



Online Course Syllabus

MIN 621

History and Theology of Missions

Fall 2022

Contact Information

Instructor Name: Justin Jackson, D. Min; Ph.D. Candidate

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Instructor Office Hours: Wednesday and Thursday Afternoons 1 PM-5 PM

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 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*. 2nd 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.

Rhodes, Matt. *No Shortcut to Success: A Manifesto to Modern Missions*. Wheaton, Illinois: Crossway, 2022. ISBN: 978-1-4335-7775-8.

Köstenberger, Andreas J. and T. Desmond Alexander. *Salvation to the Ends of the Earth: A Biblical Theology of Mission*. 2nd 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 ten 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 a 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 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 post 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? The will need to journal their 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, as well as posted on the discussion post.

- 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. Online students should upload a video of themselves presenting about their selected missionary. Each student will have 30-35 minutes to present. This presentation will serve as the final capstone project of the course.

Online Course Information

In an online course at Criswell College:

1. Instructors and all students enrolled in that course meet using video-conferencing technology at scheduled class times through the course of a semester or term in order to meet 25–30% of the direct faculty instruction required by the college's Credit Hour policy.
2. The remaining direct faculty instruction is delivered using other means such as:
 - Lectures/instruction for students to watch asynchronously
 - Online content modules in which instructor provides feedback to student work
 - Tests/quizzes on which instructor provides feedback
 - Discussion boards on which instructor provides feedback

Canvas: Criswell College uses Canvas as its web-based learning tool to host/deliver all instructional materials, discussions, assessments, files, and other peripheral tools and applications that support teaching and learning. In online courses at Criswell College, instructors design and use Canvas to:

- organize course content on a module basis using organizational tools within Canvas,
- control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term,
- accept assignments from students only inside the Canvas course (emailed assignments are not acceptable),
- provide written feedback on assignments only within Canvas, preferably through Speedgrader,
- use the Announcement or e-mail feature in Canvas to communicate to the students rather than by broadcasting to a class email listserv outside of Canvas.

Zoom in Canvas is used for all synchronous class sessions.

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.

Identity Verification and Evidence of Attendance: Students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. In online courses at Criswell College, a student participates in class or otherwise engages in an academically related activity. These activities comprise items relevant to Identity Verification for

Distance Education Courses. Acceptable evidence of attendance at an academically related activity in an Online course includes, for example, a student's:

- participation in a synchronous remote video class session with the instructor present,
- student picture id submitted in the Canvas Account Profile,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in an online study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject studied in 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.

Attendance

Students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. Such participation may include the following: completing quizzes or exams; emailing faculty or class members as part of an assignment; discussion board posting or response; turning in an assignment; or other communication reflecting ongoing learning in the course. When unavoidable situations result in non-participation, 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 participation affects students' ability to meet course learning objectives and whether participation affects course grades.

Grading Scale

(Assigning grade definitions [i.e., above average, average, below average] is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.)

			Grade Definitions (optional)
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 Support

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. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information can be found at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

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. 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 or by calling 214.818.1373.

Course Outline/Calendar

Week	Topic	Reading	Assignments
Week 1 Aug 15	Syllabus Overview Missions and the <i>Missio Dei</i>		Forum Discussion #1: Introductions
Week 2 Aug 22	Biblical Theology of Missions: 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 Aug 29	Biblical Theology of Missions: The Missiology of Christ (The Gospels)	Reading: Tabb (pgs. 17-105) Moreau (pgs. 40-51)	Forum Discussion #2
Week 4 Sep 5	Biblical Theology of Missions: The Missiology of the Early Church (Acts)	Reading; Tabb (pgs. 107-165) Moreau (pgs. 52-70)	Forum Discussion #3
Week 5 Sep 12	Biblical Theology of Missions: Apostolic Missiology (Epistles)	Köstenberger (pgs. 101-198)	
Week 6 Sep 19	Biblical Theology of Missions: Missional Perseverance (Hebrews, James, Letters of Peter, Letters of John, Jude)	Köstenberger (pgs. 39-99) Moreau (pgs. 71-89)	Forum Discussion #4
Week 7 Sep 26	Biblical Theology of Mission: The Spirit and the Bride (Revelation)	Köstenberger (pgs. 199-239) Tabb (pgs. 167-215)	Reading Reflections for Tabb and Köstenberger are Due
Week 8 Oct 3	History of Missions: Reaching Rome (AD? – 400)		Forum Discussion #5
Week 9 Oct 10	Student Development Week	Catch up on reading assignments	
Week 10 Oct 17	History of Missions:	Moreau (pgs. 93-113)	Forum Discussion #6

	The Gothic Era (AD 400-800) & Western Expansion and Colonialism (AD 800-1500)		
Week 11 Oct 24	History of Missions: Reformation to Now (AD 1500-Present)	Moreau (pgs. 114-135)	Research Paper Due
Week 12 Oct 31	History of Missions: Adoniram Judson & Hudson Taylor (a few case studies)	Piper (<i>Pdfs provided by the professor</i>)	Forum Discussion #7
Week 13 Nov 7	Practice of Missions: Paradigms in Missions	Moreau (pgs. 265-314) Rhodes (pgs. 17-46)	Forum Discussion #8
Week 14 Nov 14	The Mission Field: Understanding Contextual Ministry, UPGs, and the 10/40 Window	Juan Sanchez: To Contextualize or Not to Contextualize: That is Not the Question Anonymous Missionary: Putting Contextualization in its Place Schnabel (pgs. 394-437); <i>Pdf provided by the professor</i>	Forum Discussion #9
Week 15 Nov 21	Fall Break	None	
Week 16 NOV 28	The Senders & the Sent: The Calling and Task of the Missionary	Moreau (pgs. 159-260) Rhodes: (Pgs. 111-122; 203-232)	Forum Discussion #10 Contextualization Case Study Due
Week 17 Dec 5	Presentations	Rhodes: (Pgs. 175-202; 233-256)	Presentation Outline Due