

Doctor of Ministry
(Course Syllabus)

(BI 800)

Using the Bible in Ministry & Mission

Instructor:

The Rev. Dr. Rod Whitacre

Credit Hours: 3

(January 14-18, 2008)

COURSE DESCRIPTION

Biblical Theology is foundational to all of our life and training at Trinity. As we use the term, Biblical Theology refers to an approach to the Bible as a set of documents that has a coherent unity amidst all its diversity. The Bible is God's word, conveyed through human beings, revealing who God is, His purposes in history, and the way of life He provides for us to live. This revelation finds its unity in its witness to Christ, the center of the whole of Scripture. In this course we will (1) survey key issues and themes in Biblical Theology, (2) examine how Biblical Theology can inform our understanding of Scripture as a whole and each passage within it, (3) reflect together on the significance and practical use of Biblical Theology in ministry, mission, and discipleship, and (4) practice Biblical Theology through in-class exercises and written assignments at the end of the course.

REQUIRED READING

T. Desmond Alexander, Brian S. Rosner, D. A. Carson, Graeme Goldsworthy, eds., *New Dictionary of Biblical Theology: Exploring the Unity and Diversity of Scripture* (Downers Grove: InterVarsity, 2000). ISBN: 0830814388.

- Only the first 112 pages is required for this course, so you may want to use the library copy. However, I encourage you to purchase the book since it is an excellent resource for ministry. It is also available in digital form in *The Essential IVP Reference Collection*.

Allan Coppedge, *Portraits of God: A Biblical Theology of Holiness* (Downers Grove: InterVarsity, 2001). ISBN: 0-8308-1560-0.

Peter Enns, *Inspiration and Incarnation: Evangelicals and the Problem of the Old Testament* (Grand Rapids: BakerAcademic, 2005). ISBN: 0-8010-2730-6.

H. Wayne House, ed., *Divorce and Remarriage: Four Christian Views* (Downers Grove: InterVarsity, 1990). ISBN: 0830812830.

Christopher J. H. Wright, *The Mission of God: Unlocking the Bible's Grand Narrative* (Downers Grove: InterVarsity, 2006). ISBN: 0-8308-2571-1.

Desirable:

Craig G. Bartholomew and Michael W. Goheen, *The Drama of Scripture: Finding Our Place in the Biblical Story* (Grand Rapids: BakerAcademic, 2004). ISBN: 0-8010-2746-2.

COURSE OUTLINE

Objectives:

1. Explore major themes and issues in Biblical Theology.
2. Learn ways to do Biblical Theology.
3. Investigate ways in which Biblical Theology can enhance one's ministry.
4. Develop specific applications of Biblical Theology in the life of the local congregation and other ministry settings.

Pre-Class Requirements:

1. Description of Bible Use: Before beginning any of the required reading, you should write a 2-3 page single-spaced description of your current use of the Bible both in your personal life and in ministry. Which books or sections of the Bible do you use, and which not? In which areas of ministry and mission do you explicitly use the Bible, or rely on it for your fundamental principles of operation. What problems have you experienced in ministry in using the Bible with your people. **Send this paper to me (RodWhitacre@TESM.edu) at least one week prior to the first day of class, i.e., I must receive it no later than Jan. 7, 2008. The file should be labeled using the following information separated only by hyphens: your last name, the assignment, the course number and term. For example: Whitacre-BibleUse-BI800-January2008.**
2. Reading: Given the number of pages to be read for this course, we will not have time in class to discuss any of the books in detail. We will begin the discussion of each book by first looking at the book to highlight some of the key points, and then we'll look through the book, as through a filter, using the book to explore issues of ministry and discipleship. As you read the books you should keep notes so you can recall for

class discussion points you think are particularly helpful, as well as those that seem puzzling, questionable or simply wrong.

If you are new to Biblical Theology then the articles in the *New Dictionary of Biblical Theology* should help orient you. These articles explore areas that should be helpful as well for those already familiar with Biblical Theology. One major aspect of Biblical Theology is the narrative flow of the Bible, that is, Redemptive History. If you have not surveyed the Bible from this perspective then I recommend the book by **Bartholomew and Goheen**. This book is worth reading not only for your own review of the big picture, but also as a potential resource for use with laity. It is not a required text for this class, but I highly recommend it for getting up to speed or for review, as the case may be.

Another major aspect of Biblical Theology is the interwoven themes of the Bible. **Coppedge** will help us review these major themes, and also address the relation between the unity and diversity in Scripture, a significant issue in Biblical Theology. I think his approach is along the right lines for finding the unity of the Bible, and for understanding how this unity relates to the diversity. There is much in the book that is very suggestive for using the Bible in ministry, as I'll try to bring out in our discussion. The book is set up in a rather repetitive manner, so you'll be able to skim parts of the book, and then work with them in a bit more detail for a couple of the assignments.

The relation of the Old Testament to the New Testament is a major issue in Biblical Theology which plays an important role in the first two aspects I've just mentioned (the narrative and the thematic). Indeed, this issue is the foundation for our approach to Biblical Theology, for in using Biblical Theology we are following in the steps of Jesus and the authors of the New Testament in our approach to the Bible. Not surprisingly, the relation between the Testaments will come up in each of the assigned books, but **Enns** addresses it directly, and I will provide further resources in class which will help us get at the topic.

As a case study for Biblical Theology, we will use the book by **House** to consider a specific theme of Scripture that has direct application to pastoral care, namely, divorce and remarriage. This is a particularly helpful case study, since it is a common part of pastoral care, and also because it is a topic concerning which orthodox, Bible believing Christians disagree. So we will see four conservative Christians making their cases for their interpretation of the Bible, which will give us an opportunity to study how the Bible is being used by each. In some ways this topic is difficult to use as a case study because everyone in the class has been affected by the divorce of close friends or family members, and always there are several people in class who have themselves gone through a divorce. So this is a chance to practice charitable and sensitive discussion, while each of us seeks to be faithful to the biblical revelation. The purpose of this session is not to get everyone to agree regarding this issue, but rather to study how Scripture is used to address such issues, and to help

each member of the class have a better understanding of his or her own position, and those of others, on this specific issue.

Our final session together will work with the book by Chris **Wright**, which is an effort to provide a comprehensive perspective for understanding the Bible as a whole, both thematically and in terms of Redemptive History. This discussion should provide a means for pulling together the various parts of the course, as well as a chance to engage with a very stimulating proposal.

3. Two Papers: Before arriving for the class you are to write papers on the books by Coppedge and Wright. In each paper you should (1) describe major aspects of the book such as the author's thesis, main themes, development of thought, conclusions, etc., (2) your assessment of the book's value in understanding the Bible and, in particular, Biblical Theology, and (3) suggestions for how the content of the book may be of value in ministry. Each review is to be 3-4 pages long, single-spaced.

Send these papers to me (RodWhitacre@TESM.edu) at least one week prior to the first day of class, i.e., I must receive them no later than Jan. 7, 2008. The files should be labeled using the following information separated only by hyphens: your last name, the assignment, the course number and term. For example:

Whitacre-Coppedge-BI800-January2008

Whitacre-Wright-BI800-January2008

NOTE: For all papers follow my "Stylistic Guidelines for Papers and Essays," appended to this syllabus.

In-Class Requirements:

We will meet for 2 ½ hours each morning (9:30–12:00) and afternoon (1:30–4:00), with a 1 ½ hour lunch break in between. The Wednesday session will be a bit shorter due to the longer chapel service on Wednesdays.

Monday	What Is Biblical Theology and How Is It Done? Assignment: Articles in the <i>New Dictionary of Biblical Theology</i> ; (Bartholomew and Goheen)*
Tuesday	The Foundation of Biblical Theology: The Use of the OT in the NT Assignment: Enns
Wednesday	The Thematic Aspect of Biblical Theology Assignment: Coppedge
Thursday	Case study of a Theme: Divorce and Remarriage Assignment: House
Friday	Case study of a Comprehensive Approach to Biblical Theology Assignment: Wright

*I have placed the reference to *The Drama of Scripture* by Bartholomew and Goheen in parentheses since it is not required for this course. As noted above, however, I do recommend it, for those who are new to Biblical Theology, or who want a review of the big Story.

Post-Class Requirements:

Final Paper: Write an 8-10 page (single-spaced) paper on Daniel 9.1-19, using the class handout “Specific Guidelines for Studying the Biblical Theology of a Passage,” as developed in class.

Final Project: A teaching series or preaching series for use in a parish or other ministry setting which expresses an approach to understanding the Bible that is characteristic of Biblical Theology as developed in this course. Both the narrative and the thematic aspects of Biblical Theology will need to be used in conjunction with one another, but such a series might focus on the development of a specific theme of Scripture, or perhaps focus on some portion of Redemptive History. The series should be four sessions long. Provide the details of what you would preach or teach in each session, not just an outline.

The paper and project should be emailed to me (RodWhitacre@TESM.edu), no later than April 18, 2008. The files should be labeled using the following information separated only by hyphens: your last name, the assignment, the course number and term. For example:

Whitacre-FinalPaper-BI800-January2008

Whitacre-FinalProject-BI800-January2008

All work for the course must be received by this date. I do not have the authority to receive any material after this deadline, unless you have already received an extension from the Registrar. To file for an extension you must fill in the form on the website (TSM website, DMin button, Documents, Incomplete form) and pay the administrative fee. Completing this process gives you an extra month to complete your work, which means all work will then be due May 18, 2008. Please consider getting these assignments done well before the April 18th deadline!

Summary of Requirements:

By Jan. 7, 2008

- Send the paper “Description of Bible Use”
- Send the paper on Coppedge
- Send the paper on Wright

By Jan. 14, 2008

- Complete the reading of all of the assigned books
- Prepare for class discussion by having a set of notes for each book that includes

- ~ A few major points in the book that were particularly helpful or interesting to you
- ~ A few major points in the book that were unclear to you or with which you disagreed
- ~ A preliminary assessment of the possible value of the material covered in the book for your life and ministry

Jan. 14-18, 2008

- Attend class and take part in the discussions and exercises

By April 18, 2008

- Send the Final Paper on Daniel 9.1-19
- Send the Final Project.

Evaluation:

Paper on Coppedge.....	15%
Paper on Wright.....	15%
Final Paper on Daniel 9.1-19.....	30%
Final Project.....	40%

I will not grade the paper “Description of Bible Use,” nor class participation, though lack of thoughtful engagement in these aspects of the class may lower the final grade.

Papers which are over the page limit will be lowered at least one full grade.

Your written work will be evaluated according to the following criteria:

1. Clarity and charity of thought and expression
2. Accuracy of information
3. Breadth and depth of discussion

Grades should be interpreted as follows:

B (80-89): The thought and expression are clear, the information is accurate, and the views of others are engaged with respect. The discussion is broad and deep enough to indicate a solid understanding of the issue. By broad I mean that sufficient aspects of the topic are covered and by depth I mean that enough supporting and illustrating material is offered to flesh out the basic thought.

C (70-79): The material shows an adequate grasp of the topic, but at points the discussion is unclear, inaccurate, narrow, shallow, or uncharitable.

D (60-69): The material shows something close to an adequate grasp of the topic, but is notably defective according to one or more of the criteria.

F (below 60): The material does not indicate that the student has an adequate grasp of the topic, or it is severely defective according to the criteria.

A (90-100): The material is exceptional. Usually this means that it is not only clear and accurate, but also develops the topic in breadth and depth beyond what is necessary for a good understanding of it. Such material is often, though not always, marked also by creativity, exceptional insight, and/or relatively extensive research.

The school's grade scale is as follows:

A	95-100	C+	79-77
A-	90-94	C	76-73
B+	89-87	C-	70-72
B	86-83	D	below 70
B-	80-82	F	below 60

Stylistic Guidelines for Papers and Essays

NOTE: While MLA is required in the DMin program, you may use the Chicago Style for work in this course, if you wish to do so.

General issues

- Double space the paper (unless instructed otherwise) and use the Times New Roman font, 12 pt., with 1" margins on top and bottom and 1.25" on both sides. (This set of guidelines uses these settings.)
- Include a list of Works Cited and a separate list of Works Consulted. Do not repeat items in Works Cited in the Works Consulted list. These lists are not included in the page count.
- Instead of a title page put the following four lines of information at the top of the first page, single spaced, flush left:

your name	sample:	Rod Whitacre
course title and term		NT 250, Spring 2004
date (completed or due)		May 13, 2004
title of the paper/assignment		The Theme of 'Glory' in Paul

- Include page numbers on your paper, preferably in the upper right corner.

- Use the spell check.
- If you know your writing skills need work, then take a draft of your paper to our Learning Skills Consultant well before the due date. Or at least have another student read over the paper.

Greek and Hebrew

- Accent Greek words if you are using a Greek font.
- Cite Hebrew and Greek words by lexical form, unless you are discussing the significance of the inflected form found in the text, or citing a phrase.
- Use italics or underlining for transliterations.
- Transliteration of Greek should include macrons (lines) over ē and ō for the eta and omega. Either draw in the macrons or use these characters in the symbol set in Times New Roman. Consult *The SBL Handbook of Style*, §5 (REF PN147 .S26 1999) for transliteration guidelines for Greek, Hebrew and other languages.

Citation of sources

- Where possible cite primary literature to illustrate and substantiate your discussion.
- Do not quote secondary literature when the point can be stated in your own words and the source simply cited. That is, quote only when a specific quote is significant and the point cannot be described otherwise.
- Be very careful not to plagiarize. See the discussion in Trinity's Student Handbook and in Turabian, *A Manual for Writers* §7.9. Among numerous websites that offer help in recognizing what is legitimate see, for example:
<http://www.chass.utoronto.ca/~kloppen/plagiarism.htm>
- Use footnotes rather than endnotes.
- Use abbreviations for ancient and modern sources as found in *The SBL Handbook of Style*, §8.
- Follow MLA or the Chicago Style, preferably Chicago. The following are some of the most common forms of citation you will use in the Chicago Style. For a convenient set of more extensive examples see *The SBL Handbook of Style*, §7.2.

Some examples of common bibliographic references:

A SIMPLE BOOK

First footnote/endnote

¹² S. L. Guterman, *Religious Toleration and Persecution in Ancient Rome* (London: Aiglon, 1951), 34.

Further footnotes/endnotes

²³ Guterman, *Religious Toleration*, 55.

Bibliography

Guterman, S. L. *Religious Toleration and Persecution in Ancient Rome*. London: Aiglon, 1951.

A SIMPLE JOURNAL ARTICLE

First footnote/endnote

² J. E. Wood, "Isaac Typology in the New Testament." *NTS* 14 (1968): 589.

Further footnotes/endnotes

²³ Wood, "Isaac Typology," 585.

Bibliography

Wood, J. E. "Isaac Typology in the New Testament." *New Testament Studies* 14 (1968): 583-589.

A DICTIONARY OR ENCYCLOPEDIA ARTICLE

First footnote/endnote

¹² D. G. Reid, "Principalities and Powers," *DPL*, 750.

Further footnotes/endnotes

¹⁴ Reid, "Principalities," 748.

Bibliography

Reid, D. G. "Principalities and Powers." Pages 746-52 in *Dictionary of Paul and His Letters*. Edited by Gerald F. Hawthorne and Ralph P. Martin. Downers Grove: InterVarsity, 1993.

AN ARTICLE IN A LEXICON OR THEOLOGICAL DICTIONARY

First footnote/endnote (give authors, title, and full page range of the article)

⁷ G. von Rad, G. Bertram, R. Bultmann, "ζάω, κτλ," *TDNT* 2:832-75.

[Note: κτλ. (= καὶ τὰ λοιπά) is the Greek equivalent to "etc." It means literally "and the rest." This article discusses eight Greek words in all.]

Further footnotes/endnotes

¹⁶ von Rad, *TDNT* 2:850.

Bibliography (cite only the dictionary itself)

Kittel, G., and G. Friedrich, eds. *Theological Dictionary of the New Testament*. Translated by G. W. Bromiley. 10 vols. Grand Rapids: Eerdmans, 1964-1976.

For help with further matters related to the Chicago Style see:

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. Revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams and the University of Chicago Press Editorial Staff. 7th ed. Chicago: University of Chicago Press, 2007.

The Chicago Manual of Style: The Essential Guide for Writers, Editors, and Publishers. 15th ed. Chicago: University of Chicago Press, 2003.

Alexander, Patrick H., John F. Kutsko, James D. Ernest, Shirley A. Decker-Lucke, and David L. Petersen, eds. *The SBL Handbook of Style For Ancient Near Eastern, Biblical, and Early Christian Studies*. Peabody: Hendrickson, 1999.