

T/R  
11:15 TO 1:05  
BGC 130

## INTR 532: Contextualization

<http://www.wheaton.edu/intr/Moreau/532/home.htm>

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BGC M242; x5949

**Catalog Description:** Analysis of the encounter of the gospel with culture within the framework of the behavioral sciences and informed from the perspective of Christian theology.

**Department Mission Statement:** Our mission is to develop professionals skilled in the theory and practice of missions for committed service in a dynamically changing world. Therefore we are committed to developing effective cross-cultural professionals who are 1) competent communicators of Christ, 2) skillful in facilitating intercultural understanding, and 3) effective servants.

1. **Student outcomes for the course in relation to the Department Mission Statement:** By the end of this course, the student will have developed as an effective cross-cultural professional in relationship to contextualization in these areas:
  - a. *Competent communicator of Christ:* Can explain the necessity for all persons having a saving relationship with Christ.
  - b. *Skillful in facilitating intercultural understanding:* Detailed knowledge of various dimensions of the Christian faith and how culture impacts each dimension.
2. Texts: **Required:**
  - a. Ajith Fernando, *The Supremacy of Christ* (Baker 1995)
  - b. Scott Moreau, "Contextualization Course Notes"
  - c. A. H. Mathias Zahniser, *Symbol and Ceremony* (MARC, 1997)
  - d. Scott Breslin and Mike Jones, *Understanding Dreams from God* (William Carey, 2004)
  - e. Subscription to the Premium section of the Network for Strategic Missions Knowledge Base ([www.strategicnetwork.org](http://www.strategicnetwork.org)) (needed for access to premium articles on to Web-based reserve reading system)

**Recommended:**

  - f. A. Scott Moreau, General Editor, *Evangelical Dictionary of World Missions* (Baker, 2000) (best price at [www.christianbooks.com](http://www.christianbooks.com))
  - g. A. Scott Moreau, *MorNotes 1.1*, a CD Rom with all of Dr. Moreau's course notes in html format (available from Dr. Moreau)
3. Course Outline
  - a. Defining Contextualization and Related Issues
  - b. The Dimensions of Religious Experience
  - c. Contextualizing the Mythic Dimension
  - d. Contextualizing the Doctrinal or Theological Dimension
  - e. Contextualizing the Ethical Dimension
  - f. Contextualizing the Ritual Dimension
  - g. Contextualizing the Social Dimension
  - h. Contextualizing the Experiential Dimension
  - i. Contextualizing the Material or Artistic Dimension
4. Class assignments:

- a. **Reading (Goal b):** Readings are to be completed before each class session according to the reading report, which is **due on Thursday May 3 at the start of the final exam period (11:30 pm; bring it to India Palace)**.

To facilitate discussion on the readings, journal one important idea, thought, statement, or question you have concerning the text book readings when they are assigned. Bring this to class and be ready to discuss it.

*Concerning the Class Notes:* I provide the slide presentations used in class discussion as the course notes. Look them over carefully before class, thinking through the issues they raise and what questions you might bring to class as a result of what you see.

*Concerning the Reading Report:* You will be given full credit for everything read on time, 50% credit for everything read late. The questions will be worth 20% of your reading grade. You do not have to ask the questions in class to receive credit, but do bring them to class. On the reading report, simply circle the “Y” if you have written the question down **before class** for that week, or the “N” if you have not.

- b. **Focus paper: Why is it necessary for all persons to have a saving relationship with Christ? (Goal a):** Write a 1000-word paper explaining from biblical perspectives (with help from Fernando as appropriate) why it is necessary for people to have a saving relationship with Christ (including what such a relationship involves). For this assignment, your job will be to put forth a positive case that salvation is found through no one other than Jesus Christ rather than engage in apologetics against counter-claims. At the end of the paper indicate the word count. This assignment will be **due on Thursday May 3 at the start of the final exam period (11:30 pm; bring it to India Palace)**. The following rubric will be used in evaluating your paper:

**Rubric for grading:**

- |     |   |
|-----|---|
| 100 | In the paper, the biblical foundations for the need for a saving relationship with Christ are discussed in a comprehensive and clear manner. The student synthesizes and explains key ideas through appropriate use of scriptural references, clearly understands the areas of tension in relation to the truth-claim, and uses appropriate theological terms precisely and effortlessly. |
| 92  | The paper discusses the biblical foundations for the need for a saving relationship with Christ and uses appropriate terminology adequately. The student clearly understands the biblical foundations but is not as synthetic in explaining the tensions or omits key scriptural concepts.  |
| 84  | The paper mentions the biblical foundations for the need for a saving relationship with Christ and uses one or more terms associated with it. The writer is clearly committed to need for this relationship, but does not explain the reasons for this commitment in much detail.   |
| 76  | The paper refers to the biblical foundations for the need for a saving relationship with Christ but does not clearly state what this means or why it is important. Few terms are used. Less important issues and approaches may be addressed in more detail than the core theological ideas.  |
| 70  | The paper does not mention the biblical foundations for the need for a saving relationship with Christ and fails to use terminology related to it. The response to the assignment is incomplete or skewed heavily toward non- or even anti-Christian ideological perspectives.  |

- i. Issues to discuss in the paper

- (1)What is a **saving relationship**?
- (2)Why does this include **all** people?
- (3)Why is there a **need** for this saving relationship?
- (4)Why does that relationship need to be with **Jesus Christ**?
- (5)How did Jesus Christ **effect** salvation?
- (6)How does one **enter into** this relationship?

- ii. Remember to support each significant point you make with appropriate scriptural references.
- c. **Case Analysis Paper (due on Thursday April 12 at the start of class).**
- i. For this assignment you will analyze a case study. Specifically, you will discuss your observations on which each of the seven dimensions of religion as they are seen in (or not seen in) the case study and what role(s) each might play in developing a solution. You will not offer a solution—only a discussion of the dimensions and the way(s) in which understanding each in the case at hand might help in developing a solution.
  - ii. Be sure to offer a BRIEF definition of each dimension and use that definition to discuss your observations about that dimension. You are not required to develop a solution, only to discuss the religious dimensions as they are found in the case. In other words, you are to write an essay describing the observations you make using the “Phenomenological Analysis of Dimensions of Religion” section of the front page of the case study worksheet and give one or two implications towards a solution.
  - iii. The ability to say what you want to say concisely is an important skill that we want to help you develop! Therefore, your answer will be limited to a total of 2000 carefully chosen and typed words. Use your word processor to count them and give me the word count on the last page.
  - iv. To prepare for the analysis paper, you may use course notes, discussion with fellow students, and research in appropriate resources. Once you open the case study, however, you should stop consulting other resources (except an unmarked Bible and without using any type of concordance).

5. Grading: In all grading for the course, I will use the following scale:

Grade	Mark	Description
A	96-100	<b>Outstanding:</b> The level of research, thinking, and communication are outstanding. I try not to let this be a common grade.
A-	92-96	<b>Very good:</b> The level of research, thinking, and communication are superior. Well done!
B+	88-92	<b>Good:</b> The level of research, thinking, and communication are very good.
B	84-88	<b>Satisfactory:</b> The level of research, thinking, and communication are satisfactory.
B-	80-84	<b>Acceptable but average at best:</b> The level of research, thinking, and communication are acceptable.
C+	76-80	<b>Acceptable but definitely below average:</b> The level of research, thinking, and communication are barely acceptable.
C or below	75 or below	<b>Not acceptable:</b> Depending on what I see, I may assume you tried, but I am not sure. The work I see is not appropriate for this class.

- a) The relative weight of each assignment towards the final course grade will be as follows:

Reading:	30%
Focus Paper:	30%
Case Analysis Paper:	40%
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Total:	100%

- b) Cheating and plagiarism: Cheating (the presentation of someone else's work which the student ought to have done personally) or plagiarism (the use of ideas and information from a specific source without giving credit in some manner to the source) will result in the disqualification (including a grade of 0) of the unit of the course affected by it.
- c) Late assignments: Except for illness, unless arrangements are made with the professor *in advance* or there is an extenuating circumstance which could not have been foreseen, all late assignments will automatically be reduced in grade by 10%.