


“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	SALVATION ARMY MISSIOLOGY SALV 0502W
Date and Time	MAY 3 – JULY 23, 2021 WEB-BASED ONLINE
Instructor  BOOTH UNIVERSITY COLLEGE	Lieut Colonel (Dr.) DEAN PALLANT, DTh Telephone/voice mail: UK Based – FaceTime or WhatsApp preferred on +44 7552878531 Email: dpallant@tyndale.ca
Class Information	The instructor is an active Salvation Army officer based in the UK. I will play an active role in moderating discussion, guiding research, and introducing topics and resources. Office Hours: I am based in London UK so time difference needs to be remembered. Email is the best way to contact me in the first instance. I am happy to have conversations on Teams or FaceTime.
Course Material	Access course material in Populi . For Tyndale students, please note that your names will be provided to Booth University College to access Populi .

I. COURSE DESCRIPTION

This course describes the principles of Salvationist mission, examines the motives for the principles, and assesses how they have been implemented. The course also addresses changes that have taken place in Salvationist missiology.

II. LEARNING OUTCOMES

At the end of the course, students should be able to:

- Reflect on the historical understanding of Salvation Army mission in the past 155 years.
- Identify principles and key debates in contemporary Christian mission studies.
- Identify the principles of Salvation Army mission through engagement with authoritative Salvation Army statements such as the *Handbook of Doctrine*.
- Demonstrate awareness of contextual factors that shape the application of Salvationist mission principles in The Salvation Army.
- Reflect on the six dimensions of Mission Accountability Framework and use related tools in reflection of practical ministry contexts.
- Identify areas of challenge and opportunity for the application of Salvationist mission principles in The Salvation Army.
- Apply principles of Salvationist mission principles to practical cases in the context of Salvation Army ministry.
- Create and maintain a safe and welcoming environment for dynamic online discussions in identifying and applying salvationist mission principles.
- Access and use relevant electronic resources effectively for the purposes of completing readings and assignments.

III. COURSE REQUIREMENTS

A. REQUIRED READING

For purchase:

- Needham, Phil. *Community in Mission*. 2nd Edition. Frontier Press: Long Beach, CA, 2016. ISBN: 978-0-9968473-6-0
- The Salvation Army. *The Salvation Army Handbook of Doctrine*. Salvation Books: London, 2010. ISBN: 978-0-85412-822-8
- Edge, Lynnette and Morgan, Gregory. [*Partnering with God – Being A Missional Salvationist*](#). Eugene, OR: Wipf and Stock, 2017. ISBN: 978-1498238106

Available online:

- [Journey of Renewal](#)
- [Building Deeper Relationships using Faith-Based Facilitation](#)

Additional required readings listed in the [Course Schedule](#) (below) will be available on the course website. [Full bibliographic information](#) is provided after the Course Schedule.

Students in this course are expected to use both Tyndale's [Horse Library](#) and Booth University College's [Fairbank Memorial Library](#). The Horse Library has a larger collection of online databases

and ebooks, and the Fairbank Memorial Library has a large collection of physical books about The Salvation Army. The Fairbank Memorial Library will ship or scan items for pickup at the Horsey Library.

Please contact [Horsey Library](#) or [Fairbank Memorial Library](#) for research help.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

D. ASSIGNMENTS AND GRADING

1. Weekly Forum Participation: 30% of final grade

Active forum participation is critical to the learning experience of each student. Salvationist Missiology requires critical thought on the part of individual students nurtured in a community of learners. The instructor uses forum participation to ensure that students understand course content, including concepts and ideas. Forum participation also provides a way for students to engage in critical conversation about course content and facilitate online learning. The forum participation grade will be based both on the completion of posts and the quality of their content.

Each Monday morning, the instructor will provide an orientation to the primary concepts and ideas presented in the required readings. The instructor will also provide a series of questions for discussion. Students are responsible to complete assigned weekly readings by Saturday of each week. This is essential for quality participation in weekly discussion forums and activities

Each week, students will participate in the online forum in the following ways:

- a) post responses to each question;
- b) post any questions of clarification regarding readings or other materials;
- c) respond to the posts of at least 3 other students.

Students will post their responses by 4 PM on a Saturday, and comment on the posts of other students in their group by 11:55 PM of the same day. It is important that students post as early and as often as possible each week. Each post should be concise, addressing the issues in the questions with reference to class readings/lectures, and demonstrate critical thinking (e.g. further questions or issues raised, application to your context). Your comments to fellow students would be briefer, with an affirmation (perhaps from your experience or readings) and one thoughtful question for further reflection. You are not required to respond to a “late post” of any member.

Penalty for late work:

“Late posts” will be noted by the instructor, and the penalty is one mark deduction for every hour late. The total number of “late hours” will be recorded at the end of the course and your grade for the “forum assignment” would be reduced accordingly. Penalty for late posts would be a reduction of 1/3 of a grade per every 3 hours late (e.g. from A to A minus or B to B minus). If there is “no post” after 11:59 pm for that day, the student will receive a “zero” for that forum. If there are specific reasons for late posts (as stated in “Late Papers and Extension Policy,” [Seminary Academic Calendar](#)), the student is to email the instructor directly.

By the following Monday noon, the instructor will provide the class with a summary of the conversation, identifying where there is room for growth or new learning opportunities. The instructor will respond to individual student posts on a discretionary basis. The primary points of evaluation will be based on evidence that student has read the required readings and carefully completed required posts.

FORUM DISCUSSION GRADING RUBRIC

	A	B	C	D
Completeness of post	Addresses all parts of question; meets and did not exceed limit; comprehensive response	Addresses all parts of question; respectable length & did not exceed limit; somewhat comprehensive	Addresses some parts of question; shorter length; incomplete post	Rarely addresses question; far too short or far too long; incomplete post

Clarity of post	Clear and concise posts; grammatically correct with rare misspellings	Clear, but can be more concise; a few grammatical or spelling errors	Somewhat clear, but with significant number of errors in spelling and grammar	Unclear, poor spelling and grammar in most posts
Critical engagement with class material (lectures, readings)	Thoughtful; opinions and ideas are substantiated with class material and additional resources; active reflection & questioning; obvious integration with one's ministry context	Thoughtful; opinions and ideas are occasionally substantiated with class material; some reflection & questioning; some integration with one's ministry context	Less thoughtful; opinions and ideas are sometimes substantiated with class material; insufficient reflection & questioning; less integration with one's ministry context	Opinions and ideas are not substantiated with class material; no reflection & questioning; no integration with one's ministry context
Promptness & quality of responses	Posting on time; responds to all group members' postings in timely manner; thoughtful responses	Posting on time; responds to most postings in timely manner; somewhat thoughtful responses	Posting mostly on time; responds to postings 2-3 days after initial discussion; less thoughtful responses	Late posting; rarely responds to group members' postings; responses not thoughtful

2. Case Study: Due on Monday June 21, 2021 at 11:55 PM (Central Time); 30% of final grade

Write a case study on: 'Reflect on an issue related to Salvation Army missiology in light of contemporary mission studies using the Faith-Based Facilitation process to structure the case study.' Case Studies should be 7 to 10 pages in length. Marks will be given for personal reflection that engages with material from the required reading list.

3. Final Paper: Due on Monday August 2, 2021 at 11:55 PM (Central Time); 40% of final grade

Papers must include an identifiable thesis statement related to Salvationist missiology along with supporting argumentation. The analysis is to be presented in a way that is original, thoughtful, organized, and intelligible. Any unanswered questions should be highlighted as they may lead to areas of further exploration. Good papers are also persuasive to the reader.

The paper should be in the range of 15-20 pages in length, double-spaced. The primary points of evaluation will be based on the accuracy, clarity, and a demonstration of understanding the complexities of the issue under analysis.

E. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Forums	30%
Case Study/Reflection Paper	30%
Research Essay	40%
Total Grade	100%

G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an

assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aau@tyndale.ca) before proceeding.

H. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.

A. Mission Studies Foundations

Week	Topic and Assignments	Required Readings – All reading (apart from the books required for purchase or download) will be available for download as PDFs.
1 – May 3 Pages 183	Introduction to Mission Studies	<ul style="list-style-type: none"> • Bosch, David J, <i>Transforming Mission – Paradigm Shifts in Theology of Mission</i>, p501-532. • Ott, et al, <i>Encountering Theology of Mission</i>, pxi-xxx. • Wright, <i>The Mission of God</i>, “The Bible and Mission,” p29-67, and “The Living God makes himself known in Jesus Christ,” p105-135. • Frost, M and Hirsch, <i>The Shaping of Things to Come: Innovation and Mission for the 21st Century Church</i>, p15-49. • Edge and Morgan, <i>Partnering with God – Being A Missional Salvationist</i>, p3-34. <p>As you read, think about this question: ‘Identify that least three of the key debates in mission studies in the past 150 years. What strikes you as interesting about these debates?’ Online discussion with other students is not required in Week One and Week Two. Therefore, this is for personal use only.</p>
2 – May 10 Pages 293	Identifying Christian Mission Principles	<ul style="list-style-type: none"> • Ott, et al. <i>Encountering Theology of Mission</i>, Chapter 4, “The Purpose and Nature of Mission,” p79-105 • Wright, <i>The Mission of God</i>, “God’s Model of Redemption,” p265-323, and “Mission and God’s Image,” p421–453. • Edge and Morgan, <i>Partnering with God</i>, p35-52 • Frost, M. and Hirsch, A <i>The Shaping of Things to Come</i>, p53-121. • Wright, NT, <i>Surprised by Hope</i>, p207-289. <p>As you read, think about this question: ‘Identify at least five Christian mission principles by reflecting on contemporary mission studies literature.’ Online discussion with other students is not required in Week One and Week Two. Therefore, this is for personal use only.</p>

3 – May 17 Pages 117	Reflecting on Salvation Army history <u>Online Discussion Questions</u> <ul style="list-style-type: none"> How do you define a 'mission principle'? Propose at least five Salvationist Mission Principles. Discuss your list of principles with your fellow students in light of your experience of The Salvation Army and required reading in the past three weeks. 	<ul style="list-style-type: none"> Needham, <i>Community in Mission</i>, 2016, p5-73. Pallant, <i>In Darkest England 130 Years On</i>, p44-60 Edge and Morgan, <i>Partnering with God</i>, p53-66.
4 – May 24 Pages 134	Reflect on the motives and theology underpinning Salvationist Principles of Mission <u>Online Discussion Questions</u> <ul style="list-style-type: none"> Reflect on the implications for Salvationist missiology of the statement in the Handbook of Doctrine: 'To realise Jesus' radical ethic of love is to treat all our relationships as holy covenant' (p197). 	<ul style="list-style-type: none"> <i>Salvation Army Handbook of Doctrine</i> (2010): Review the mentions of mission in the HOD. See particularly p85; p105; p198; p220; p244; p252-253; p262-268; Pallant, Dean, <i>To Be Like Jesus!</i>, p53-78. Needham, Phil, <i>Community in Mission</i>, 2016, p75-165. Harris, Ray, <i>Convictions Matter</i>, p171-202.

B. Application

Week	Topic and Assignments	Required Readings
5 – May 31 Pages: 64	People <u>Online Discussion Questions</u> <ul style="list-style-type: none"> What insight does theological anthropology offer in 	<ul style="list-style-type: none"> Rudman, <i>Concepts of person and Christian Ethics</i>, 1997, p1-10. Edge and Morgan, <i>Partnering with God</i>, p108-128. <i>Journey of Renewal</i>, p 5-37.

	<p>developing a Salvationist understanding of people?</p> <ul style="list-style-type: none"> • What reasons are there to prioritize poor and marginalized people in Salvationist missiology? • To what extent has Gnosticism impacted salvationist missiology in separating body from soul? Give examples. 	<ul style="list-style-type: none"> • Salvation Army <i>Handbook of Doctrine</i> (2010), p223. • Include insights gained from previous required reading in class discussions.
6 – June 7	Reading Week	
7 – June 14 Pages: 70	<p>Case Study Due on June 21, 2021 at 11:55 PM (Central Time); 30% of final grade.</p> <p>Purpose 1</p> <p><u>Online Discussion Questions</u></p> <ul style="list-style-type: none"> • What is the importance of <i>telos</i> in a post-truth world? • How is ‘purpose’ reflected in Salvationist mission principles? 	<ul style="list-style-type: none"> • Robinson, Bob. “Telos – Orientating ourselves to God’s Ultimate Purpose,” <i>The High Calling</i>, August 16, 2015 https://www.theologyofwork.org/the-high-calling/blog/telos-orienting-ourselves-gods-ultimate-purpose • Wright, Chris, <i>The Mission of God</i>, “God And The Nations In New Testament Mission” and “Epilogue,” p510-535. • Edge and Morgan, <i>Partnering with God</i>, p87-107. • <i>Journey of Renewal</i>, p 46-50. • Include insights gained from previous required reading in class discussions.
8 – June 21 Pages: 58	<p>Purpose 2</p> <p><u>Online Discussion Questions</u></p> <ul style="list-style-type: none"> • Identify at least three barriers to the vision of ‘One Army, One Mission, One Message’ in the 21st century. How can these barriers be overcome? • To what extent do Salvationist missiological principles permit relations with people of other faiths and non-Christian Faith-Based Organisations? 	<ul style="list-style-type: none"> • Edge and Morgan: <i>Partnering with God</i> , p67-84 and p160-170. • Escobar, Samuel <i>The New Global Mission</i>, p11-27 and p155-170. • Include insights gained from previous required reading in class discussions.

9 – June 28 Pages: 116	<p>Plan</p> <p><u>Online Discussion Questions</u></p> <ul style="list-style-type: none"> Choose one of the following three scenarios and discuss how Salvationist mission planning happens in practice and how it could be improved: <ol style="list-style-type: none"> 1. Salvationists use a ‘command and control’ form of planning; or 2. Salvationists use collaborative ways of planning; or 3. In practice, salvationists are pragmatic operators rather than followers of plans. 	<ul style="list-style-type: none"> <i>Journey of Renewal</i>, p52-59 and p74-80. Reflect on the Spiritual Life Commission (2001) Call to Salvationists, HOD, 2010, p301-303. Read: <i>Building Deeper Relationships</i> using Faith-Based Facilitation (www.salvationarmy.org/fbf) Frost and Hirsch, <i>The Shaping of Things to Come</i>, p169-245. Include insights gained from previous required reading in class discussions.
10 – July 5 Pages: 37	<p>Progress</p> <p><u>Online Discussion Questions</u></p> <ul style="list-style-type: none"> Describe in a couple of paragraphs the measurement information you find most helpful in your current work. What would help you to better measure mission progress in your current appointment? 	<ul style="list-style-type: none"> <i>Journey of Renewal</i>, 2016, p 62-66. Bronkema, David. “The Challenges and Promises of Spiritual Metrics: Understanding the Dynamics at Play and Guidelines for Best Practices” in <i>Towards an Understanding and Practice of Spiritual Metrics</i> edited by David Bronkema, Mark Forshaw, and Ellen Strohm (forthcoming), p 1-33. Include insights gained from previous required reading in class discussions.
11 – July 12 Pages: 20	<p>Procedures and Systems for Integrated Mission</p> <p><u>Online Discussion Questions:</u></p> <p><u>Discuss and comment on question 1 and either question 2 or question 3</u></p> <ol style="list-style-type: none"> 1. How do you define the term ‘integrated mission’? 	<ul style="list-style-type: none"> <i>Journey of Renewal</i>, p 68-71. Edge and Morgan, <i>Partnering with God</i>, 2017, p108-118. Towards a Theology of Accountability – Pallant, Dean. 2014 to IMC. (unpublished pdf). <i>Reinventing Organizations – A Guide to Creating Organizations</i>, Frederic Laloux, Nelson Parker, 2014 Include insights gained from previous required reading in class discussions.

	<p>2. In your experience, to what extent do Salvation Army procedures and systems encourage and sustain an integrated mission?</p> <p>3. In your ministry setting, how do Salvation Army procedures and systems help achieve purpose and aid progress?</p>	
<p>12 – July 19</p> <p>Pages: 49</p>	<p>Course Evaluation Due</p> <p>Passion</p> <p><u>Online Discussion Questions:</u></p> <p><u>Discuss and comment any two of the following four questions:</u></p> <ul style="list-style-type: none"> • How do you monitor your passion levels for being a partner in God’s mission to the world? • What habits or practices help sustain Salvationist mission principles? • How is passion authentically built in teams of non-Salvationist employees? • How is passion sustained during a period of culture change? 	<ul style="list-style-type: none"> • <i>Journey of Renewal</i>, p 40-43 and p82-88. • Edge and Morgan: <i>Partnering with God</i>, p119-159. • Blom, Hans and Eberlin, Mary Ellen: “How can The Salvation Army integrate employees into our mission and sustain their passionate engagement?” Two papers at The Salvation Army 2014 USA Salvation Army Conference for Social Work and Emergency Disaster Services. https://issuu.com/isjc/docs/session_4b.docx • Laloux, Frederick: <i>Reinventing Organizations</i>, p327-331 • Include insights gained from previous required reading in class discussions.
	<p>Final Paper Due on August 2, 2021 at 11:55 PM (Central Time); 40% of final grade.</p>	

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

- Bosch, David J. *Transforming Mission – Paradigm Shifts in Theology of Mission*, Orbis Books, Maryknoll, NY, 1991.
- Booth, William. *In Darkest England and the Way Out*, The Salvation Army, London, England, 1890.
- Cameron, Helen. *Resourcing Mission – Practical Theology for Changing Churches*, London, SCM Press, 2012.
- Cameron, Helen., Reader, J, et al. *Theological Reflection for Human Flourishing: Public Theology and Pastoral Practice*. London, SCM Press, 2012.
- Edge, Lynnette and Morgan, Gregory. 'Partnering with God – Being A Missional Salvationist', Wipf and Stock, OR. 2017. ISBN: 978-1498238106
- Escobar, Samuel, *The New Global Mission*, IVP Academic, Downers Grove, IL, 2003.
- Frost, Michael and Hirsch, Alan. *The Shaping of Things to Come: Innovation and Mission for the 21st Century Church*. Revised and updated edn. Grand Rapids: Baker Books, 2013.
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- Hattersley, Roy. *Blood and Fire – William and Catherine Booth and Their Salvation Army*. London: Little, Brown and Company, 1999.
- Hauerwas, Stanley. *The Hauerwas Reader*. Edited by John Berkman and Michael Cartwright. Durham, NC: Duke University Press, 2001.
- Laloux, Frederic *Reinventing Organizations – A Guide to Creating Organizations*, Nelson Parker, 2014.
- Munn, Janet. *Theory and Practice of Gender Equality in The Salvation Army*, Ashland, OH: Graceland Ministries, 2015
- Offutt, Stephen; Bronkema, David; Robb; [Vaillancourt Murphy](#), Krisanne; [Okesson](#), Gregg. *Advocating for Justice – An Evangelical Vision for Transforming Systems and Structures*, Grand Rapids, MI: Baker Academic, 2016.
- Ott, Craig and Netland, Harold (Editors). *Globalizing Theology – Belief and practice in an era of world Christianity*. Apollos, IVP, Nottingham, England, 2007.
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Needham, Philip. 'Towards A Re-Integration of the Salvationist Mission' in *Creed and Deed - Towards a Christian Theology of Social Services in The Salvation Army*, edited by Waldron, John D. Oakville, Ontario: The Salvation Army Canada and Bermuda, 1986. 123-160.

Pallant, Dean. In *Darkest England 130 Years On*, Shield Books, The Salvation Army UKI, 2020.

Pallant, Dean. *Keeping Faith in Faith-Based Organizations*. Eugene, OR: Wipf and Stock, 2012.

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Pallant, Eirwen. 'Someone Like Me', *Salvationist*, 20 July 2016.

https://issuu.com/isjc/docs/sa_p10_11_2_jul

Raymond, Jonathan. *Social Holiness: The Company We Keep*, Aldersgate Press, USA, 2018.

The Salvation Army, *Building A Just World*, London: IHQ, 2017.

<https://www.salvationarmy.org/isjc/mdg>

The Salvation Army, *Building Deeper Relationships using Faith-Based Facilitation*, London: IHQ, 2010. www.salvationarmy.org/fbf

The Salvation Army, *Go And Do Something*, New York: IHQ, 2017.

<https://www.salvationarmy.org/isjc/sdgs>

The Salvation Army, *The Salvation Army Handbook of Doctrine*, IHQ, London, 2010.

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<https://www.salvationarmy.org/isjc/ips>

The Salvation Army, *Journey of Renewal*, London: IHQ, 2016. <http://sar.my/jorpdf>

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Thompson, Judith; Pattison, Stephen; Thompson, Ross. *Theological Reflection – SCM Study Guide*, London: SCM Press, 2008.

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Wright, NT. *Surprised by Hope – Rethinking Heaven, the Resurrection, and the Mission of the Church*, New York: HarperCollins, 2008.