
5. Kraybill, Donald B., *The Upside-Down Kingdom* (Scottsdale, PA.: Herald Press, 1990).
6. Piper, John, *Let the Nations Be Glad!: The Supremacy of God in Missions* (Grand Rapids, MI.: Baker Books, 1993).

Recommended Textbooks

1. Allen, Roland, *Missionary Methods: St. Paul's or Ours?* (Grand Rapids, MI.: Eerdmans, 1962).
2. Fee, Gordon D. and Douglas Stuart, *How to Read the Bible for All its Worth: A Guide to Understanding the Bible* (Grand Rapids, MI.: Zondervan, 1982).
3. Fee, Gordon D., *New Testament Exegesis: A Handbook for Students and Pastors* (Louisville, KY.: Westminster/John Knox Press, 1993).
4. Foster, Richard J., *Celebration of Discipline: The Path to Spiritual Growth* (New York, NY.: Harper Collins Publishers, 1978).
5. Hagner, Donald, A., *New Testament Exegesis and Research: A Guide for Seminarians* (Pasadena, CA.: Fuller Theological Seminary, 1998).
6. Hendricks, Howard G. and William D. Hendricks, *Living by the Book* (Chicago, IL.: Moody Press, 1991).
7. Van Engen, Charles E., *God's Missionary People: Rethinking the Purpose of the Local Church* (Grand Rapids, MI.: Baker Books, 1991).

¹ The instructor will use the New American Standard Bible for class sessions.

8. Van Engen, Charles E., *Mission on the Way: Issues in Mission Theology* (Grand Rapids, MI.: Baker Books, 1996).
9. Van Engen, Charles E., Nancy Thomas and Robert L. Gallagher, eds., *Footprints of God: A Narrative Theology of Mission* (Monrovia, CA.: MARC/World Vision, 1999).

Strategies

1. Engagement. Engage in the course by full attendance and active participation. Student information sheets will be handed out in the first session and collected at the next session.
2. Prayer. Pray each week that we may come to know Christ better, and that he may reveal to the class through the course's strategies, the hope of his calling, the riches of his inheritance and the power of his resurrection in mission (Ephesians 1:17-19). A team of outside people will be praying for the class.
3. Relationship. Establish and maintain a supportive relationship with a student colleague from your class small group.
4. Retreat Paper. Spend half a day (3-5 hours) with God in nature practicing 3-5 of the spiritual disciplines mentioned by Richard Foster in *Celebration of Discipline*. If you so desired, a part of your retreat could be to meditate on a section of Scripture that is discussed in the course. Write a 2.5-3-page reflection paper on your learning experience describing the process and result of each practice.
5. Reading Assignments. Students are encouraged to read the 140 assigned pages of the Bible with "missiological eyes." That is, look for God's heart for mission in the scriptures through the interaction of his people with the nations. To facilitate discussion on the readings, journal one important observation, or question, or comment you have concerning each of the reading assignments. Bring this *typed journal record* to class and be ready to discuss your ideas. All reading assignments must be completed before class on the day they are assigned. A *photocopy* of the "reading completion form" contained in the syllabus needs to be submitted on the last day of class.
6. Jonah Observations. Special mention should be made of the reading assignments for the Book of Jonah. On these days, the student will interact with a photocopy of the entire book that he/she has obtained from the Course Notes by recording any observations seen during the reading. Observations may be made by asking the who, what, where, when, why and how questions of a text. For each class session the student needs to read and observe Jonah three times. A suggested reading strategy would be: 1st time, observe the person Jonah; 2nd time, observe the "others" in the passage (humans, animals, plants, etc.); 3rd time, observe God; using a different color for each observation.
The observations due for each session only need to be done on one copy of Jonah. In other words, a total of four observed copies of Jonah will be handed in, with each being "observed" on three separate occasions. Previously noted observations do not need to be repeated. These Jonah observations will be collected at the end of each session and then returned the next week. The final grade for the reading assignments

will be calculated on the “reading with observations” of Jonah and on the other scriptural passages read and date completed.

7. **Film Review.** View and discuss *one* of the following films with your class group, and then write a personal 2.5-3-page missio-theological review (see the guidelines below). Class groups will be organized in the first session. The numbers at the end of the film are the audiovisual numbers at Buswell Library.
 - a. *Babette’s Feast*, Gabriel Axel, Panorama/Nordisk/Danish Film Institute, Denmark, 1987, 103 min, 995.
 - b. *Cool Hand Luke*, Stuart Rosenberg, Warner/Jalem, USA, 1967, 126 min.
 - c. *Europa 51*, Roberto Rossellini, Ponti/de Laurentiis, Italy, 1952, 110 min.
 - d. *Harold & Maude*, Hal Ashby, Paramount/Mildred Lewis/Colin Higgins, USA, 1971, 92 min, 4483.
 - e. *He Who Must Die*, Jules Dassin, Indusfilms, France/Italy, 1957, 126 min.
 - f. *Heavens Above*, John Boulting, British Lion/Charter, Britain, 1963, 118 min.
 - g. *I’m All Right Jack*, John Boulting, British Lion/Charter, Britain, 1959, 104 min, SZ 4823.914.H116I (special collection).
 - h. *One Flew Over the Cuckoo’s Nest*, Milos Forman, United Artists/Fantasy Films, USA, 1975, 134 min, 4449.
 - i. *Star Wars*, George Lucas, TCF/Lucasfilm, USA, 1977, 121 min, 657.
 - j. *The Day the Earth Stood Still*, Robert Wise, TCF, USA, 1951, 92 min.
 - k. *The Gospel According to St. Matthew*, Pier Paolo Pasolini, Arco/Lux, Italy/France, 1964, 142 min, 1207.
 - l. *The Man in the White Suit*, Alexander Mackendrick, Ealing, Britain, 1951, 81 min.
 - m. *Whistle Down the Wind*, Bryan Forbes, Rank/Allied Film Makers/Beaver, Britain, 1961, 99 min, 484.
 - n. Optional films: *Contact, Crimes and Misdemeanors* (3493), *The Hiding Place* (2756), *It’s a Wonderful Life* (4117), *Shawshank Redemption* (5474), *Simon Birch*, *The Spitfire Grill* (5686), and *Tender Mercies*.

A film/book review is not the same thing as a film/book report, which simply summarizes the content of a film/book. When writing a film/book review, you not only report on the content of the film/book, but also assess its strengths and weaknesses. In writing a review you do not just relate whether or not you liked the film/book; you also tell your readers why you liked or disliked it. You must explain your reaction. As a critical observer you are not passive; you should ask questions of the film/book and note your reactions. Your review then discusses those questions and reactions.

For your film review answer the following questions:

- a. What are the production details of the film? (1 point)
These details would include the production company, nation of production, year of production, length of the film, and director, with particular attention given to his/her possible biases.
- b. What is the thesis and major message of the film? (4 points)
That is, show how the main thesis is supported throughout the film.
- c. What did you learn from the film? (3 points)

- d. How could you apply what you learned from the film to your mission context? (3 points)
 Your mission context may be either where you have come from, or where you are presently ministering, or where you will be in mission.
 The review is to be typed and double-spaced in Times New Roman using a 12-point font with 1-inch margins.
8. Book Reviews. Write two 2.5-3-page book reviews: for Kaiser and *one* for either Fernando, or Kraybill, or Piper. Your book reviews should answer the following questions:
- What are the publishing details concerning the book? (1 point)
 These details would include publishing house, place of publication, year of publication, length of the book, and author, with particular attention given to his/her possible biases.
 - What is the thesis and major message of the book? (4 points)
 That is, demonstrate that you have read the book by showing how the thesis is supported in each chapter.
 - What did you learn from the book? (3 points)
 - How could you apply what you learned from the book to your mission context? (3 points)
 Your mission context may be either where you have come from, or where you are presently ministering, or where you will be in mission.
9. Exegetical Paper. Write an 8-10-page paper discussing the relevant theological insights and missiological applications for present strategies from a passage in the Book of Jonah. The initial stages of exegesis will be done in group-work during class with each group being allocated a particular pericope. Your paper will then be written founded on your group's discovery and discussion, demonstrating your ability to exegete and apply the interpretation to your mission context. For further explanation on how to exegete a biblical passage, please refer to the recommended texts by Gordon D. Fee and Donald A. Hagner, and the "exegesis paper guidesheet" in the Course Notes. You will need to consult 5-7 of the better Bible dictionaries, encyclopedias and lexicons for this paper. However, *no commentaries are to be used*.
10. Evaluation. Towards the end of the course, each member of the class will have an opportunity to complete a student evaluation form.

Academic Workload

The unwritten guideline for any course's academic workload is at least two hours of outside work for every one-hour in the classroom. Thus, for each two units of credit, the instructor expects 65 to 85 hours of academic work by the student since campus quad courses average 23 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 65-85 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 meetings and/or travel, 25 pages of reading or one double-space typed page of a research paper.

Thus, a 10-page paper represents 10 hours of the 65-85 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.

Academic Workload:

Engagement	23 hours
Retreat Paper	6-8
Reading Assignments	3-4
Jonah Observations	2-3
Film Review	6-8
Book Reviews	13-17
Exegetical Paper	12-15
<hr/> Total	<hr/> 65-78

Grading

The grade will be assigned according to the relative weight distribution as indicated below:

Grading Scale:

100-96	A
95-92	A-
91-88	B+
87-84	B
83-80	B-
79-76	C+
75 or below	C or below

Composition of Semester Grade:

Engagement	5%
Retreat Paper	10
Reading Assignments	10
Jonah Observations	5
Film Review	10
Book Reviews	25
Exegetical Paper	35
<hr/> Total	<hr/> 100

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 cardboard file (marked with the instructor's name), and placed inside the MICS cupboard for faculty mailboxes 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.

Class Format

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

In the first session the small groups will be rostered to lead the worship and to bring snacks.

Instructions

All written assignments need to follow the typing and style requirements of the American Psychological Association (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 exegetical paper. 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. Further, 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.

Except for illness and emergencies, any late paper received within the first week after the due date will automatically receive a grade reduction. That is, if your late paper

deserves an A- grade, then you will be given a B+ for the assignment. Thereafter, a grade will be deducted each week your paper is 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 work 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. The instructor reserves the right to modify this syllabus.

Class Attendance

Attendance is expected in all classes. No more than one week of classes can be missed for a quad course, and no more than two weeks for a semester course. If a student needs to miss a class they should inform the instructor beforehand.

Auditing

The course is closed to auditors because of the communal nature of the class.

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.

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 a great way for students to take their instructor to breakfast, lunch, or dinner. 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 2: Introductions

September 3

Introduction to the Class & Course

This first session will serve as an introduction for the instructor, the students and the course. Sufficient time will be given for questions and answers concerning the syllabus and its requirements.

Introduction to Biblical Interpretation

The course is based on a grammatico-historical interpretation of Scripture. This session will outline these principles of biblical exegesis and hermeneutics that will then be used throughout the course: praying, reading, observing, interpreting and applying.

Reading: Syllabus

Week 3: Abraham & the Philistines

September 10

Patriarchs in Genesis

Of special interest in the course is the interaction of God’s people with the other nations, the missiological principles God used in that interaction, and the applications for contemporary mission. This session explores these questions by looking at the patriarchs in Genesis and their interaction with the nations they come in contact with, especially the Philistines.

Reading: Genesis 11:27-18:33

Covenant in Genesis

The covenant relationship of God with his people is a major theme throughout the Bible. In this session, we discover God’s use of the covenant ceremony as a contextualized bridge towards Israel and the other nations.

Reading: Genesis 19-25:12; Exodus 19-24

Student Information Sheet due

Prayer Card due

Week 4: David & the Philistines

September 17

Philistines in Samuel

The Philistines are traditionally seen as the enemies of God and his people. By looking closely at the text, we may observe evidence that God's mission to the nations included these archenemies. Through international narrative and power encounter, the Philistines are made aware of God's power and presence.

*Reading: 1 Samuel 4-7; 16-22; 27-29; "God's Mission to the Philistines"*²

David & the Philistines

King David had a unique relationship with the Philistines of Gath. It seems that presence mission and international song are used by God to move some of the Philistine clans from this region towards allegiance to David and his God.

Reading: 2 Samuel 11-20

Film Review due

Week 5: Jonah & the Powerful (I)

September 24

Interpreting the Book (1)

Before asking questions of a passage of Scripture as to what we see, what it means and how we apply it, the interpreter should begin the exegetical process by observing and interpreting the book in which the passage lies. Thus, in this session we begin to observe the Book of Jonah by asking who is the author, and audience, and what is the date, genre, occasion, structure and purpose.

Reading: Jonah

Interpreting the Book (2)

Continuing our observation of the Book of Jonah, the class will use the creative arts, such as dramatic reading, drama, mime, video and art, to understand the major themes of this text.

Reading: Jonah

Jonah Observations due

Retreat Paper due

Week 6: Jonah & the Powerful (II)

October 1

Interpreting the Passage (1)

Once we have observed the Book of Jonah as a whole, we then may proceed to observe a passage defined by the discourse analysis of the book. Hence, the first few lines of the text will be observed by asking who, what, where, when, why and how questions as we move from line-to-line. Interpretation of our observations will be enhanced by references to Bible dictionaries, encyclopædias, concordances and atlases.

Reading: Jonah

Interpreting the Passage (2)

This session focuses on how to interpret and apply a word from the passage using the Old Testament exegetical tools available. Following the step-by-step

² See the instructor's web page for the article "God's Mission to the Philistines."

instructions given in class on the use of Hebrew concordances and lexicons, the student will be assisted in his/her preparation for their exegetical paper.

Reading: Jonah

Jonah Observations

Kaiser Book Review due

Week 7: Jesus & the Powerless

October 8

Jesus' Mission to the Samaritans, Tax Collectors & Women

Jesus went about all the villages and towns preaching the Good News and healing the sick. In the Gospel of Luke, the Gentile writer pays particular attention to this mission of Jesus towards the marginalized, especially the Samaritans, tax collectors and women. This will be the focus of our discussion with consideration given to the implications for our mission context.

Reading: Luke 3-9

Jesus' Mission to the Poor

In Luke's gospel and the Book of Acts, the economically poor have a prominent role in the mission of Jesus and the early church. What does this tell us about God's mission and how this is to be outworked in our ministry?

Reading: Luke 10-19

Fernando, or Kraybill, or Piper Book Review due

Week 8: Paul & the Philippians

October 15

Interpreting the Book

The passage that the class will be interpreting is Acts 16:5-10. Before we begin observing the pericope, the larger context of the book needs to be considered: author, audience, date, genre, occasion; and especially the structure and purpose of Luke-Acts.

Reading: Acts 13-20

Interpreting the Passage

The pericope is now ready to be observed, interpreted and applied within the context of Luke-Acts. The use of Bible dictionaries, encyclopædias, atlases, lexicons, concordances and commentaries will be used to aid our interpretation and application.

Reading: Acts 16:1-40; Philippians 1-4

Closure & Course Evaluations

This session will focus on course closure. Students will have an opportunity to share what God has been saying to them throughout the course and how they will apply this to their mission situation.

Reading: Syllabus

Reading Completion Form due

Exegetical Paper due

Reading Completion Form

Week	Article/Chapter/Book	Date & % Completed
2	Syllabus	_____
3	Genesis 11:27-18:33 Genesis 19-25:12 Exodus 19-24	_____ _____ _____
4	1 Samuel 4-7 1 Samuel 16-22; 27-29 "God's Mission to the Philistines" 2 Samuel 11-20	_____ _____ _____ _____
5	Jonah (I) Jonah (II) Jonah (III) Jonah (I) Jonah (II) Jonah (III)	_____ _____ _____ _____ _____ _____
6	Jonah (I) Jonah (II) Jonah (III) Jonah (I) Jonah (II) Jonah (III)	_____ _____ _____ _____ _____ _____
7	Luke 3-9 Luke 10-19	_____ _____
8	Acts 13-20 Acts 16:1-40 Philippians 1-4 Syllabus	_____ _____ _____ _____

Name: _____ Total % Completed: _____