

**MSS 5501 KINGDOM MISSION IN A GLOBAL COMMUNITY/AS**  
**ASHLAND THEOLOGICAL SEMINARY**  
 Fall 2020, DLS

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As I build this course in Blackboard, I may change how some of the assignments are completed. I will inform you before the class begins if I make any changes.

Attention! This course will parallel the face-to-face Kingdom Mission course in Ashland. It meets on Tuesdays from 1–4. According to the below schedule, you may choose to join our zoom meetings. If you do not want to join the zoom meetings, a lecture will be posted on Blackboard each week. It will include a viewing quiz to ensure that you watch it.

Face to Face dates: Sept 1, 15, 29, Oct 13, 27, Nov 10, Dec 8

Zoom only dates: Sept 8, 22, Oct 6, 20, Nov 3, 17, Dec 1, 15

### I. Course Description

**Kingdom Mission in a Global Community** presents the mission of God (missio Dei) and lays biblical, theological, and practical foundations for its conceptualization. It also exposes students to the worldwide context as it explores issues related to Christian missions, the intersection of Christianity and world religions, and the global church.

#### *Further Description*

Students will emerge from this course with a growing commitment to the mission of God, a heightened awareness of the global church, and a deeper understanding of the cross-cultural and multifaith contexts into which God calls the American church to minister in word and deed. The course includes a detailed examination of the global church, the global context, the global mission, and the global faiths.

*This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional face-to-face semester offering of this course. For fall 2020, the sessions for this class may be offered 100% face-to-face in a physical classroom (with remote access for pre-scheduled students) 100% face-to-face virtually using technologies such as Zoom or Collaborate, as a combination of face-to-face sessions and digital activities/lectures (virtually or in-person), or as a combination of any of these elements. In the event of extended disruptions of normal classroom activities due to the pandemic, the format for this course may be modified to utilize 100% face-to-face virtual/digital classroom sessions.*

### II. Degree Learning Outcomes for the Master of Divinity

1. Demonstrate critical and faithful interpretation and responsible use of Scripture in appropriate ministry and professional settings
2. Establish communal and personal disciplines that nourish Christian spiritual and moral formation
3. Form a missional vision of kingdom ministry within multi-cultural and multi-faith contexts
4. Demonstrate critical theological reflection that is biblically faithful, historically grounded, contextually relevant, and integrated with life and ministry
5. Develop ongoing just and moral practices that bear witness to the full scope of the kingdom of God
6. Exhibit effective ministry skill sets related to intended areas of service Requirements for Graduation.

**Student Learning Outcomes for this course** *This course format consistently meets the same quality, assessment, learning outcomes and requirements of the traditional semester course format.*

As a result of this course, students will be able to:

1. Demonstrate how to read the bible via the grand narrative of mission.

2. State the relationship between social justice, spiritual warfare, and kingdom mission.
3. Describe global Christianity and the global context in which it exists.
4. Explain the critical linkage between contextualization, the indigenous church, contextual theology.
5. Define religious persecution, analyze global data related to it, and say how to respond to it.
6. Evaluate various theologies of religion and articulate a theology of religion that reflects their faith tradition and informs how they will do ministry in a multifaith context.

## II. Course Requirements

### A. Textbooks and Other Materials

#### Required

Jenkins, Philip. *The Next Christendom: The Coming of Global Christianity*. 3rd ed. New York: Oxford University Press, 2011. 978-0199767465

Tennent, Timothy. *Invitation to World Missions: A Trinitarian Missiology for the 21st Century*. Grand Rapids, MI: Kregel Academic, 2010. 978-0825438837

Winters, Ralph and Steven Hawthorne, eds. *Perspectives on World Christian Movement*. 4th ed. Pasadena, CA: William Carey Library, 2008. 978-0878083909

Students may buy the *Perspectives Study Guide*. 4th ed. to help them with the readings. However, it is not a substitution for the *Perspectives* book. 978-0878083916

#### Recommended

Mandryk, Jason. *Operation World: The Definitive Prayer Guide to Every Nation*. 7th ed. Colorado Springs, CO: Biblica Publishing, 2010. 978-0830857241

McKnight, Scot. *Kingdom Conspiracy: Returning to the Radical Mission of the Local Church*. Grand Rapids, MI: Brazos, 2014. 978-0801097850

**B. Attendance Statement:** This is a DLS course. You will not have to attend face-to-face classes. According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

### C. Assignments/Assessment of Student Learning

1. **Case Studies:** Each student will respond to five case studies that probe issues associated with the interface of Western Christianity and the global context. The case studies are posted on Blackboard. Students will respond to the case studies in accordance with the assignment submission schedule below. Read the case study and answer the questions at the bottom of each case study. Include reflection on your readings. A passing response must include reflection on the question.

2. **Missional Hermeneutic Paper:** Read the missional hermeneutic articles. The professor will send you the articles. Based on the articles and other sources (see textbooks, lecture notes, and course bibliography), describe the missional hermeneutic and tell how it can serve as a grand narrative (metanarrative) when reading the bible in light of the *missio Dei*. Afterward, read Acts 7:1 – 53 and describe it in terms of the missional hermeneutic. In other words, in light of the missional hermeneutic, what does it mean? For more details, see the grading rubric in the syllabus. The assignment is posted on Blackboard.

3. **Reading Essays:** Submit a periodic essay that probes aspects of required readings. The essay questions are on Blackboard. See the assignment on Blackboard. Each is set up as a threaded Discussion. See section IV for due dates.

4. **Theology of Religions Paper:** Based on your readings and class lectures, compare, contrast, and evaluate the various theologies of religion. Identify the position that most aligns with your reading of scripture and your practice of ministry. Explain why you picked the one you did. Eight or more pages (See grading Rubric in syllabus for detailed descriptions of assignment.) The assignment is posted on Blackboard.

5. **Kingdom Conspiracy.** Carefully read Scot McKnight's *Kingdom Conspiracy* and submit a short interaction reflection on each of the 12 chapters in accordance with the format. (1-page doubled space)

#### Grading Rubric for each chapter

1. Summary Paragraph	30 Percent
2. Three bullet insights	30 Percent
3. A paragraph reflection on one of the insight	30 Percent
4. Proper grammar	10 Percent

Best practices: note the important insights as you are reading the book.

6. **Submitting Assignments** All assignments should be submitted on Blackboard. Do not email assignments to the professor. See the syllabus for due dates. If you plan to be absent, you are still required to submit your assignments for that class unless you have been granted an extension. If you do not have an acceptable excuse for missing an assignment due date, you may still submit it. However, a letter grade will be deducted for each week it is late.

#### D. Calculation of Grade and Connection of Learning Outcomes

<i>Assignments</i>	<i>Learning Outcomes</i>	<i>Percent of Final Grade</i>
Five Case Studies	2, 3, 4, 5, 6	20%
Missionary Hermeneutic paper	1	10%
Theology of Religions Paper	6	30%
Weekly Threaded Discussions	2, 4, 5, 6	20%
Kingdom Conspiracy	2, 3, 6	15%
Lecture Quizzes	1, 2, 3, 4, 5, 6	5%

#### III. Course Schedule

Note to students: Many classes will be supplemented with handouts and internet-based materials. Typically, handouts will be emailed to the students before the start of the class. The professor reserves the right to make changes to the class schedule and to add or subtract readings.

<b>Reading code: T=Tennent (chapters), J=Jenkins (chapters), P=Perspectives (page numbers)</b>	
<b>Assignments</b>	<b>Readings</b>
Essays 1 and 2, Case Study 1	T 16, J 1–3, P 361-396
Essays 3 and 4, Case Study 2	T 1 and 6, J 4–6, P 209-253 and 397–464
Essays 5 and 6, Case Study 3	T 2, 3, 4, 5, 7, 14, 15; P 1–208

Essays 7 and 8, Case Study 4	T 8, 9, 11, 12; J 7; P 254–311, 486–591
Essays 9 and 10, Case Study 5	T 10, 13; J 9; P 312–360, 592–626
Essay 11, the Missional Hermeneutic Paper	J 8, 10; P 663–676
Theology of Religion Paper	

All links updates on 05/05/19. If a link does not work, you can find it through Google.

Face to Face dates: Sept 1, 15, 29, Oct 13, 27, Nov 10, Dec 1, 15

Synch dates: Sept 8, 22, Oct 6, 20, Nov 3, 17, Dec 8

<i>Date</i>	<i>Lecture/Topic</i>	<b>Class Topics and Assignments due dates</b>
Class Sept 1	Global data on religious persecution, Global Phenomenon of Christian Persecution. Toward a theology of Christian suffering. See: Open Doors International at <a href="http://www.opendoors.org/">http://www.opendoors.org/</a> Release International at <a href="http://www.releaseinternational.org/">http://www.releaseinternational.org/</a> <i>The Universal Declaration of Human Rights</i> at <a href="http://www.un.org/en/documents/udhr/">http://www.un.org/en/documents/udhr/</a> and the <i>International Religious Freedom Act of 1998</i> , <a href="http://www.state.gov/documents/organization/2297.pdf">http://www.state.gov/documents/organization/2297.pdf</a>	<i>Essay 1</i>
Class 2 Sept 8	Religious Intolerance – Attitudes about Practitioners of Other Faiths, The Global Context. Locate, download and read Christian Witness in a Multi-Religious World at <a href="https://www.oikoumene.org/en/resources/documents/wcc-programmes/interreligious-dialogue-and-cooperation/christian-identity-in-pluralistic-societies/christian-witness-in-a-multi-religious-world">https://www.oikoumene.org/en/resources/documents/wcc-programmes/interreligious-dialogue-and-cooperation/christian-identity-in-pluralistic-societies/christian-witness-in-a-multi-religious-world</a>	<i>Essay 2</i> <i>Case Study 1</i>
Class 3 Sept 15	The Witness of the Early Church, History of the Expansion of Christianity, Some characteristics of the global church, Seven Megatrends, The New Face of Global Christianity. Read: <a href="http://www.christianitytoday.com/edstetzer/2014/march/interview-with-dr-philip-jenkins-distinguished-professor-of.html">http://www.christianitytoday.com/edstetzer/2014/march/interview-with-dr-philip-jenkins-distinguished-professor-of.html</a> and <i>Christianity in its Global Context, 1970–2020</i> <a href="https://gordonconwell.edu/center-for-global-christianity/christianity-in-global-context/">https://gordonconwell.edu/center-for-global-christianity/christianity-in-global-context/</a> . Also read Pew Research Report on Religion and Society <a href="https://www.pewresearch.org/wp-content/uploads/sites/7/2015/02/Restrictions2015_fullReport.pdf">https://www.pewresearch.org/wp-content/uploads/sites/7/2015/02/Restrictions2015_fullReport.pdf</a>	<i>Essay 3</i>
Class 4 Sept 22	Introduction to folk religion, animism, culture, and worldview. Read Payne’s “Folk Religion and the Pentecostal Surge in Latin America” at <a href="http://place.asburyseminary.edu/cgi/viewcontent.cgi?article=1547&amp;context=asburyjournal">http://place.asburyseminary.edu/cgi/viewcontent.cgi?article=1547&amp;context=asburyjournal</a>	<i>Essay 4</i>
Class 5 Sept 29	The Intersection of Christianity and World Religions. World Religions – World Faiths, What Is Religion, Theology of Religion. Primer on Islam, Hinduism, Humanistic Faiths.	<i>Case Study 2</i>
Class 6 Oct 6	What is the Missional Hermeneutic? The Missio Dei, Reading the OT via the Missional Hermeneutic, Elected for Witness, The Intertestamental Period. Read essays on missional hermeneutic that are attached to this syllabus.	<i>Case Study 3</i>
Class 7 Oct 13	Reading the New Testament via the Missional Hermeneutic, The Example of Jesus, Defining the Gospel of the Kingdom, Additional links to be furnished.	<i>Essay 5, Missional Hermeneutic paper</i>
Class 8 Oct 20	Toward a Theology and Practice of Global Stewardship (Lecture: The tithe belongs to God; not the local church.) The Example of the Early Church in Acts, The Jerusalem Council, Reading Paul as Missionary Correspondence, Gifted for Mission	<i>Essay 6</i>

Class 9 Oct 27	The Example of Celtic Christianity, A Model for Apostolic Missions and The Indigenous Church. Continuation of NT example.	<i>Essay 7,</i>
Class 10 Nov 3	The Problem with the Crusades, Modern Examples of the Crusading Spirit, The Evangelistic Mandate Verses the Cultural Mandate.	<i>Case Study 4</i>
Class 11 Nov 10	The example of Matthew Ricci and the Rites Controversy. What is contextualization?	<i>Essay 8</i>
Class 12 Nov 17	William Carey – The Father of Protestant Missions. Bonded set vs Centered set model for understanding missions	<i>Essay 9</i>
Class 13 Dec 1	The 3-Self Church, H. Venn, R. Anderson, John Nevius, Roland Allen, Allen Tippett, The 4 <sup>th</sup> Self. For essay question, Google “Works and Words: Why You Can't Preach the Gospel with Deeds And why it's important to say so” by Duane Litfin/ MAY 30, 2012 <i>Christianity Today</i> if the following link does not give you the full view option: <a href="http://www.christianitytoday.com/ct/2012/may/litfin-gospel-deeds.html">http://www.christianitytoday.com/ct/2012/may/litfin-gospel-deeds.html</a>	<i>Essay 10</i>
Class 14 Dec 8	C-5 Contextualization, The Camel Method of Evangelism Read: <a href="http://www.missionfrontiers.org/issue/article/when-gods-kingdom-grows-like-yeast">http://www.missionfrontiers.org/issue/article/when-gods-kingdom-grows-like-yeast</a> The above link is for class.	<i>Essay 11</i>
Class 15 Dec 15	Toward a holistic model of missions: holing together spiritual warfare, evangelism, and social justice.	<i>Case Study 5, Theology of Religion paper</i>

#### IV. Recommendations for Lifelong Learning

The recommended texts are carefully chosen to reflect the normative character of missions. The missional church has developed a standard literature that is distinct from missiology. Those books are not included in the recommended section.

Missiology includes sending organizations, missionary programs, support organizations, and the like. Professional missiologists should belong to a guild. The American Society Missiology (ASM) is an ecumenical organization that includes Mainline, Evangelical, and Roman Catholic missiologists ([www.asmweb.org](http://www.asmweb.org)). It has an annual meeting in Chicago every June. The Association of Professors of Missions is associated with it. The ASM publishes *Missiology, An International Review*. It and several other missionary journals are available in the ATS stacks and on its electronic database.

The Evangelical Missiological Society has regional meetings throughout the year and an annual meeting (<http://www.emsweb.org/>). It publishes Occasional Bulletins and a journal.

EMQ (The Billy Graham Center and the EMIS) publishes the Evangelical Missions Quarterly (<https://missionexus.org/emq/>). This is an online journal.

The following resource links are copied from EMS’s homepage: Doing Missions in Your Home Church by David Mays, Past President of OMS <https://davidmays.org/Current-BN/MoreStuff.pdf>

The Australian Centre for Christianity and Culture (ACC&C) <https://arts-ed.csu.edu.au/centres/accc>

Center for Global Christianity and Mission at Boston University <http://www.bu.edu/cgcm/>

Centre for the Study of World Christianity <http://www.ed.ac.uk/schools-departments/divinity/research/centres/world-christianity/overview>

[Coalition on the Support of Indigenous Ministries](#) (COSIM)

Global Christianity – A Report on the Size and Distribution of the World’s Christian Population, A Pew Research Center, <http://www.pewforum.org/2011/12/19/global-christianity-exec/>

[Global Missiology](#) a quarterly publication and a venue for electronic, interactive exchanges among researchers, practitioners and scholars with international scope and global concerns.

[International Journal of Frontier Missions](#) (IJFM)

[International Society of Frontier Missiology](#) (ISFM)

[International Conference on Computing and Missions](#) (ICCM) annual conference of information technologists and mission agency administrators.

<https://missionexus.org/> a web-based missions resource

[Missiology.org](#) providing resources for missions education

<http://missionalchurchnetwork.com/> This is a one stop place to discover a plethora of resources related to the missional church to include videos with leaders in the movement.

<http://www.scripture-engagement.org/content/network-strategic-missions> Almost 18,000 articles on mission searchable by author, source, topic, words, countries, and so on. Requires a subscription.

[North American Missions](#) equipping the body of Christ for the multiplication of disciples, leaders, and churches throughout North America.

Finally, every serious student of missions should participate in an Urbana Missionary Conference (<http://www.urbana.org/home>) and a Perspectives mission course (<https://www.perspectives.org/>)

## V. Seminary Guidelines

### A. ATS Academic Integrity Policy

Ashland Theological Seminary expects each student to uphold the Seminary’s core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one’s own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one’s own capabilities to achieve one’s fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the Student Handbook.

### B. Seminary Writing Consultation Service

The Seminary Writing Consultation Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person.

**To schedule an appointment**, visit [Writing Center Online](#) and select “Online and Graduate” from the schedule menu.

### C. Accessibility Resources and Accommodations

It is Ashland University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessi-

bility Center at [419-289-5904](tel:419-289-5904), or send an email to [dservices@ashland.edu](mailto:dservices@ashland.edu). The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

#### ATS Grading Scale

Grade	Quality	Percent	Description
A	4.0	97-100	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

## VI. Selected Bibliography or References

### *Theology of Religions*

Knitter, Paul. *Introducing Theologies of Religions*. Maryknoll, NY: Orbis Books, 2002. This is a classic text that introduces the reader to many perspectives. You could augment your paper with this book.

McDermott, Gerald and Harold Netland. *A Trinitarian Theology of Religions: An Evangelical Proposal*. New York: Oxford University Press, 2014.

### *Missional Hermeneutic*

Brownson, James V. *Speaking the Truth in Love: New Testament Resources for a Missional Hermeneutic*. Harrisburg, PA: Trinity Press, 1998.

Missio Dei Foundation. Missio Dei 5.1: Missional Hermeneutics ([Available Online via Amazon.com](#)). See volume 5, No 1 for a variety of excellent articles on the Missional Hermeneutic.

Goheen, Michael. *Reading the Bible Missionally*. Grand Rapids, MI: Eerdmans, 2016.

Ashford, Bruce R., ed. *Theology and Practice of Mission: God, the Church, and the Nations*. Nashville, TN: B&H Academic, 2011.

Bosch, David. *Transforming Mission: Paradigm Shifts in the Theology of Mission*. Maryknoll, NY: Orbis Press, 2011.

\*Costas, Orlando E. *Christ Outside the Gate: Mission Beyond Christendom*. Maryknoll, NY: Orbis Books, 1995. Orlando Costas was a leading Latino missionary theologian and practitioner. This is one of the most important books written on mission.

Dearborn, Tim. *Short-Term Missions Workbook: From Mission Tourists to Global Citizens*. Downers Grove, IL: InterVarsity Press, 2003. Since, short term missions are a mainstay in most churches and are important to an overall missionary strategy in a local church; all pastors should know how to conduct one. Tim works for World Vision.

\*Donovan, Vincent J. *Christianity Rediscovered*. Maryknoll, NY: Orbis Books, 1992. Father Donovan revolutionized missions in Africa. This is a gripping book that will captivate you and challenge you with the ideal of the indigenous church.

\*Driver, Mark. *Images of the Church in Mission*. Scottsdale, PA: Herald Press, 1997.

\*Greenman, Jeffry and Gene Green, ed. *Global Theology in Evangelical Perspective: Exploring the Contextual Nature of Theology and Mission*. Downers Grove, IL: IVP, 2012.

Hiebert, Paul and Frances. *Case Studies in Missions*. Grand Rapids, MI: Baker Books, 1987.

\*Johnstone, Patrick. *The Future of the Global Church: History, Trends and Possibilities*. Downers Grove, NJ: IVP Books, 2011.

Kirk, Andrew J. *What is Mission: Theological Explanations*. Minneapolis, MN: Fortress Press, 2000.

Moreau, A. Scott, gen. ed. *Evangelical Dictionary of World Missions*. Grand Rapids, MI: Baker Books, 2000.

Myers, Bryant. *Exploring World Mission: Context & Challenges*. Monrovia, CA: World Vision, Int., 2003. (79 pages of pictures, graphs and commentary. Includes demographics, state of world church, major global trends.)

Neely, Alan. *Christian Mission: A Case Study Approach*. Maryknoll, NY: Orbis Books, 1997. (Will adapt selected case studies for use in this class. All 27 case studies deal with issues associated with globalization, theology, and ethics. The book is divided into three parts: contextualization, Christianity and other faiths, and current issues.)

\*Neill, Stephen. *A History of Christian Missions*. 2nd ed. New York: Penguin Books, 1994. Stephen Neill's book is an easy to read history of world missions. For more detail, one should invest in Kenneth Scott Latourette's material.

\*Noll, Mark. *The New Shape of World Christianity*. Downers Park, IL: IVP Academic, 2009.

Pierson, Paul. *The Dynamics of Christian Mission: History through Missiological Perspective*. Pasadena, CA: William Carey International University Press, 2009.

\*Richardson, Don. *Peace Child*. Ventura, CA: Regal Books, 1974. This is the definitive book on frontier missions. It tells the story of the conversion of the Sawi, a Stone Age tribe of Irian Jaya. It also introduces the idea of redemptive analogies.

\*Robert, Dana. *Christian Mission: How Christianity Became a World Religion*. West Sussex, UK: John Wiley & Sons, 2009.

\*Roxburgh, Alan and M. Boren. *Introducing the Missional Church: What It Is, Why It Matters, How to Become One*. Grand Rapids, MI: Baker Books, 2009. This book does what it says in the title. The idea of missional church means that local churches in America think and act with a missionary mindset. American churches can no longer assume a friendly culture that is Christianized.

\*Telford, Tom. *Missions in the 21<sup>st</sup> Century: Getting Your Church into the Game*. Wheaton, IL: Harold Shaw Publishers, 1994.

Thomas, Norman, ed. *Classic Texts in Mission and World Christianity*. Maryknoll, NY: Orbis Press, 1995.

\*Tucker, Ruth. *From Jerusalem to Irian Jaya: A Bibliographical History of Christian Missions*. Grand Rapids, MI: Zondervan, 2004.

#### Grading Rubric

1. **Theology of Religions Paper:** Based on your readings and class lectures, compare, contrast, and evaluate the various theologies of religion. Identify the position that most aligns with your reading of scripture and your practice of ministry. Explain why you picked the one you did. Eight or more pages (See grading Rubric for detailed descriptions of assignment.)

#### Grading Rubric:

A. Read and reference the following readings and lecture materials. You may include additional credible sources provided they are academic in nature and referenced. See course bibliography.

David Bosch, *Transforming Mission*, 474-489 (Mission as Witness to People of Other Living Faiths) Book will be on reserve or may be given via electronic format.

Domenic Marbaniang, "Theological of Religions: Pluralism, Inclusivism" Exclusivism (Electronic format), ATS Academy, Bangalore, India, 2007.

[https://www.researchgate.net/publication/330958955\\_Theology\\_of\\_Religion\\_Pluralism\\_Inclusivism\\_Exclusivism](https://www.researchgate.net/publication/330958955_Theology_of_Religion_Pluralism_Inclusivism_Exclusivism)

Michael Green, *Evangelism through the Local Church* Chapter 4 will be provided.

Timothy Tennent, *Invitation to World Mission*, "An Evangelical Theology of Religions." (Textbook) Pay attention to his expanded listing and use of terms.

Roman Catholic Church, *Dominus Iesus*, "V. The Church and the Other Religions in Relation to Salvation" Paragraphs 20-conclusion (Electronic format available at <https://adoremus.org/2006/04/15/The-Church-and-the-Other-Religions-in-Relation-to-Salvation/>).

Paul Knitter, “Key Questions for a Theology of Religions.”

[file:///D:/USB%20Drive/My%20GS%20Drive/PORTABLE%20\(F\)/missions/Key\\_Questions\\_for\\_a\\_Theology\\_of\\_Religion.pdf](file:///D:/USB%20Drive/My%20GS%20Drive/PORTABLE%20(F)/missions/Key_Questions_for_a_Theology_of_Religion.pdf)

Carey Inbuon (India), “Inter-faith Relations and the Different Approaches in Theology of Religions.”

[file:///D:/USB%20Drive/My%20GS%20Drive/PORTABLE%20\(F\)/missions/Inter\\_Faith\\_Relations\\_and\\_the\\_Different.pdf](file:///D:/USB%20Drive/My%20GS%20Drive/PORTABLE%20(F)/missions/Inter_Faith_Relations_and_the_Different.pdf)

Cherif Arif, “Pluralism and the Uniqueness of Christ.”

[https://www.academia.edu/15188497/Pluralism\\_and\\_the\\_Uniqueness\\_of\\_Christ?email\\_work\\_card=minimal-title](https://www.academia.edu/15188497/Pluralism_and_the_Uniqueness_of_Christ?email_work_card=minimal-title) This article argues against John Hicks and theological pluralism.

Ted Peters. “Re-Framing the Question: How Can We Construct a Theology of Religions?”

[file:///D:/USB%20Drive/My%20GS%20Drive/PORTABLE%20\(F\)/missions/Re-Framing\\_the\\_Question\\_How\\_Can\\_We\\_Const.pdf](file:///D:/USB%20Drive/My%20GS%20Drive/PORTABLE%20(F)/missions/Re-Framing_the_Question_How_Can_We_Const.pdf)

WCC Conference on World Mission and Evangelism Preparatory Paper 1, 2005 (Electronic format. Available at <https://www.oikoumene.org/en/resources/documents/other-meetings/mission-and-evangelism/preparatory-paper-01-mission-and-evangelism-in-unity-today>)

Three articles from *Perspectives on the World Christian Movement*, 4<sup>th</sup> ed., Ralph Winters and Steven Hawthorne, eds. Robertson McQuilkin, “Lost.” Charles Van Engen, “The Uniqueness of Christ.” And Ajith Fernando, “The Supremacy of Christ.” (textbook)

Lecture Materials (PowerPoint presentation on the Intersection of Christianity and World Religions will be given to students)

Criteria 1	Poor	Fair	Good	Possible Points
Number of references that are incorporated in paper with proper documentation	0-3	4-5	6-8	20
Criteria 2				
<b>Identify and describe</b> the various theologies of religion from your readings. Include exclusivism, inclusivism, and the pluralistic view (the classical paradigm).	Only identifies the classical paradigm and fails to include other positions from the readings.	Properly identified the classical paradigm and some of the other positions listed in the readings. Does not explain them well.	Properly identified six or more positions to include the classical paradigm, explains them well using one’s own words while integrating the ideas together.	20

Criteria 3				
<b>Compare and contrast</b> exclusivism, inclusivism and pluralism to each other, and critically reflect upon them.	Reflects upon each position but fails to compare and contrast them or critically reflect on them.	Compares and contrasts each position but does not critically reflect upon them.	Compares, contrasts, and critically reflects on the three positions using own words and with evidence of critical thinking.	20
Criteria 4				
Identify the position that most aligns with your theological faith tradition or personal reading of scripture and explain why you selected it. You may create your own position or aver a hybrid position based on your study of this topic. If you do this, state what you are doing and be specific.	Selects a position but does not explain why he or she selected it well.	Selects a position and gives a strong rationale for it.	Selects a position (or modifies a position), gives a clear rationale for it, and makes a strong case for it in terms of a ministry context in which one does public ministry on behalf of Christ.	30
Criteria 5				
Use of proper grammar and reference sources according to school writing guide. No plagiarism zone!	10 errors	9-4 errors	3-0 errors	10
Points will be deducted for papers less than 8-pages in length.				

## 2. Missional Hermeneutic paper:

The following excerpt on the back of Christopher Wright's *The Mission of God: Unlocking the Bible's Grand Narrative*. (Downers Grove, NJ: InterVarsity Press, 2006) should help you better understand the missional hermeneutic concept.

"Most Christians would agree that the Bible provides a basis for mission. But Christopher Wright boldly maintains that mission is bigger than that--there is in fact a missional basis for the Bible! The entire Bible is generated by and is all about God's mission. In order to understand the Bible, we need a missional hermeneutic of the Bible, an interpretive perspective that is in tune with this great missional theme. We need to see the 'big picture' of God's mission and how the familiar bits and pieces fit into the grand narrative of Scripture."

Review the main article and responses to it at the following link:

<http://www.gocn.org/resources/newsletters/2009/01/gospel-and-our-culture>. Based on the articles, class lectures, and the scriptures, describe the missional hermeneutic and tell how it can serve as a grand narrative (metanarrative) when reading the bible. Professor will distribute a PowerPoint presentation to students. Afterward, read Genesis 12:1-4 and interpret it in light of the missional hermeneutic. Three pages.

Criteria 1	Poor	Fair	Good	Possible Points
Based on the articles, class lectures, and the scriptures, (a) describe the missional hermeneutic and (b) tell how it can serve as a grand narrative (metanarrative) when reading the bible.	Does not reference all of the required sources (articles, class lectures, and scriptures). Does not describe the missional hermeneutic well. Does not explain how it can serve as a grand narrative when reading scripture.	References all three sets of sources. Properly reflects upon them as one describes the missional hermeneutic and explains how it can be used as a grand hermeneutic when reading scriptures.	References all three sets of sources. Properly reflects upon them and integrates them as one describes the missional hermeneutic with critical thinking and with one's own words. Clearly explains how it can be used as a grand hermeneutic with reading scripture.	50

Criteria 2	Poor	Fair	Good	Possible Points
Interpret Genesis 12:1-4 in light of the missional hermeneutic and the grand narrative of scripture	Is not able to clearly demonstrate the missional hermeneutic and/or apply it to the grand narrative.	Properly grasps the meaning and use of the missional hermeneutic but does not connect it well to the grand narrative.	Clearly employs the Missional hermeneutic to interpret Gen. 12:1-4 in light of the grand narrative (see <i>missio Dei</i> )	40

Criteria 3	Poor	Fair	Good	Possible Points
Use of proper grammar and referencing sources according to school writing guide. No plagiarism!	10 errors	9-4 errors	3-0 errors	10

Note: points will be deducted for tardiness of submission and not containing at least three complete pages of content. Footnotes and references should be on separate page. Use a coversheet that includes your name and contact information.