

WHEATON COLLEGE GRADUATE SCHOOL
Missions and Intercultural Studies
Course Instruction Plan

Prepared by: Robert L. Gallagher, Ph.D. Quad B
Course: INTR 533 Great Thinkers in Mission 2 units
Schedule: 6:30-9:45 p.m., Tuesdays, Billy Graham Center, Room 255

Course Description

A number of the most influential mission theologians in the last sixty years are discussed in this graduate seminar. This course uses the theological biographies of a selection of these pioneers who played such creative roles in shaping global vision. Students of mission will gain insight into the spiritual and human dynamics that produced the modern Christian missionary movement.

Outcomes

Cognitive Learning:

1. An understanding of what is “mission” and “missiology.”
2. An understanding of the process of narrative theology in missiological reflection.
3. An understanding of the shaping influences and impact of the mission theology of a number of influential missiologists.
4. An understanding of the impact mission theology has played in shaping contemporary global mission.

Affective Learning:

1. An appreciation for the influences and impact on missiology of some of the key Christian mission theologians since 1940.
2. An appreciation for the historical shaping of mission theology.
3. An appreciation for the importance of prayer in doing theology in mission.
4. An appreciation for supportive relationships in theologizing in mission.
5. An appreciation for the role of a Christian community in practicing mission theology.
6. An appreciation for developing a personal mission theology.
7. An appreciation for the contemporary relevance of biblical mission theology.

Functional Learning:

1. The ability to read rapidly with comprehension.
2. The ability to contribute to an academic discussion in a graduate seminar program.
3. The ability to present a chapter review.
4. The ability to write a book review.
5. The ability to write and present a historio-theological research paper.

Required Textbook

1. Van Engen, Charles, Nancy Thomas and Robert Gallagher, eds., *Footprints of God: A Narrative Theology of Mission* (Monrovia, CA.: MARC/World Vision, 1999).

Recommended Textbooks

1. Allen, Roland, *Missionary Methods: St. Paul's or Ours?* (Grand Rapids, MI.: Eerdmans, 1962).
2. Anderson, Gerald H., Robert T. Coote, Norman A. Horner and James M. Phillips, *Mission Legacies: Biographical Studies of Leaders of the Modern Missionary Movement* (Maryknoll, NY.: Orbis Books, 1994).
3. Bosch, David J., *Transforming Mission: Paradigm Shifts in Theology of Mission* (Maryknoll, NY.: Orbis Books, 1991).
4. Dempster, Murray A., Byron D. Klaus and Douglas Peterson, eds., *Called and Empowered: Global Mission in Pentecostal Perspective* (Peabody, MA.: Hendrickson Publishers, 1991).
5. Gnanakan, Ken R., *Kingdom Concerns: A Biblical Exploration Towards a Theology of Mission* (Bangalore, India: Theological Book Trust, 1989).
6. Hedlund, Roger, *The Mission of the Church in the World: A Biblical Theology* (Grand Rapids, MI.: Baker Books, 1991).
7. Kane, J. Herbert, *Christian Missions in Biblical Perspective* (Grand Rapids, MI.: Baker Book House, 1976).
8. Legrand, Lucien, *Unity and Plurality: Mission in the Bible* (Maryknoll, NY.: Orbis Books, 1990).
9. Newbigin, Lesslie, *The Open Secret: An Introduction to the Theology of Mission*, rev. ed. (Grand Rapids, MI.: Eerdmans, 1995).
10. Phillips, James B. and Robert T. Coote, eds., *Towards the 21st Century in Christian Mission* (Grand Rapids, MI.: Eerdmans, 1993).
11. Rampolla, Mary Lynn, *A Pocket Guide to Writing in History*, 2nd ed. (Boston, MA.: Bedford/St. Martin's, 1998).
12. Shenk, Wilbert R., ed., *The Transfiguration of Mission: Biblical, Theological and Historical Foundations* (Scottsdale, PA.: Herald Press, 1993).
13. Steyne, Philip, *In Step with the God of the Nations: A Biblical Theology of Missions*.
14. Thomas Norman E., ed., *Classic Texts in Mission and World Christianity* (Maryknoll, NY.: Orbis Books, 1995).
15. Van Engen, Charles E., *God's Missionary People: Rethinking the Purpose of the Local Church* (Grand Rapids, MI.: Baker Books, 1991).
16. Van Engen, Charles E., Dean S. Gilliland and Paul Pierson, eds., *The Good News of the kingdom: Mission Theology for the Third Millennium* (Maryknoll, NY.: Orbis Books, 1993).
17. Van Engen, Charles E., *Mission on the Way: Issues in Mission Theology* (Grand Rapids, MI.: Baker Books, 1996).
18. Walls, Andrew F., *The Missionary Movement in Christian History: Studies in the Transmission of Faith* (Maryknoll, NY.: Orbis Books, 1996).

Strategies

1. Engagement. Engage in the course by full attendance and active participation. Please fill out the “student information sheet” and return by week 2.
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). Also, 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.
4. Reading Assignments. The textbook edited by Charles Van Engen et. al. will constitute the basis for class discussion in the opening sessions throughout the quad and weekly readings will be assigned to that end. All reading assignments must be completed before class on the day they are assigned. A *photocopy* of the “reading report” contained in the syllabus needs to be submitted on the last day of class. The final grade for the reading assignments will be calculated on the sections read and date completed.
5. Reading Journal. Students are expected to come to class prepared to orally summarize and discuss the reading assigned for the week. To facilitate discussion, journal one important idea, thought, statement, or question you have concerning the reading assignment. Bring this to class and be ready to discuss. Your reading journal (typed & double-spaced) will then be collected for grading at the end of class.
6. Van Engen Discussion. As well as contribute to the class discussions, each student will lead one of the Van Engen discussions based on that week’s reading assignment. A 1-1.5-page review of the reading should follow the guidelines below. At the session you lead, each student is to be provided with a copy of your chapter review.

Guidelines:

- a. What is the thesis and major message of the chapter?
- b. What did you learn from the chapter?
- c. How could you apply what you learned from the chapter to your mission context?
- d. What are 3-5 questions from the chapter for class discussion.

The review is to be typed and double-spaced in Times New Roman using a 12-point font, with one-inch margins.

7. Book Review. Write a 2.5-3-page book review of *Footprints of God* following the guidelines below:

Guidelines:

- a. What are the publishing details concerning the book? (1 point)
- b. What is the thesis and major message of the book? (3 points)
That is, how is the thesis supported in each chapter of the book?
- c. What did you learn from the book? (4 points)
- c. How could you apply what you learned from the book to your mission context? (4 points)

The review is to be typed and double-spaced in Times New Roman using a 12-point font, with one-inch margins.

8. Research Presentation. Based on your research of a key mission theologian (see next strategy), each student will present their findings in class. The choice of the missiologist may be aided by consulting the closed reserve at Buswell Library which has a collection of

life summaries and bibliographies for most of the missiologists listed in the syllabus. Additional information may be obtained from the “My Pilgrimage” articles in the *International Bulletin of Missionary Research*. The student’s research topic should be submitted to the facilitator by week 2 to avoid presentation duplication.

The class presentation should include photographs and/or drawings of the missiologist and his/her family, maps showing the important geographic locations and/or journeys, examples of primary source material together with a bibliography of major works, and a time-line of the major events of his/her life with some secular historic references. In addition, students are required to provide each member of the class with a copy of their presentation outline. Creativity is encouraged in the presentation such as the use of drama, monologue, art, unique ministry time-line, film and other visual aids.

9. Research Paper. Write a 10-12-page paper¹ describing the mission theology of a selected missiologist² following the problem statement and research questions below. For each missiologist, the student will consult 3-5 primary sources (if appropriate) and 5-7 secondary sources (including 2-3 journal articles). Research should be limited to between 8-12 of the better academic resources. This does not include resources from the Internet, but does include the use of the BGC Archives.

Guidelines:

Problem Statement—to describe the mission theology of a key Christian missiologist since 1940.

Research Questions—

- a. What were some of the major events of the missiologist’s life? (2-2.5-pages)
 - b. What was the missiologist’s understanding of “mission theology,” and how was it shaped by the events of his/her life? (4-4.5-pages)
 - c. How did the missiologist’s theology of mission affect his/her mission praxis? (1.5-2-pages)
 - d. What are some of the implications from the missiologist’s approach to mission theology that could be of value to your mission practice? (2.5-3-pages)
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 guidelines for an academic workload in higher education is at least two hours of outside work for every one hour in class. Hence, for each two units of credit, the facilitator expects at least 65 to 85 hours of academic work by the student. 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 facilitator 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.

¹ The size of the paper does not include the references cited and the bibliography.

² The missiologist is to be selected from the list of “models of mission theology” given in the syllabus.

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 as follows:

Academic Workload:

Engagement	26 hours
Reading Assignments	3-5
Reading Journal	1-2
Van Engen Discussion	1-2
Book Review	12-15
Research Presentation	2-3
Research Paper	15-18
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Total	60-71

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%
Reading Assignments	10
Reading Journal	10
Van Engen Discussion	10
Book Review	15
Research Presentation	15
Research Paper	35
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Total	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 semester, any papers or projects that need to be returned to the student will be put in a cardboard file (marked with the facilitator'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 semester. Also, a student may furnish the facilitator 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: Van Engen Discussion
7:35	<i>Break</i>
7:45	Session II: Research Presentation 1
8:35	<i>Break & Snacks</i>
8:45	Announcements
8:50	Session III: Research Presentation 2
9:40	Closure

Van Engen Discussion:

6:45 p.m.	Thesis & Major Message
6:55	Lessons Learned
7:05	Contemporary Application
7:15	Class Discussion
7:35	Break

Research Presentation:

7:45 p.m.	Major Events of Life
8:00	Understanding of Mission Theology
8:20	Mission Praxis
8:35	<i>Break & Snacks</i>
8:45	Announcements
8:50	Personal Application
9:10	Group Discussion
9:40	Closure

Instructions

All written assignments need to follow the typing and style requirements of the American Psychological Association (see the facilitator's web site). This includes any bibliography or references cited. In addition, your papers should be stapled, 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 facilitator's name as the return address. It is helpful if you can submit *two copies* of your research paper. That way, the facilitator 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 facilitator 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 facilitator 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 facilitator beforehand.

Auditors

The class will be closed to auditors because of the seminar format of the course.

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 Facilitator

The facilitator'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 facilitator in class and arranging a suitable time. The facilitator 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 semester 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 facilitator to breakfast, lunch, or dinner. Each student is allowed to take one professor per semester with tickets covering the facilitator only. See the Graduate Student Services for tickets and further information.

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

Course Procedure

Week 1

Introduction to the Class
Introduction to the Course
Introduction to “Mission” & “Missiology”
Reading: Syllabus

Week 2

Discussion on Karl Barth
Research Presentation on Lesslie Newbigin
Reading: Van Engen 19-31
Reading Journal due
Research Presentation/Paper Topic due
Student Information Sheet due
Prayer Cards due

Week

Discussion on Jakób Jocz
Research Presentation on Johannes Verkuyl
Reading: Van Engen 32-41
Reading Journal due

Week 4

Discussion on Charles H. Kraft
Research Presentation
Reading: Van Engen 62-73
Reading Journal due

Week 5

Discussion on Ernesto Cardinal
Research Presentation
Reading: Van Engen 79-91
Reading Journal due
Book Review due

Week 6

Discussion on Jürgen Moltmann
Research Presentation
Reading: Van Engen 103-113
Reading Journal due

Week 7

Discussion on Mother Teresa
Research Presentation
Student Evaluations
Reading: Syllabus; Van Engen 114-123
Reading Journal due

Week 8

@ my house
Discussion on Max Warren
Research Presentation
Reading: Van Engen 153-163
Reading Journal due
Reading Completion Form due
Research Paper due

Reading Report

Name: _____

CPO: _____

<u>Week</u>	<u>Van Engen</u>	<u># Pages</u>	<u>Date & % Completed</u>
1	Syllabus	NA	_____
2	19-31	13	_____
3	32-41	10	_____
4	62-73	12	_____
5	79-91	13	_____
6	103-113	11	_____
7	114-123	10	_____
	Syllabus	NA	_____
8	153-163	11	_____
	<hr/> Total # Pages:	80	

Total % Completed: _____

Models of Mission Theology

At the time of the American Society of Missiology's Chicago annual meeting in June 1999, the following question was asked by the facilitator to the missiologists below: "Who have been the most influential mission theologians since 1940?" Their answers are listed below and serve as a framework for your research presentation and paper.

Gerald Anderson	Samuel Escobar	Paul Hertig	Scott Moreau	Wilbert Shenk	Chuck Van Engen
Rufus Anderson	Roland Allen	Karl Barth	Karl Barth	Roland Allen	David Bosch
Hendrik Kraemer	Mortimer Arias	Dietrich Bonhoeffer	David Bosch	Harry Boer	Orlando Costas
John Mott	Johan Bavinck	David Bosch	Emilio Castro	David Bosch	Arthur Glasser
Stephen Neill	Harry Boer	Emil Brunner	Orlando Costas	Orlando Costas	Billy Graham
Lesslie Newbigin	David Bosch	Orlando Costas	Samuel Escobar	Hendrik Kraemer	Carl Henry
D. T. Niles	Emilio Castro	Jürgen Moltmann	Arthur Glasser	Lesslie Newbigin	Kosuka Koyama
Wilbert Shenk	Orlando Costas	Lesslie Newbigin	Kosuka Koyama		John Mbiti
Robert Speer	Lesslie Newbigin	Miroslav Volf	Hendrik Kraemer		John Mott
Gustav Warneck	René Padilla		Lesslie Newbigin		John Stott
	John Stott		René Padilla		Johannes Verkuyl
	John V. Taylor		James Scherer		
	Johannes Verkuyl		Robert Schreiter		
			John V. Taylor		
			M. M. Thomas		
			Desmond Tutu		

Buswell Reserve Bibliography

Anderson, G.H., Coote R.T., Horner N.A., & Phillips J.M., eds. (1994). *Mission Legacies: Biographical Studies of Leaders of the Modern Missionary Movement*. Maryknoll, NY.: Orbis Books.

- Allen, Roland, pp. 383-90.
- Anderson, Rufus, pp. 548-553
- Bavinck, Johan, pp. 428-34.
- Kraemer, Hendrick, pp. 508-515.
- Mott, John, pp. 79-84.
- Neill, Stephen, pp. 445-451.
- Niles, D.T., p. 362-72.
- Speer, Robert, pp. 563-569.
- Warneck, Gustav, pp. 373-82.

Anderson, G.H. (1998). *Biographical Dictionary of Christian Mission*. Grand Rapids, MI.: Wm. B. Eerdmans Publishing.

- Allen, Roland, pp. 12-13.
- Anderson, Rufus, p. 20.
- Arias, Mortimer, pp. 26-27.
- Barth, Karl, pp. 45-46.
- Bavinck, Johan, pp. 48-49.
- Bosch, David, p. 80.
- Castro, Emilio, p. 120.
- Costas, Orlando, p. 154.
- Glasser, Arthur, p. 243.
- Graham, Billy, p. 255.
- Kraemer, Hendrick, pp. 374-375
- Mott, John, p. 476-477.
- Neill, Stephen, p. 488.
- Newbigin, Leslie, p. 490.
- Niles, D.T., p. 496.
- Scherer, James, pp. 596-597.
- Speer, Robert, p. 633.
- Stott, John, p. 644.
- Taylor, John V., pp. 658-659.
- Thomas, M.M., pp. 666-667.
- Verkuyl, Johannes, pp. 700-701
- Warneck., Gustav, p. 718.

Douglas, J.D., ed. (1992). *Who's Who in Christian History*. Wheaton, IL.: Tyndale House Publishers.

- Allen, Roland, p. 20.
- Barth, Karl, pp. 64-66.
- Bavinck, Johan, p. 68.
- Bonhoeffer, Dietrich, pp. 90-91

Brunner, Emil, pp. 109-111.
Graham, Billy, pp. 283-284.
Kraemer, Hendrick, p. 405.
Mott, John, p.490.
Speer, Robert, pp. 633-634
Stott, John, pp. 640-641
Warneck, Gustav, p. 705.

Douglas, J.D., ed. (1995). *Twentieth-Century Dictionary of Christian Biography*. Grand Rapids, MI.: Baker Books.

Allen, Roland, p. 20.
Barth, Karl, pp. 44-45.
Bavinck, Johan, p. 47.
Bonhoeffer, Dietrich, pp. 63-64.
Bosch, David, p. 67.
Brunner, Emil, p. 73-74.
Castro, Emilio, p. 90.
Costas, Orlando, p. 110.
Escobar, Samuel, p. 153.
Graham, Billy, p. 157.
Kraemer, Hendrick, p. 210.
Mbiti, John, p. 244.
Moltman, Jurgen, p. 258.
Mott, John, pp. 264-265.
Neill, Stephen, pp. 273-274.
Newbigin, Leslie, p. 274.
Niles, D.T., p. 279.
Padilla, Carlos Rene, pp. 288-289.
Speer, Robert, p. 360.
Stott, John, p. 365.
Thomas, M.M. p. 384.
Tutu, Desmond, p. 397.

Lossky, N., Bonino, J.M., Pobee, J.S., Stransky, T.F., Wainwright G., Webb P., eds. (1991). *Dictionary of the Ecumenical Movement*. Grand Rapids, MI.: Wm. B. Eerdmans Publishing Co.

Allen, Roland, pp. 15-16.
Barth, Karl, pp. 90-91.
Bonhoeffer, Dietrich, pp. 108-09.
Castro, Emilio, p. 130.
Graham, Billy, p. 144.
Kraemer, Hendrick, pp. 574-75.
Mott, John, pp. 703-05.
Neill, Stephen, p. 720.
Newbigin, Leslie, pp. 724-25.
Niles, DT, pp. 729-31.
Taylor, John V., p. 970.

Thomas, M.M., pp. 1006-007.
Tutu, Desmond, p. 1023.

Moreau, A.S., ed. (2000). *Evangelical Dictionary of World Missions*. Grand Rapids, MI.: Baker Books.

Allen, Roland, p. 54.
Anderson, Rufus, p. 60.
Barth, Karl, pp. 114, 673-74.
Bavinck, Johan, p. 114.
Bosch, David, p. 140.
Castro, Emilio, p. 170.
Glasser, Arthur, p. 393.
Graham, Billy, p. 406.
Kraemer, Hendrick, p. 547.
Mott, John, p. 664.
Neill, Stephen, pp. 672-73.
Newbigin, Leslie, p. 688.
Niles, D.T., p. 693.
Padilla, Rene, p. 718.
Speer, Robert, p. 901.
Stott, John, pp. 909-10.
Taylor, John V., pp. 931-32.
Thomas, M.M., p. 958.
Verkuyl, Johannes, pp. 999-1000.
Warneck, Gustav, p. 1006.

Neill, S., Anderson G.H., Goodwin, J., eds. (1971). *Concise Dictionary of the Christian World Mission*. New York, NY.: Abingdon Press.

Allen, Roland, pp. 14-15.
Anderson, Rufus, p. 21.
Kraemer, Hendrick, pp. 328-29.
Mott, John, pp. 426-27.
Speer, Robert, pp. 565-566.
Warneck, Gustav, pp. 643-44.

Tucker, R.A. (1983). *From Jerusalem to Irian Jaya*. Grand Rapids, MI.: Zondervan.
Mott, John, pp. 268-73.
Speer, Robert, pp. 274-76.

Woodbridge, J.D., ed. (1994). *Ambassadors for Christ*. Chicago, IL.: Moody Press.
Graham, Billy, pp. 282-8