



MAC-521: Counseling and the Biblical Text III
Spring 2019

Last revised: 2-5-2019

CLASS DATES AND TIMES

February 18th – March 25th:

Mondays from 7:30-10:15 and Sat., March 9th 8:30-4:30pm at Main Campus

PROFESSOR

Shannon Lamb D.Min.

shannonlamb@gmail.com

Hours: by appointment only

MISSION'S MISSION

To prepare missional leaders who incarnate the story of Jesus with humility and authenticity and who communicate the story with fidelity to Scripture, appreciation of the Christian tradition, and sensitivity to the needs and aspirations of postmodern culture.

COURSE DESCRIPTION:

A survey of the New Testament with particular attention paid to themes relevant to counseling and other helping professions. Our whole lives should be grounded in the life-giving word of God. This is difficult as God's word often is in tension with the values of the culture around us. This course will offer a framework for studying and grappling with and being shaped by New Testament texts and themes. We'll press into tensions and difficult issues and how to help others who struggle with them. And, we won't neglect our own spiritual formation.

PERSONAL NOTE FROM THE PROFESSOR

I am convinced that healing: physical, emotional, and spiritual, is a key value in God's kingdom. I believe as followers of Jesus we are called to both receive and create spaces that foster wholeness for both individuals and communities. I am committed to pursuing my own spiritual, physical, and emotional health as I follow Jesus. I am not a counselor, instead I work with InterVarsity Christian Fellowship, so my context for fostering spaces for healing has largely been in the university world, both in the US and abroad (I currently serve part time in West Africa).

A couple other things you should know about me. I love Jesus - and love to help others love him more. I love God's word, and have become less afraid of the tricky and uncomfortable bits. I also love teaching - or perhaps better put - I love helping people learn (these aren't necessarily the same). I have a doctorate in experience-based and transformative learning applied to discipleship, and am convinced that we learn best from experience - be warned.

The last thing you may want to know about me is that I love chatting over coffee. So if you'd like to meet to talk about the class or any issues it's raising I'd be happy to buy you a cup somewhere.

COURSE OBJECTIVES

1. Increased familiarity and understanding of New Testament texts and what living out Kingdom values looks like in our broken cultures.
2. Growth in ability to creatively and communally engage New Testament texts for our own and others' spiritual formation.
3. A nuanced understanding of how to use Scripture to offer hope and help to those struggling with difficult issues in a way that is both biblical and compassionate.
4. Development of an overall framework for interpreting/applying any passage of Scripture, a framework that is sensitive to the importance of the reader's world, the author's world, and the text itself; including the value for questions, stories, and discovery.

PROGRAM GOALS	COURSE OBJECTIVES
<p>Goal 1: Students will live grace-based lives increasingly characterized by wisdom, the fruit of the Spirit, and love for God and others.</p>	<p>* Increased familiarity and understanding of New Testament texts and what living out Kingdom values looks like in our broken cultures.</p> <p>* Growth in ability to creatively and communally engage NT texts for our own and others' spiritual formation.</p>
<p>GOAL 2: Students will demonstrate commitment to humble, learner-oriented ministry in a world marked by cultural, theological, and philosophical diversity.</p>	<p>* A nuanced understanding of how to use Scripture to offer hope and help to those struggling with difficult issues in a way that is both biblical and compassionate.</p>
<p>Goal 3: Students will grow in knowledge of the Bible and ability to humbly interpret and apply it in light of history, culture and genre.</p>	<p>* Development of an overall framework for interpreting/applying any passage of Scripture, a framework that is sensitive to the importance of the reader's world, the author's world, and the text itself; including the value for questions, stories, and discovery.</p>

COURSE INSTRUCTIONAL HOURS

Instructional hours are instructor-led activities that students complete *in addition* to homework. They may consist of a variety of activities from live and/or recorded lectures, web conferences to collaborative work or discussions based on readings.

INSTRUCTIONAL HOURS	RELATED OBJECTIVES	ESTIMATED TIME IN HOURS
1. Classroom sessions	All	25
2. Reflection Questions on Paul Behaving Badly	All	5
3. Videos from the 2015 Urbana Missions Conference + Take Away Charts	All	4.5
Total instructional hours		34.5 hours

INSTRUCTIONAL EQUIVALENTS

In order to meet accreditation standards, you need to complete an additional 9.5 hours of instructional equivalents (this compensates for fewer class hours).

PBB (Paul Behaving Badly) Reflection Questions (5 hours)

AS YOU READ PBB, answer the following reflection questions for each chapter:

What did you agree with? Disagree with? What did you find helpful? Unhelpful? How does it connect to or address a tension or struggle you have or have had? Once you have reflected and written for 5 hours, simply note that, and stop. It is a timed exercise (so keep track!); you do not have to write about every chapter.

NOTE: the Instructional Equivalent does NOT include the time it takes to READ the chapter - just the reflection and writing time. You may write in bullet points, or choppy sentences - the point is reflection, not crafting beautiful prose. **PBB Reflections should be turned in on e-campus by March 25 and will be graded pass/fail.**

Urbana Videos about Matthew (4 hours)

WATCH this Video of a Drama and then the **Talk by Dr. Christina Cleveland** before February 25 (our second class).

<https://urbana.org/message/vineyard> (7 min)

<https://urbana.org/message/christena-cleveland> (26 min)

Fill out **Christena Cleveland Take Away Chart** - found on course website (one idea/response to ponder) by Feb. 25.

Watch or listen to these 4 Urbana 15 Talks on Matthew by Dr. Patrick Fung (OMF)

Watch or listen to these expositions by Dr. Patrick Fung. Before March 4 (our third class). We will discuss them in class.

<https://urbana.org/message/patrick-fung-matthew-21-18> (35 min)
<https://urbana.org/message/patrick-fung-matthew-818-34> (28 min)
<https://urbana.org/message/patrick-fung-matthew-251-13> (32 min)
<https://urbana.org/message/patrick-fung-matthew-2811-20> (33 min)

At the end of each video fill out **Patrick Fung Take Away Chart** - found on course website (one idea/response to ponder per talk). Take Away chart should be **turned in on e-campus by March 4**

COURSE ASSIGNMENTS AND ASSESSMENTS (Total hours of homework: 72)

1). Class Attendance and Participation: (10% of grade):

Includes timeliness and participation in small and large group discussions.

2). Preparation of Texts for class: (10% of grade):

Prepare set texts (see website) for each class: noting by marking on the text or in the margins repeated and contrasted themes, grammatical connections within the passage, structure of passage, and 3-4 questions you have (e.g. what confuses, bothers, or intrigues you). You may do these on paper or electronically but they must be shown to the professor at the start of each class.

3). Reading 615 pages (20% of grade):

By honor system, by last class (March 25) turn in statement of the total % of pages you have read (include assigned Bible texts, *Practicing the Way*, and *Paul Behaving Badly*).

4). Spiritual Formation Experiment and Paper 1000 words (25% of grade):

After reading *Practicing the Way of Jesus*: choose one chapter (7, 8, 9, 10, OR 11) and try an experiment from that chapter - or one you make up based on the chapter - **WITH AT LEAST ONE OTHER PERSON** (this may be done with someone else or even a small group of people in the class, but doesn't need to be). Ideally you should try the experiment more than once. **Rubric for paper can be found on e-campus. Turn in on e-campus by 11:55pm Monday March 18.**

Before beginning the experiment, *write down* why did you choose to do this particular experiment? What are you hoping God will do through this experiment? (These will become the basis of your 2nd and third paragraphs for your paper 😊)

Do the experiment you've chosen or designed. It's best if you try your experiment *two or three times*. That is - if your experiment is a 45 min type thing - do it 2-3 times (why would you expect everything to go right the very first time?) If you've planned a longer/larger experiment, it's fine if you do it only once.

After the experiment: *reflect* - using the questions that follow - and then *write* about your reflections:

- How did you encounter God in your experiment?
- What (if anything) do you think he wanted to say to you or teach you?
- How did you respond?
- How did the experience impact or shape you?
- How did what happened through the experiment compare to your initial hopes and/or expectations? If they are different, why do you think that was so?
- What did you learn about experimentation as a means of spiritual growth?

Finally, reflect on how this experience of following Jesus into identity, purpose, security, community, freedom or peace could be useful with a counselee? (Include these insights in your paper.)

Your paper should be roughly 1000 words 4-5 pages double-spaced. **And turned in to e-campus by 11:55pm Monday, March 18.**

5). Difficult Issues Paper 1500 - 2000 words: 6-9 pages (35% of grade)

Please choose one difficult issue (addressed in Paul's writings) that you feel wrestling with would help you prepare to counsel others. You will be researching and writing for your own development in this particular area - the goal is that you feel more biblically grounded about an issue that troubles you. However the issue you pick should also be one that you anticipate encountering in counseling e.g.: divorce, sexual identity and/or practices, women and leadership, guilt, shame and forgiveness. You may pick another issue, but please check ahead of time with the professor. In your writing focus on one or two New Testament passages (remember this is a BIBLE class). **Rubric for paper can be found on e-campus.**

You should engage deeply with one or two New Testament texts - rather than proof-texting a dozen, and use at least three secondary sources (Paul Behaving Badly may be one of these). You should analyze of several perspectives on your issue, and the ways proponents of these perspectives engage (or do not engage) the biblical text. Please interact with your sources, discuss the strength or weakness of their arguments, point out gaps in their logic and blind-spots in their perspectives, express why you agree or disagree with their point. You are doing graduate level work - do not simply quote them. Use footnotes, and a consistent style (APA is preferred). The final section of your paper should discuss how your conclusions impact you.

In structuring your paper, I'd suggest beginning with roughly a page on the tensions you feel/felt (prior to writing) surrounding the issue you chose. Two to three pages analyzing the perspectives on the issue you do not agree with: their strengths and weaknesses include why you disagree. Three pages on your analysis of the texts you've chosen, insights from sources (again analyzing their strengths and weaknesses), the conclusion you've drawn and why. Please conclude with a page or two on the impact these conclusions have you, your life, your thinking, your attitude, etc. Your paper should be 1500 - 2000 words (6-9 pages) double spaced, and **turned in on e-campus by 11:55pm Monday March 25.**

REQUIRED TEXTS AND MATERIALS (615 pages total)

- *Select books from New Testament: Luke, John, Acts, Romans, 1&2 Corinthians, Philippians, 1&2 Peter, Hebrews, Revelation.* (~200 pages)
- *Practicing the Way of Jesus: Life Together in the Kingdom of Love*, Scandrette, Mark, IVP, 2011. (191 pages)
- *Paul Behaving Badly: Was the Apostle a Racist, Chauvinist, Jerk?*, Richards, Randolph E. & O'Brien, Brandon J., IVP, 2016. (224 pages)

Assignment	Description	Hours to Complete	Percentage of Grade
Reading:	NT ~ 200 pages Practicing the Way of Jesus ~ 191 pages Paul Behaving Badly ~224 pages	31 hours (~ 615 pages @ 20 pages/hr.)	20%
Prepared Texts	8 texts, studied and marked up: 20 minutes each	3 hours	10%
Spiritual Formation Experiment & Reflection Paper	Based on chapter 7, 8, 9, 10 or 11 of Practicing The Way of Jesus. Experiment, reflection and writing of 1000 word (4 page) paper	12 hours	25%
Tough Issue Paper	1500-2000 words (6-9 pages)	23 hours	35%
Total hours of work outside class		69 hours	(+ 10% for attendance and participation)

BIBLIOGRAPHY OF USEFUL RESOURCES FOR FURTHER STUDY

General resources

Keener, Craig S., *The IVP Bible Background Commentary: New Testament*, InterVarsity Press, Downers Grove, 2014.

Sexuality

Two Views on Homosexuality, the Bible, and the Church, (Counterpoints: Bible and Theology); Preston Sprinkle ed., Zondervan, Grand Rapids, 2016.

Hill, Wesley. *Washed and Waiting: Reflections on Christian Faithfulness and Homosexuality*; Zondervan, Grand Rapids, 2010.*

Marin, Andrew, *Love is an Orientation: Elevating Conversation with the Gay Community*; IVP, Downers Grove, 2009.

Web, William, *Slaves, Women and Homosexuals: Exploring the Hermeneutics of Cultural Analysis*; IVP, Downers Grove, 2001.

Yarhouse, Mark A. *Homosexuality and the Christian*; Bethany House, Minneapolis, 2010.*

Divorce and Remarriage

Instone-Brewer, David. *Divorce and Remarriage in the Church: Biblical Solutions for Pastoral Realities* IVP, Downers Grove, 2003.*

Women

Bilezikian, Gilbert, *Beyond Sex Roles: What the Bible Says about a Woman's Place in Church and Family*, Baker, Grand Rapids, 1985.

Grenz, Stanley J. *Women in the Church: A Biblical Theology of Women in Ministry*, IVP, Downers Grove, 1995.

James, Carolyn Custis, *Malestrom: Manhood Swept into the Currents of a Changing World*, Zondervan, Grand Rapids 2015.

Web, William, *Slaves, Women and Homosexuals: Exploring the Hermeneutics of Cultural Analysis*; IVP, Downers Grove, 2001.

Two Views on Women in Ministry (Counterpoints: Bible and Theology); James Beck ed., Zondervan, Grand Rapids, 2005.

Non-white Perspectives on Scripture

Gonzales, Justo L, *Santa Biblia: the Bible through Hispanic Eyes*; Abingdon Press, Nashville, 1996.

Bailey, Kenneth E., *Jesus through Middle Eastern Eyes: Cultural Studies in the Gospels*; IVP, Downers Grove, 2008.

Bailey, Kenneth E., *Paul through Middle Eastern Eyes: Cultural Studies in the 1 Corinthians*; IVP, Downers Grove, 2011.

Spiritual Formation

Calhoun, Adele, *The Spiritual Disciplines Handbook: Practices that Transform Us*, IVP, Downers Grove, 2015.

Baab, Lynn, *Sabbath Keeping: Finding Freedom in the Rhythms of Rest*; IVP, Downers Grove, 2005

* recommended by other professors, I have not read these books.

COURSE SCHEDULE WITH TOPIC, ASSIGNMENTS, AND DUE DATES

Monday, February 18, 2019 Course Introduction Gospel 1: Good news of the Kingdom and healing	<i>Due Date</i>	<i>Submission Method</i>
Reading: none yet		
Prepare Text: <i>Luke 4:16-30</i>	<i>Start of class</i>	<i>With sign in</i>
<i>No assignments due</i>		
Monday, February 25, 2019 Gospels 2: Stories, questions, and secrecy	<i>Due Date</i>	<i>Submission Method</i>
Reading: <i>Luke; Practicing the Way of Jesus (chapters 1-6)</i>	<i>Before class</i>	
Instructional Equivalent: Watch Drama and Dr. Cleveland talk; turn in Dr. Cleveland Take Away Chart	<i>Before class</i>	<i>e-campus</i>
Prepare Text: <i>Luke 8:4-18</i>	<i>Start of class</i>	<i>With sign in</i>

Assignments Due: <i>Dr Cleveland Take Away Chart</i> <i>Begin to plan your spiritual formation experiment, and with whom you will do it.</i>	<i>February 25</i> <i>March 18</i>	<i>e-campus</i>
Monday, March 4, 2019 Gospels 3: Suffering	Due Date	Submission Method
Reading: <i>John; Practicing the Way of Jesus (chapters 7-11 + conclusion)</i> Instructional Equivalent: Watch or listen to Dr. Fung talks;	<i>Before class</i> <i>Before class</i>	
Prepare Text: <i>Luke 9:18-27</i>	<i>Start of class</i>	<i>With sign in</i>
Assignments Due: <i>Dr. Fung Take Away Chart</i> <i>Begin your spiritual formation experiment</i> <i>Choose your difficult issues topic</i>	<i>March 4</i> <i>March 18</i> <i>March 25</i>	<i>e-campus</i>
Saturday, March 9, 2019 Acts: Holy Spirit and Community Paul 1: Affirmation and challenge	Due Date	Submission Method
Reading: <i>Acts; Romans; Philippians; Paul Behaving Badly (chapters 1 - 4 + introduction)</i>	<i>Before class</i>	
Prepare Texts: <i>Acts 2:36-47; AND Philippians 4:1-9</i>	<i>Start of class</i>	<i>With sign in</i>
Assignments Due: <i>Be engaging in your spiritual formation experiment</i> <i>Be researching your difficult issues paper</i> <i>Be writing your reflections on PBB as you read</i>	<i>March 18</i> <i>March 25</i> <i>March 25</i>	
Monday, March 11, 2019 Paul 2: Corinthians: Good news for a messy church	Due Date	Submission Method
Reading: <i>1 & 2 Corinthians; Paul Behaving Badly (chapters 5-6)</i>	<i>Before Class</i>	
Prepare Text: <i>1 Corinthians 13</i>	<i>Start of class</i>	<i>With sign in</i>
Assignments Due:		

<i>Be writing on your spiritual formation experiment paper</i>	<i>March 18</i>	
<i>Begin writing your difficult issues paper</i>	<i>March 25</i>	
Monday, March 18, 2019	<i>Due Date</i>	<i>Submission Method</i>
Non-Pauline NT: 1 Peter, Hebrews and our story		
Reading: <i>1 & 2 Peter; Hebrews; James; Paul Behaving Badly (chapters 7-8)</i>	<i>Before class</i>	
Prepare Text: <i>1 Peter 1:1-9</i>	<i>Start of class</i>	<i>With sign in</i>
Assignments Due:		
<i>Spiritual formation experiment paper</i>	<i>March 18</i>	<i>e-campus</i>
<i>Be writing difficult issues paper</i>	<i>March 25</i>	
<i>Be writing your reflections on PBB as you read</i>	<i>March 25</i>	
Monday, March 25, 2019	<i>Due Date</i>	<i>Submission Method</i>
Revelation: Hope in distressing times		
Reading: <i>Revelation</i>	<i>Before class</i>	
Prepare Text: <i>Revelation 12:1-17</i>	<i>Start of class</i>	<i>With sign in</i>
Assignments Due:		
<i>Reading completion</i>	<i>March 25</i>	<i>e-campus</i>
<i>Reflections on Paul Behaving Badly (instructional equivalent)</i>	<i>March 25</i>	<i>e-campus</i>
<i>Difficult Issues Paper</i>	<i>March 25</i>	<i>e-campus</i>

STUDENT RESPONSIBILITY AND ACADEMIC POLICIES

Academic Policies: Students are fully responsible to know and follow all seminary rules, regulations, and deadlines published in Missio Student Handbook, and all requirements concerning their degree programs. The Student Handbook and program supplements (if applicable) are found on Missio’s website. www.missio.edu. Login using your student ID# and password and go to “Current Students.”

Course Syllabus: Students are fully responsible to know and fulfill the requirements stated in the course syllabus. Students should speak with the professor about issues related to course work and deadlines during the course. See “Completion of Course Work” below for policies on course extensions.

E-campus Course Site: Students are fully responsible for course content and materials that are posted on the course site. Students are encouraged to check the course site frequently during the

course. Student usage of the course site is tracked by the software and monitored by the professor of the course. Students who experience difficulty accessing or using the E-campus should email helpdesk@missio.edu and include their student ID# in their correspondence.

Academic and General Integrity: As followers of Jesus Christ, we are called to integrity and Christ-likeness in all areas of life. What this means in the academic realm is that the completion of all assignments and assessments are to reflect your own work. Students found guilty of cheating or plagiarism will receive a grade of zero on the assessment and will follow the process outlined in the Student Handbook. See Missio’s Student Handbook for more information on plagiarism and Missio’s policies related to cheating and plagiarism.

ATTENDANCE POLICY AND GRADES

Students are expected to arrive on time and attend all class sessions. Attendance is especially crucial in courses formatted in block scheduling with evening or all day Saturday class sessions. If you know you are going to miss a class or arrive late, contact the course instructor in advance via email. Nevertheless, your grade may be lowered for absences or lateness at the discretion of the instructor.

COMPLETION OF COURSE WORK – VARIANCE FORMS

All course work is to be completed by the last day of classes for the term or by the date posted in the course syllabus. Extensions to this time limit will be made only by the academic affairs committee. The individual faculty member does not have the authority to grant any extensions of time beyond the date posted on the syllabus. Requests for extensions must be made in writing to the committee at least one week prior to the last day of classes. Variance forms for this purpose are available in the academic office or on Missio’s website. All requests should specify the reasons for the extension and the length of the extension desired. Requests are not automatically granted. www.missio.edu Login using your student ID# and password and go to “Current Students/Forms to Download.”

STUDENT COURSE EVALUATIONS

Student course evaluations are an important part of Missio’s commitment to continuous improvement. Students are required to complete the course evaluation within one week of the final due date of the course. See Missio’s Student Handbook and program supplement for your program (if applicable) for more information.

GRADING SYSTEM

To remain in good academic standing, a student must maintain the grade point average designated for his or her program (see Missio’s Student Handbook for details).

MISSIO SEMINARY GRADING SYSTEM			
A	4.00	93.0 -100	Superior
A-	3.67	90.0 – 92.9	
B+	3.33	87.0 – 89.9	

B	3.00	83.0 – 86.9	Good
B-	2.67	80.0 – 82.9	
C+	2.33	77.0 – 79.9	
C	2.00	73.0 – 76.9	Fair
C-	1.70	70.0 – 72.9	
D+	1.30	67.0 – 69.9	Poor
D	1.00	63.0 – 66.9	
D-	.70	60.0 – 62.9	
F	0.00	00. - 59.9	Failing