Intercultural Doctoral Studies
PhD in Intercultural Studies

MC 902: Biblical Perspectives on Issues of Social Justice
Fall 2019

Faculty Information
Professor: Byron D. Klaus
Vice President, ChildHope
Professor of Intercultural Leadership
B.S. – Bethany Bible College
M.R. E. – Southwestern Baptist Theological Seminary
D.Min. - Fuller Theological Seminary
D.D. – McMaster Divinity College/McMaster University
Email: byronklaus@gmail.com

Course Information
Credit hours: 4
Course dates: December 16-20, 2019
Meeting times: M-F 8:00 am to 5:00 pm
Location: 229

Required Textbooks


As part of your required reading please include the following documents found at www.lausanne.org All the Lausanne reading documents can be found and downloaded from the content library link.

1. The Lausanne Covenant
2. The Manila Manifesto
3. The Capetown Commitment
4. Occasional papers #2, #3, #21and #33

NOTE: IF PARTICIPANT HAS READ ANY OF THE REQUIRED TEXTBOOKS FOR CREDIT IN ANOTHER CLASS, PLEASE SUBSTITUTE ANOTHER BOOK FROM RECOMMENDED READING LIST AT THE END OF THE SYLLABUS.
Assemblies of God Theological Seminary Mission Statement

The purpose of Assemblies of God Theological Seminary is to train men and women to fulfill the mission of the Church as taught in Scripture—Shaping servant leaders with knowledge, skill and passion to revitalize the Church and evangelize the world in the power of the Spirit.

Evangel University Mission Statement

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

PhD in ICS Mission Statement

The mission of the PhD ICS is to facilitate the development and academic certification of vocations in missiological and intercultural teaching and scholarship by providing an environment and essential tools that enable research and theological reflection, creating a unique learning experience customized to each student’s call, gifts, and academic interest, equipping missiologists for research, teaching, and missional praxis in an increasing complex multicultural world, and giving credible voice to scholar practitioner missionaries and national leaders before the academy and the church.

Catalog Description

This course investigates issues of social injustice, inequality and the exploitation of vulnerable groups in society. The course will seek to lay a solid biblical foundation for the church’s involvement in these issues, particularly from a Pentecostal perspective. The course looks at the reasons why justice is not often a primary focus of the evangelical’s approach to outreach. Particular attention will be paid to international issues such as poverty, children at risk, racial discrimination, AIDS and international sex trafficking. The course will seek to evaluate the intervention strategies of local, federal and international agencies (both religious and secular) from an integrated, biblically-based development framework.

Course Prerequisites

**Background Literature.** These books are standard works on missiology that are particularly relevant to this course. Ideally, you should have already read this material before beginning doctoral studies. If there are any books you have not read on this list, review them and write a summary card for later reference. Even
if you have already read these books, it would be good to review them and write a summary card as well. If you will follow this practice throughout your doctoral studies, you should be prepared for the qualifying exam at the end of the core courses.


**Course Purpose**

The purpose of this course is to assist the student to understand the biblical perspectives of social justice issues and be able to apply it to his or her cross-cultural environment.
## Learning Outcomes

**Course Learning Outcomes**

Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
<th>EU20^2</th>
<th>Faith, Work &amp; Economics Integration^3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Articulate and critique the historical realities and theological influences that have shaped the juxtaposition of Gospel and Culture in a theology of mission.</td>
<td>PHD-SLO # 1,2,5</td>
<td>C 3 E 1,2,3,4 I 1 G 3,4</td>
</tr>
<tr>
<td>2. Articulate a cogent, biblically-based argument for social engagement and particularly social justice as a Christian and church responsibility. Be able to assess historic efforts at this task to learn principles of enduring effectiveness.</td>
<td>PHD-SLO # 1,2,3,5</td>
<td>C 1,3,4 E 1,2,3,4 I 1 G 3,4</td>
</tr>
<tr>
<td>3. Evaluate social intervention strategies from an integrated, biblically-based development framework.</td>
<td>PHD-SLO # 1,2,3,5</td>
<td>C 2,3,4 E 1,2,3,4 I 1 G 3,4</td>
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<tr>
<td>4. Explore dimensions of spirituality necessary for effective holistic mission.</td>
<td>PHD-SLO # 4,6</td>
<td>C 1,2,3,4,5 E 2 G 3,4,5</td>
</tr>
<tr>
<td>5. Identify Pentecostal affirmations and the influence of Pentecostal worldview on strategies of intervention for social justice issues.</td>
<td>PHD-SLO # 1,4,5</td>
<td>C 1,2,3 E 2 I 4 G 3,4</td>
</tr>
<tr>
<td>6. Evaluate the programs of a church or missions agency to determine if their activities address root problems of injustice.</td>
<td>PHD-SLO # 1,2,3,4,5</td>
<td>C 5 E 2,3,4 G 3,4,5</td>
</tr>
</tbody>
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1. All AGTS Program Learning Outcomes are found on the website: https://agts.edu/current-students/academic-policies/.
2. All EU 20 Outcomes are found on the website: https://agts.edu/current-students/academic-policies/.
3. All Faith, Work, and Economic Outcomes are found on the website: https://agts.edu/current-students/academic-policies/.
7. Relate theoretical and practical strategies of addressing social justice issues to your own life and ministry.

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<thead>
<tr>
<th>PHD-SLO #</th>
<th>Outcomes</th>
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</thead>
<tbody>
<tr>
<td>1,2,3,4,5,6</td>
<td>1,2,3,4,5,6</td>
</tr>
<tr>
<td>E 2,3,4,5</td>
<td>G 1,2,3,4,5</td>
</tr>
<tr>
<td>I 1,3,4</td>
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</tbody>
</table>

**Course Format**

The course will include lectures, interviews, class discussions, videos and group analysis of case studies with presentations from the small groups.

**The week will begin on Monday, Dec. 16, 2019 and end on Friday, Dec. 20, 2019.**

Class Topics will include:

- Historical realities and theological influences on a biblical theology of mission
- Pentecostalism and its efforts to identify a biblical theology of mission
- Spirituality as a key component of a biblical theology of mission
- Case studies in biblical justice: including but not limited to
  - Poverty
  - Disaster relief
  - Partnership with governmental agencies
  - Women and Children at Risk
  - Health and Epidemics
  - Racial Inequalities
  - Refugee crisis
- Strategies of intervention in justice issues

**Course Policies and Requirements**

<table>
<thead>
<tr>
<th>Pre-session:</th>
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<tr>
<td>One of the perspectives that this course will attempt to clearly articulate is the affirmation that, for followers of Jesus, social justice is not merely a well-intended commitment to a righteous cause. There are clear social implications that flow from the gospel which should reflect life under the rule of Christ’s kingdom. Christians have attempted to reflect their understanding to the interplay of the Gospel and Culture for the entirety of church history. 21st century Christians need to have the humility to acknowledge a significant historical record that informs our current efforts to represent Jesus fairly in the social implications of the gospel. We also need to acknowledge that cultural context has significant impact on the interpretive frameworks we use to evaluate scriptural foundations for our interaction with culture. The pre-session readings have been chosen to reflect the above stated perspective.</td>
</tr>
<tr>
<td>1. Read all the required textbooks listed in this syllabus.</td>
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</tbody>
</table>
2. Based on the pre-session reading and your ministry context and experience with the social implications of the gospel, write an 8–10 page critical reflection paper that responds to the following questions:

- What biblical themes seem (to you) worthy of top priority?
- What have you learned about historical attempts at how Christians have addressed significant social justice issues?
- How has the reading influenced (critiqued/enhanced) your understanding of the church and social justice?
- What biblical theme or historical attempt at Christian social justice, that you encountered in the required reading, caused you the greatest difficulty? (either because you disagreed with the author or because the author’s perspective challenged a currently held perspective which you find difficult to reconsider?)
- Quote/describe the most significant idea or citation you found in the required reading and describe why this discovery was so significant for you.

<table>
<thead>
<tr>
<th>Session:</th>
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<tbody>
<tr>
<td>Actively participate in class discussions. Be prepared to comment on the required reading as it relates to the subjects being presented in class.</td>
</tr>
<tr>
<td>Prepare a ten-minute informational presentation on the “special issues” topic which will be assigned on the first day of class.</td>
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<tr>
<td>You will receive links to electronic resources which will be used in class sessions. These will be sent to you several weeks before class begins. They will be part of class discussions, but not required for pre-session readings.</td>
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<tr>
<th>Post-session:</th>
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<tbody>
<tr>
<td>Prepare an 8–10 page assignment on the 3 most influential principles from culture and history which inform your understanding in following the biblical mandate to “act justly, love mercy and walk humbly with your God” (Micah 6:8).</td>
</tr>
<tr>
<td>Prepare a 15-20 page assignment on why the social implications of the Gospel have biblical foundation for inclusion in your theology of mission.</td>
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</table>

**ALL Post-session work must be submitted within 90 days of the last day of class (July 19, 2020)**

**General Guidelines for Formal Writing Assignments:** Each writing assignment should be typed, double-spaced in a 12 point font. It should contain your name and should conform to Turabian style manual. The paper must be well-structured, clearly written, and grammatically correct. Make sure someone proofreads your paper before you submit it to avoid typographical,
grammatical and editorial errors. Papers which do not engage the appropriate bibliographic resources will be returned for rewrites. (In future courses, papers which have not done so will be rejected.)

**All work must be submitted electronically as Microsoft Word document attachments to Byron Klaus (byronklaus@gmail.com). Please include your last name as the first word in the file name.**

## Assessment

### Grading Policy

Final grades will be assigned according to the following calculus:

<table>
<thead>
<tr>
<th>Assignment Group</th>
<th>Total Points</th>
<th>Weight (% of Final Grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General class participation</td>
<td>10 pts.</td>
<td>10%</td>
</tr>
<tr>
<td>Reflection report</td>
<td>100 pts.</td>
<td>15%</td>
</tr>
<tr>
<td>Special topics presentation</td>
<td>10 pts.</td>
<td>10%</td>
</tr>
<tr>
<td>Final assignments</td>
<td>100 pts.</td>
<td>65%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100 pts.</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Grading Scale

<table>
<thead>
<tr>
<th>100%</th>
<th>93%</th>
<th>89%</th>
<th>86%</th>
<th>83%</th>
<th>79%</th>
<th>76%</th>
<th>73%</th>
<th>69%</th>
<th>66%</th>
<th>63%</th>
<th>59%</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>F</td>
<td></td>
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</tbody>
</table>

### Grade Access

All course grades will be recorded and shown through Course Commons. Simply click the “Grades” link in the course menu. For more information on how to check your grades and what you can do from this page, see How Do I View My Grades?

### Recommended Reading:


**Academic Integrity Policy**

As participants in a Christian university, members of the broader academic community, and active professionals, it is incumbent upon every member of the Evangel community to employ and encourage integrity in all our academic and professional pursuits. Any and every instance of academic dishonesty compromises the mission of Evangel University and violates the standards we hold as people of Christ and practitioners within our professional fields. Students are expected to understand and avoid all forms of academic dishonesty, which includes falsification, cheating, collusion, and plagiarism.

As members of the Evangel community, students share the responsibility to deter and report academic dishonesty. Should a student become aware of a violation of academic integrity, he or she is encouraged to report the incident to a faculty member or department chairperson.

It is the responsibility of the faculty to address any and all acts of academic dishonesty. Sanctions for violations of academic dishonesty can include but are not limited to a failing grade on an assignment, a failing grade for the course,
suspension from school, or expulsion from the university. Evangel’s policy on academic integrity, as published in the Student Handbook, appears in the section IX. University Policies: Academic Integrity.

**Accommodation Statement**

Evangel University is committed to equal educational opportunities for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act as amended (ADA). Academic Support, a division of the Center for Student Success, is the office designated by Evangel University to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations.

If you have already established accommodations through Academic Support and receive accommodation memos, please meet with me to discuss the provisions of those accommodations as soon as possible (accommodations are not retroactive). If you have not yet established accommodations, but have a disability or health condition (permanent or temporary) that may have some impact on your work in this class and for which you may require accommodations, you are welcome to contact Academic Support staff in the Center for Student Success (ZM-208; 417-865-2815 x.8215) so that accommodations can be arranged. See the Disability and Academic Accommodations Handbook for further information on the accommodations process.

**Specific Data:**

Prepared by Byron D. Klaus - September 2019
Course Commons

This course will use Course Commons, Evangel’s learning management system. There are links to Course Commons in the Student Portal and the Evangel website. The login page for Course Commons is https://courses.evangel.edu.

Use your Evangel username and password to login.

Course Commons Student Orientation
All Evangel students have access to the Course Commons Student Orientation. If you are new to Course Commons, you are encouraged to take advantage of this excellent resource. As part of your course preparation, this will help you make the most of the features that are available to you as a student.

Accessing the Course in Course Commons
Access your courses list by clicking on the Courses icon on the Global Navigation menu on the left of the screen. You can also click on the course card on the Dashboard.

To customize your Courses list, see the following Help Guide: How do I customize my Courses list?

Students will have access to this course in Course Commons seven (7) days before the official beginning of the semester. If students have not completed
their financial registration by the first official day of class, their course access will be revoked.

After the end of the semester, students will have read-only access to the course through Course Commons. Only access to already submitted work, course resources and grades will be available.

### Accessing Course Content in Course Commons

The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor.

You can navigate the course content and features using the Course Navigation menu on the left. This menu can be customized by the professor, so it may differ from course to course, depending on what features the professor has chosen to make available.

You can collapse the Course Navigation menu to focus on the page content. Click on the menu icon in the upper left (which looks like 3 lines). You can expand the menu by clicking on the menu icon again.

All course content (syllabus, modules, course materials, assignments, online quizzes, online discussions, grades, etc.) can be accessed using the links in the Course Navigation menu.

### Personal Settings in Course Commons

Students can adjust their personal settings in Course Commons. Click on the Account icon to access the Account menu.

On the **Profile** page, you can add a profile picture to your account. You can also edit your display name, which will show to your instructor and peers throughout Course Commons.

The **Settings** link allows you to add additional contact methods (personal email or cell phone number for text message alerts) to your account. You can also add external services, like Twitter, Skype or Google Drive.

The **Notifications** link allows you to customize what notifications you receive from Course Commons and how and when you receive them. This is a student-centered feature that allows you to optimize your notifications to help you stay connected to what is happening in all your courses.
For more information, see the following pages in the Course Commons Student Orientation: [How to Update your Profile and Settings](#) and [How to Update Your Notifications Preferences](#).

### Accessing Grades in Course Commons

All course grades will be recorded and shown through Course Commons. Simply click the “Grades” button on the lower right of the Dashboard to access your grades for all courses. You can also use the Grades link in the Course Navigation to access your grades for this course.

For more information on how to check your grades and what you can do from the Grades page, see the following page from the Course Commons Student Orientation: [How to Check My Grades](#).

### How to Get Help with Course Commons

Help is never more than a few clicks away! You can access the Support menu from any page in Course Commons.

Click on the Support icon in the lower left corner of the screen. Because the Course Commons is powered by the Canvas Learning Management System, all help guides and helpdesk tickets will reference Canvas.

From the Support menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem.

You can browse the [Canvas Student Guide](#) for help on a specific topic.

### Course Commons Troubleshooting

**Do you have a question about a quiz, an assignment, or another item in the course?** Contact your professor.

**Are you having technical problems with Course Commons?** Click the Support icon, click “Report a Problem” and complete the form to file a ticket for a personal response from the support team. Please be sure to include a thorough description of the problem.

**Are you having trouble with your Evangel account (username and password)?** Contact the IT Helpdesk at [studenthelp@evangel.edu](mailto:studenthelp@evangel.edu) (email) or call 417-865-2815 ext. 4357 (HELP). Please allow 24 hours for a response on a weekday and 48 hours for a response on the weekend.