

WHEATON COLLEGE GRADUATE SCHOOL

**Intercultural Studies 535: Holy Spirit and Mission (2 credits)**

**Course Instruction Plan**

Robert L. Gallagher, Ph.D.

**Course Description**

The purpose of the course is to explore the dynamics of the work of the Holy Spirit and mission in relation to the following dimensions: personal, biblical, historical, contextual and functional. Students are encouraged to explore their ministry/mission philosophy regarding the role of the Spirit of God for their mission context.

**Outcomes**

*Cognitive Learning:*

1. An understanding of the work of the Holy Spirit in the student's spiritual pilgrimage.
2. An understanding of the work of the Holy Spirit in the Old Testament.
3. An understanding of the work of the Holy Spirit in the Gospels.
4. An understanding of the work of the Holy Spirit and mission in Acts.
5. An understanding of the work of the Holy Spirit in the Epistles.
6. An understanding of the role of the Holy Spirit in awakenings such as in the Finney, Welsh, and Azusa Street revivals.
7. An understanding of the Spirit in modern day movements such as Toronto and Brownsville.
8. An understanding of contemporary theological issues such as being filled and baptized in the Holy Spirit.
9. An understanding of the gifts of the Spirit and their work in mission.
10. An understanding of the student's present and future spiritual gift cluster and how that affects his/her work in mission.
11. An understanding of the role of the Spirit in a person's ministry/mission philosophy.

*Affective Learning:*

1. An appreciation for the work of the Holy Spirit in the lives of key Christian leaders.
2. An appreciation for academic scholarship on the Spirit and mission.
3. An appreciation for the global work of the Holy Spirit in mission.
4. An appreciation for the work of the Spirit in team-prayer and evangelism.
5. An appreciation for the Holy Spirit's interceding compassion.
6. An appreciation for the Holy Spirit's guiding sovereignty.
7. An appreciation for the Holy Spirit's empowering presence.
8. An appreciation for the Holy Spirit's gifting manifestation.
9. An appreciation for the Holy Spirit's mission in the world.

*Functional Learning:*

1. The ability to team-lead in worship and prayer in community.
2. The ability to read rapidly with comprehension.
3. The ability to write a concise book report.
4. The ability to participate and learn in a community.
5. The ability to write a reflection paper on the dimensions of the Holy Spirit and mission and integrate those findings with the student's mission context.

**Required Textbooks**

1. *Bible, The* (NASB, NIV, NKJV, NRSV).
2. Clinton, J. Robert, and Richard Clinton. *Unlocking Giftedness* (Pasadena, CA.: Barnabas Publishers, 1993).
3. Deere, Jack S. *Surprised by the Power of the Spirit: Discovering How God Speaks and Heals Today* (Grand Rapids, MI.: Zondervan Publishing House, 1993).

4. Edman, V. Raymond. *They Found the Secret: Twenty Transformed Lives That Reveal a Touch of Eternity* (Grand Rapids, MI.: Zondervan Publishing House, [1960] 1984).
5. Gallagher, Robert L. *Course Notes* (Wheaton, IL.: Wheaton College Graduate School [2003] rev. 2006).
6. Grudem, Wayne A., ed. *Are Miraculous Gifts for Today?: Four Views* (Grand Rapids, MI.: Zondervan Publishing House, 1996).

### **Recommended Reading**

1. Cymbala, Jim. *Fresh Wind, Fresh Fire: What Happens When God's Spirit Invades the Hearts of His People* (Grand Rapids, MI.: Zondervan Publishing House, 1997).
2. Gallagher, Robert L. "Luke, the Holy Spirit and Mission: An Integrative Analysis of Selected Protestant 'Writings' in Theology, Mission and Lukan Studies," Doctoral Dissertation (Pasadena, CA.: Fuller Theological Seminary, 1998).
3. Gallagher, Robert L. "The Forgotten Factor: The Holy Spirit and Mission in Protestant Missiological Writings from 1945-95," in Charles Van Engen, Nancy Thomas, and Robert L. Gallagher, eds., *Footprints of God: A Narrative Theology of Mission* (Monrovia, CA.: MARC, 1999), pp. 199-214.
4. Gallagher, Robert L. "The Holy Spirit in the World: In Non-Christians, Creation and Other Religions," in *Asian Journal of Pentecostal Studies* 9:1 (January 2006): 17-33.
5. Gallagher, Robert L. "Spirit Guided Mission," in *Evangelical Missions Quarterly* 42:3 (July 2006): 336-341.
6. Ghezzi, Bert. *Mystics and Miracles: True Stories of Lives Touched by God* (Chicago, IL: Loyola Press, 2002).
7. Graham, Billy. *The Holy Spirit: Activating God's Power in Your Life* (Waco, TX.: Word Books, 1978).
8. Green, Michael. *I Believe in the Holy Spirit* (Grand Rapids, MI.: Eerdmans, 1975).
9. McConnell, C. Douglas, ed. *The Holy Spirit and Mission Dynamics* (Pasadena, CA.: William Carey Library, 1997).
10. McQuilkin, Robertson J. *Life in the Spirit* (Broadman & Holman, 2000).

11. Shibley, David. *A Force in the Earth: The Move of the Holy Spirit in World Evangelization* (Orlando, FL.: Creation House, 1997).
12. Taylor, John V. *The Go-between God: Holy Spirit and Christian Mission* (London: SCM Press, 1972).
13. York, John V. *Missions in the Age of the Spirit* (Springfield, MO.: Gospel Publishing House, 1999).

## Strategies

1. Engagement. Engage in the course by full attendance and active participation. Student information sheets will be handed out in the first week and collected in week 2 (A6, B5, C2).
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) (C3, C4).
3. Relationship. Establish and maintain a supportive relationship with a student colleague from your class small group. Class groups will be organized in the first session (A6, B5, C2).
4. Book Reviews. Write two 2.5-3-page book reviews for Edman, and Deere or Grudem. The reviews are to be typed and double-spaced in Times New Roman using a 12-point font with 1-inch margins.

A book review is not the same thing as a book report, which simply summarizes the content of a book. When writing a book review, you not only report on the content of the book, but also assess its strengths and weaknesses. In writing a review you do not just relate whether or not you liked the book; you also tell your readers why you liked or disliked it. You must explain your reaction. As a critical observer you are not passive; you should ask questions of the book and note your reactions. Your review then discusses those questions and reactions.

Your book review should answer the following questions:

- a. What are the publishing details concerning the book? (1 point)
- b. What is the outline and major message of the book? (4 points)
- c. What did you learn from the book? (3 points)
- d. How could you apply what you learned from the book to your mission context? (3 points) (A1, A2, B2).

5. Spiritual Gifts Paper & Presentation. Write a 6-8-page paper describing your present and future spiritual gift cluster using various measurements from J. Robert Clinton's *Unlocking Giftedness* such as community affirmation analysis and Wagner-Houts modified spiritual gifts inventory. Read Clinton's book carefully and follow his development guidelines closely. Also, examine the assignment instructions in the Course Notes for further details. Opportunity will be given in the course for a 20-minute presentation of your findings (A1, A2, A6, B2, C3).
  
6. Evaluation. Towards the end of the course, each member of the class will have an opportunity to complete an online course evaluation.

### **Academic Workload**

The unwritten guideline for any course's academic workload is at least two hours of outside work for every one-hour in the classroom. Thus, for two units of credit, the instructor expects 65 to 70 hours of academic work by the student since 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 65-70 hours expected.

The instructor 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 meetings and/or travel, 25 pages of reading or one double-space typed page of a research paper.

Thus, a 10-page paper represents 10 hours of the 65-70 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.

#### *Academic Workload:*

Engagement	24 hours
Book Reviews	20-23
Spiritual Gifts Presentation	2-3
Spiritual Gifts Paper	14-16
Total	60-66

### **Grading**

The grade will be assigned according to the relative weight distribution as indicated below:

#### *Grading Scale:*

- |    |        |   |
|----|--------|---|
| 1. | 100-96 | A |
|----|--------|---|

2.	95-92	A-
3.	91-88	B+
4.	87-84	B
5.	83-80	B-
6.	79-76	C+
7.	75 or below	C or below

*Composition of Semester Grade:*

Engagement	10 %
Book Reviews	40
Spiritual Gifts Presentation	20
Spiritual Gifts Paper	30
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 file (marked with the instructor's name), and placed inside the ICS 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 instructor 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**

1:15 p.m.	Worship
1:30	Session I
2:20	<i>Break &amp; Snacks</i>
2:30	Session II
3:20	<i>Break</i>
3:30	Announcements
3:35	Session III
4:25	Closure

## **Instructions**

All written assignments need to follow the typing and style requirements of the American Psychological Association. This includes any bibliography or references cited. In addition, your papers should be typed and double-spaced in Times New Roman using a 12-point font with one-inch margins. Your title page must have your student ID number and CPO mailbox number together with the department and instructor's name as the return address. It is helpful if you can submit two copies of your papers. That way, the instructor can keep a copy and return the original to you.

When writing your papers, use non-discriminatory language. This attitude is consistent with the commitment of the 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 instructor 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.

An incomplete grade (INC) may be assigned only for deficiencies because of illness or situations beyond the control of the student and not because of neglect on the part of the student. An incomplete grade must be made up by the end of the sixth week from the last session of the course (last day of final exams for the quad/semester). The student assumes the responsibility of requesting an incomplete grade. The student applies for an incomplete by submitting to the Registrar's Office an Incomplete Request Form with the instructor's signature. At the time the incomplete grade is given, the professor must submit an incomplete grade card designating the grade that the student will receive if the incomplete is not finished by the sixth week. If the instructor does not enter a grade, the Registrar's Office will assign an F grade. An extension beyond the six weeks must be requested through the normal Academic Petition process currently in place. The six-week time limit may be extended only by special permission of the Registrar and approval of the instructor. If the work has not been completed and submitted to the instructor by the six-week deadline, the INC defaults to an F.

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 instructor 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 instructor beforehand.

### **Auditing**

The course is normally closed to auditors because of the communal nature of the class.

### **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 Instructor**

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

The instructor may be contacted by e-mail: [Robert.L.Gallagher@wheaton.edu](mailto:Robert.L.Gallagher@wheaton.edu), or by office phone: 630/752-5192, or by fax: 630/752-7125, or by web site: [www.wheaton.edu/intr/faculty/gallagher](http://www.wheaton.edu/intr/faculty/gallagher).

### **Course Procedure**

#### Week 1: Personal Dimension

Introduction to the Class

Introduction to the Course

## Personal Experience & Understanding of the Holy Spirit

Discussion begins with the syllabus and the direction the class would like to take in learning about the person, work, and gifts of the Holy Spirit. This introductory session also allows an opportunity to share personal experiences and understanding of the Holy Spirit.

*Reading: Syllabus & Course Notes*

### Week 2: Biblical Dimension

#### The Person & Work of the Holy Spirit in the Old Testament

The Holy Spirit as a distinct Person of the Trinity, and the divinity of the Holy Spirit are biblically examined. In addition, this session views the ways the Holy Spirit worked in the Old Testament examining the five historic periods leading to the birth of the Messiah. Discussion centers on the similarities and differences in how the Spirit worked in the Old and New Testament times, compared to today's church experience. Opportunity is made to pray for God to open our eyes to the person and work of the Holy Spirit in our lives.

*Student Information Sheet due*

### Week 3: Biblical Dimension

#### The Person & Work of the Holy Spirit in the Gospels

Biblical exploration focuses on the role of the Holy Spirit worked in the New Testament period examining how the Spirit worked in the Gospels of Matthew, Mark, and John.

Some of the topics of discussion are power, prophecy, guidance, revelation, union, anointing, and relationship to the Trinity.

*Edman Book Review due*

### Week 4: Biblical Dimension

#### The Person & Work of the Holy Spirit in Luke-Acts

Lucan pneumatology is studied in relation to the contemporary global church. In particular, the relevance of the Spirit empowering speech and guidance in mission is investigated.

### Week 5: Biblical Dimension

#### The Person & Work of the Holy Spirit in the Epistles

The Pauline perspective on the person and work of the Holy Spirit in mission is expounded from his missionary letters to the first century church. In addition, a time of intercessory prayer allows an opportunity for the Spirit to speak to our community.

*Deere or Grudem Book Review due*

*Thanksgiving Break*

Week 6: Historical Dimension

The Person & Work of the Holy Spirit in Revival

Various historic Holy Spirit revivals are discussed in light of contemporary moves of the Spirit such as the Toronto Blessing and Brownsville Revival.

Week 7: Contextual Dimension

The Gifts of the Holy Spirit

Discussion focuses on the gift passages in 1 Corinthians 12-14, Romans 12, Ephesians 4, and 1 Peter 4, the filling/baptism of the Holy Spirit, and the Stewardship Model together with further explanation of the Spiritual Gifts paper.

*Reading: 1 Corinthians 12-14, Romans 12, Ephesians 4, 1 Peter 4*

Week 8: Functional Dimension

Finals Week

Spiritual Gifts Paper Presentation

Each member of the class will have opportunity to present his/her Spiritual Gifts paper.

Closure

*Reading: Syllabus*

*Spiritual Gifts Presentation due*

*Spiritual Gifts Paper due*

*Online Course Evaluations due*

For class sessions, the instructor will mostly use the New American Standard Bible.