Lipscomb University  
Hazelip School of Theology  
Drs. Kris Miller and John Mark Hicks

DMIN 7113 Scripture as a Record of God’s Mission  
July 20-24

Course Description:

This courses focuses on reading Scripture through a theological-missional-spiritual hermeneutic that discerns the *Missio Dei* as the unity of Scripture, rehearses paradigmatic themes within the story of God recorded in Scripture, seeks a theological-missional-spiritual understanding of those themes, and bears witness to those themes in the context of contemporary faith communities.

The course functions as a doctoral level introduction to theological hermeneutics conceived on the premise that our best theological reflection happens when we live in the world imagined in Scripture. This occurs when we move into the world imagined in the biblical texts. Rather than interpreting the stories to meet our perceived needs, we allow those stories to interpret us.

In this course Dr. Hicks will affirm the practice of theological hermeneutics that utilizes a missional trajectory. Dr. Miller will affirm the practice of a spiritual reading that transforms the health of both the whole person and the people of God. We seek to offer an integrated theological-missional-spiritual hermeneutic for reading Scripture.

Course Objectives:

1. Students will understand the contemporary questions surrounding theological hermeneutics and how these questions play out in missional hermeneutic.
2. Students will engage in a dialogue about the nature of missional hermeneutics in terms of theology, preaching, and ministry.
3. Students will explore and think critically about the role of imagination and improvisation in theological reflection and spiritual formation towards the goal of inviting others to participate in the story of God in Scripture.

Reading List

*Books*


*Articles*


Gorman, Michael J., “Although/Because He Was in the Form of God”: The Theological Significance of Paul’s Master Story (Phil 2:6-11),” *Journal of Theological Interpretation* 1 (2007) 147-192, available through ATLA.


Course Requirements:

Pre-Classroom Assignments

1. **Reading.** The study participant is expected to read the required texts in preparation for the course. Suggested reading order: Westphal, Smith, Treier, Wright, Peterson, and Casey. Also, read the articles prior to the first class meeting as well.

2. **Online Dialogue.** From June 29 to July 10 the class will discuss the following textbooks in an online environment: Westphal, Smith, Treier, and Wright (in that order). The online discussion will begin on June 29 (at least eight posts will be expected over the following two weeks). The assignments will be posted on or before June 26.

Week of Class Assignments

1. **Class Participation.** Participation is essential to the successful completion of this course of study. Attendance on all five days is required.

2. **Group Text Discussions.** Tuesday-Thursday afternoon the class will divide into groups for 80 minutes. They will discuss the hermeneutical strategy discussed that morning and engage a specific text. In the second half of the afternoon, a spokesperson from each group will provide a four-six minute summary of that discussion. The class as a whole will then engage a discussion of the text from that hermeneutical perspective.

   a. Tuesday: Theological Hermeneutics and Psalm 22.
   c. Thursday: Spiritual Reading of Scripture and Psalm 139.

3. **Friday Morning Groups.**

   b. Each group will analyze this text through the lenses of theological, missional, and spiritual reading for 80 minutes.
c. In the final half of the Friday morning session, each group will share their insights, and the class as a whole will discuss the meaning of this text for theological imagination, missional witness, and spiritual health.

Participants may want to prepare themselves, as they have time, by meditating on and reading pertinent materials relative to these texts in the weeks prior to the session.

Post-Classroom Assignments

Exam. The exam is a 2500 word exercise. Each student will choose a text and develop a theological-missional-spiritual reading of that text. This, of course, is a broad task, but focus it by using a text that is sufficiently and legitimately narrowed (e.g., a brief Psalm, or a liturgical text in Chronicles, or a brief parable of Jesus, or a short exhortation in Paul, etc.). In the first 1700 words, develop the hermeneutical strategies, then in the next 500 words articulate how this text might function homiletically or in another didactic situation. In the last 300 words, identify how this text is transformational for life and meaning. This is due **August 7 at 11:59pm**. Please submit through the Blackboard Assignment function.

Final Project. This is the primary assignment of this course. Each paper written for the Doctor of Ministry course work must include a pedagogical purpose toward one’s final project. This 4000-5000 word project must select a paradigmatic theme in Scripture or a specific text through which to practice a theological-missional-spiritual hermeneutic, articulate a theological-missional-spiritual goal upon which to ground your Doctor of Ministry project. The student must reflect a high standard of exegesis, focus on the theological and missional understanding of the text, show sensitivity to the spiritual reading of the text, and provide a missional-theological rationale for the Doctor of Ministry project. The paper is due **September 19 at 11:59pm**. Please submit through the Blackboard Assignment function.

Criteria for Evaluation of Final Paper:

1. Style and organization: Form, grammar, clarity of development, strong conclusion.
2. Content: Clearly presented, subject fully treated, presented topic appropriately.
3. Sources: Use of sources, documentation in paper, bibliography complete and appropriate.
4. Insight and application: Missional hermeneutics and value of interpretive lens clearly stated for ministry context.
Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Dialogue</td>
<td>20%</td>
<td>A = 93-100</td>
</tr>
<tr>
<td>Class Participation</td>
<td>20%</td>
<td>B = 84-92</td>
</tr>
<tr>
<td>Exam</td>
<td>20%</td>
<td>C = 70-83</td>
</tr>
<tr>
<td>Final Project</td>
<td>40%</td>
<td></td>
</tr>
</tbody>
</table>

Contacting the Professors:

Dr. Kris Miller  
[contact information]  
Dr. John Mark Hicks  
[contact information]

Course Learning Objectives

<table>
<thead>
<tr>
<th>Objectives</th>
<th>How Delivered</th>
<th>How Assessed</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly identify God's mission as revealed in Scripture</td>
<td>Pre-course readings, lecture, online discussions</td>
<td>Course interaction, final project, exam</td>
<td>Successful identification in final project</td>
</tr>
<tr>
<td>Use biblical theology to state a strong understanding of a missional hermeneutic</td>
<td>Pre-course readings, lecture, online discussions</td>
<td>Verbal assessments, final project, exam</td>
<td>Successful identification in final project</td>
</tr>
<tr>
<td>Suggest ways in which others are invited to participate in the kingdom of God in light of Scripture</td>
<td>Pre-course readings, lecture, online discussion</td>
<td>Final project</td>
<td>Successful identification in final project</td>
</tr>
</tbody>
</table>

Academic Integrity Policy

Because Lipscomb’s primary mission is to integrate Christian faith and practice with academic excellence, integrity is important in this course. As your instructor, I will deal with each student fairly and honestly. As participants in the course of study, you are expected to do your own work on all assignments unless I indicate that collaboration is allowed on a specific assignment. Penalties for integrity violations will range from failure on the assignment involved to failure in the course. The instructor also reserves the right to report violations to members of the administration. For clarification, refer to the University’s Code of Conduct and
Course Schedule:

The class, in all settings but especially as it meets in worship for student sermons, will model as a Christian community inclusive and affirming attitudes to all persons. Students are expected to honor all individuals in the class and especially support those who raise questions and make comments that reflect the pursuit of faith and learning, a value supplemented in the class’ examination of an art intended to build communities of faith.

8:00-8:30     Dwelling in the Word and Prayer
8:30-10:00    First Morning Session
10:00-10:15   Morning Break
10:15-11:45   Second Morning Session
11:45-1:15    Lunch
1:15-2:30     First Afternoon Session
2:30-2:45     Afternoon Break
2:45-4:00     Second Afternoon Session
4:00-4:30     Dwelling in the Word and Prayer

Course Topics and Schedule

Day One: Modern and Postmodern Hermeneutics
Texts: Smith and Westphal.

Morning: Moving Beyond the Modern Critical Task.
Afternoon: Postmodern Hermeneutics: What Does That Mean?

Day Two: Theological Hermeneutics.
Texts: Trier and Wright.
Articles: Davis & Hays, Bartholomew & Goheen, and Hays.

Morning: Introducing Theological Hermeneutics.
Afternoon: The Practice of Theological Hermeneutics (2 Corinthians 8-9).

Day Three: Missional Hermeneutics
Articles: Barram, Goheen, Gorman, Hunsberger.

Morning: Introducing Missional Hermeneutics.
Afternoon: The Practice of Missional Hermeneutics (Philippians 1:27-2:30).

Day Four: Spiritual Reading
Texts: Casey and Peterson.

Morning: Introducing Spiritual Reading
Afternoon: The Practice of Spiritual Reading

Day Five: An Integrated Reading of a Text
Morning: Groups and Discussion.
Afternoon: No Class.