



# On-Campus Course Syllabus

## MIN 621

### History and Theology of Missions

#### SP22 On-Campus

### Class Information

**Day and Time:** Tuesday 7:30 PM – 10:00 PM

**Room Number:** TBD

### Contact Information

**Instructor Name:** Justin W. Jackson, D.Min., Ph.D. Candidate

**Instructor Email:** jjackson@Criswell.edu

**Instructor Phone:** 972-515-6468

**Instructor Office Hours:** N/A

### Course Description and Prerequisites

An advanced study and analysis of major missiological motifs. An examination of the biblical foundation for missions, theological ramifications of cross-cultural communication of the Gospel, strategies for applied missiology, and the historical expansion of Christian missions. The historical survey highlights the modern mission era and draws attention to trends shaping missionary activity in the twenty-first century. (Prerequisite may be taken concurrently: MIN 503)

### Course Objectives

1. Construct a canonically shaped and biblically founded understanding of the *Missio Dei* and the mission of the church.
2. Formulate an understanding of how Christology governs missiology.
3. Demonstrate mastery of the major movements of the gospel's advance from the early to church to the present day.
4. Articulate the missiological methodology of key historical figures in their missional context.
5. Demonstrate knowledge of the key concerns and challenges surrounding contextualization, church planting, and discipleship.

### Required Textbooks

Moreau, A. Scott, et al. *Introducing World Missions: A Biblical, Historical, and Practical Survey*. 2<sup>nd</sup> Edition. Grand Rapids, Michigan: Baker Academic, 2015. ISBN: 978-0801049200.

Tabb, Brian J. *After Emmaus: How the Church Fulfills the Mission of Christ*. Wheaton, Illinois: Crossway, 2021. ISBN: 978-1-4335-7384-2.

Tucker, Ruth A. *From Jerusalem to Irian Jaya: A Biographical History of Christian Missions*. Grand Rapids, Michigan: Zondervan, 2004. ISBN: 9780310239376.

Köstenberger, Andreas J. and T. Desmond Alexander. *Salvation to the Ends of the Earth: A Biblical Theology of Mission*. 2<sup>nd</sup> Edition. New Studies in Biblical Theology 53. Grand Rapids, Michigan: InterVarsity Press, 2020. ISBN: 978-0830825363.

**\*\*Other chapters/articles/readings will be provided by the professor and embedded within the lecture notes.**

## Recommended Reading

Wright, Christopher J. H. *The Mission of God: Unlocking the Bible's Grand Narrative*. Grand Rapids, Michigan: InterVarsity Press, 2006. ISBN: 978-0-8308-2571-4.

Schnabel, Eckhard J. *Paul the Missionary: Realities, Strategies, and Methods*. Grand Rapids, Michigan: InterVarsity Press, 2008. ISBN: 978-0-8308-2887-6.

Thompson, Alan J. *The Acts of the Risen Lord Jesus: Luke's Account of God's Unfolding Plan*. New Studies in Biblical Theology 27. Grand Rapids, Michigan: InterVarsity Press, 2011. ISBN: 978-0-8308-2628-5.

Anderson, Courtney. *To the Golden Shore: The Life of Adoniram Judson*. Valley Forge, Pennsylvania: Judson Press, 1987. ISBN: 978-0817011215.

Paton, John G. *John G. Paton: The Autobiography of the Pioneer Missionary to the New Hebrides (Vanuatu)*. Edinburgh: Banner of Truth, 2013. ISBN: 978-1848712768.

## Course Requirements and Assignments

- A. **READING REFLECTIONS (30%):** Students are required to write a 3-to-5-page reflection paper (each) on both Tabb and Köstenberger. These reflections should demonstrate a thoughtful interaction with the books' content as well as critical evaluation of its theological conclusions.
- B. **FORUM DISCUSSIONS (20%):** Students are required to respond to each of the eight forum discussion questions that will be posted throughout this semester. The initial response should: (1) be 200-300 words typed into Canvas, (2) be written in a coherent and thoughtful manner, and (3) utilize the course's reading material. (Be sure to cite your quotations; e.g., *Tabb, 167*). Students must also offer a 50–100-word response to **at least one other classmate's post**. (See guidelines for forum posts below.)
- C. **RESEARCH PAPER (20%):** Students are required to write 10-to-12-page research paper on some aspect of Theology and Missions. Topics can include: *The Missio Dei*, Missions in the OT, Paul's Missiology, Jesus's Theology of Global Missions, or any other topic. Topics must be approved by the professor in advance. The paper should have a clear thesis statement at the beginning of the paper, and must thoroughly engage with and utilize the course textbooks. Students should have a bibliography with no less than 10 sources. Papers must be formatted with Times New Roman, 12-font, double-spaced, and submitted as a PDF.
- D. **CONTEXTUALIZATION CASE STUDY (15%):** Students are required to work in groups to solve a particular question or problem concerning contextualization of the gospel on the mission field. Two weeks before the assignment is due, the professor will divide students into groups and give them a real-life scenario from the mission field. An example of one such scenario is as follows: *A Chinese college student, who is a*

*recent convert, comes to you asking if he should participate in his family's prayers and incense burning during the Qingming Festival (also known as Tomb Sweeping Day). How do you respond?* Your team will need to journal your findings, including: (1) a basic understanding of the cultural background (e.g., what is the festival, how did it start, what does it involve), (2) a consideration of the Bible's teaching on the subject, and (3) a proposed answer to the dilemma. The case study should be typed and submitted as a PDF on Canvas.

- E. **PRESENTATION (15%):** Students are required to select an individual or a missionary couple from any era of missions' history, and write a 5-to-6-page outline including: (1) a biographical sketch, (2) a survey of the subject's missiological practices, and (3) a brief reflection of how the subject's life, mission, successes, and/or failures should shape a Christian's understanding of missions today. The student will then present to the class during the final two weeks of the semester. Each student will have 10-15 minutes to present. (This may be subject to change due to time constraints.) This presentation will serve as the final capstone project of the course.

## Course/Classroom Policies and Information

### Additional Forum Discussion Guidelines:

- You will be graded on the quality and thoughtfulness of your writing. Posts should be well-reasoned but concise. Simply posting, "I agree" or "Good point" does not count as a forum response.
- Proper grammar and punctuation is required for each post.
- Practice humility in your interactions with other students. Do not use your post to attack or undermine the views of others.
- Be sure to cite any material you use from other sources (textbooks, articles, etc.). Citations can be formatted as follows: *Author, Shortened Title, Page number*.
- Stay within the recommended word length.
- Be sure to check for responses. You be graded on your interactions and engagements with others.

## Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

## Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

## Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

## Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting.

Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## **Institutional Assessment**

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **Intellectual Property Rights**

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## **Resources and Supports**

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at [deanofstudents@criswell.edu](mailto:deanofstudents@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu). Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

## Course Outline/Calendar

Week	Topic	Reading	Assignments
Week 1 Jan 18	Syllabus Overview Missions and the <i>Missio Dei</i>		
Week 2 Jan 25	<b>Biblical Theology of Missions:</b> The <i>Missio Dei</i> and the OT	Reading: Moreau (pgs. 27-39)  Köstenberger (pgs. 11-37)  Wright (pgs. 454-500); <i>Pdf provided by the professor</i>	
Week 3 Feb 1	<b>Biblical Theology of Missions:</b> The Missiology of Christ (The Gospels)	Reading: Tabb (pgs. 17-105)  Moreau (pgs. 40-51)	Forum Discussion #1
Week 4 Feb 8	<b>Biblical Theology of Missions:</b> The Missiology of the Early Church (Acts)	Reading: Tabb (pgs. 107-165)	Forum Discussion #2

		Moreau (pgs. 52-70)	
Week 5 Feb 15	<b>Biblical Theology of Missions:</b> Paul's Missiology (Epistles)	Köstenberger (pgs. 101-198)	Reading Reflection for Tabb is Due
Week 6 Feb 22	<b>Biblical Theology of Missions:</b> Missional Perseverance (Hebrews, James, Letters of Peter, Letters of John, Jude)	Köstenberger (pgs. 39-99)  Moreau (pgs. 71-89)	Forum Discussion #3
Week 7 Mar 1	<b>Biblical Theology of Mission:</b> The Spirit and the Bride (Revelation)	Köstenberger (pgs. 199-239)  Tabb (pgs. 167-215)	
Week 8 Mar 8	<b>History of Missions:</b> Reaching Rome (AD? – 400)	Tucker (pgs. 21-43)	Forum Discussion #4  Research Paper Due
Week 9 Mar 15	<b>Spring Break: No Class</b>	Catch up on reading assignments	
Week 10 Mar 22	<b>History of Missions:</b> The Gothic Era (AD 400-800) & Western Expansion and Colonialism (AD 800-1500)	Moreau (pgs. 93-113)  Tucker (pgs. 44-70)	Forum Discussion #5  Reading Reflect for Köstenberger is Due
Week 11 Mar 29	<b>History of Missions:</b> Reformation to Now (AD 1500-Present)	Moreau (pgs. 114-135)  Tucker (pgs. 97-113)	
Week 12 Apr 5	<b>History of Missions:</b> Adoniram Judson & Hudson Taylor (a few case studies)	Piper ( <i>Pdfs provided by the professor</i> )  Tucker (pgs. 121-146; 176-207)	Forum Discussion #6
Week 13 Apr 12	<b>Practice of Missions:</b> Paradigms in Missions	Moreau (pgs. 265-314)	
Week 14 Apr 19	<b>The Mission Field:</b> Understanding Contextual Ministry, UPGs, and the 10/40 Window	Juan Sanchez: <a href="#">To Contextualize or Not to Contextualize: That is Not the Question</a>  Anonymous Missionary: <a href="#">Putting Contextualization in its Place</a>  Schnabel (pgs. 394-437); Pdf provided by the professor	Forum Discussion #7
Week 15 Apr 26	<b>The Senders &amp; the Sent:</b> The Calling and Task of the Missionary	Moreau (pgs. 159-260)	Forum Discussion #8  Contextualization Case Study Due

Week 16 May 3	<b>Presentations: Part One</b>	No Readings Due	Reading Reflections Due
Week 17 May 10	<b>Presentations: Part Two</b>	No Readings Due	