

**– Daily Study Guides –**



## From First Things to Formulation

### Objectives: To be able to...

- State the rationale for the use of the word "formulation" as a subtitle for Module 2 of the World Christian Foundations curriculum.
- Discuss the role of the Old Testament in Paul's missionary task.
- Discuss the importance of exegesis and hermeneutics for understanding and applying the teachings of Scripture to life today.
- Discuss the importance of accurate exegesis and hermeneutics for mission outreach by the church.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
1-2 Lesson 01 Introduction

#### General

Winter, ed: *WCF Program: Classical World Reader*  
1-3 Winter: How to Ransack a Book  
5-6 Winter: Eggs on Monday, Bacon on Tuesday,  
Coffee on Wednesday  
7 Winter: Grids Versus Periodization  
9-15 Tracing the Blessing of God

Malina: *The New Testament World: Insights from Cultural Anthropology*  
1-26 ch. 1 Bible Study and Cultural Anthropology:  
Interpreting Texts Fairly

Evans: *Dictionary of New Testament Background*  
ix-xi Preface

Winter and Hawthorne, eds.: *Perspectives on the World Christian Movement (4th edition)*  
209-227 #36 Winter: The Kingdom Strikes Back (Review)

Winter, ed: *WCF Module Two Lesson Overviews*  
Lesson 01 Review

#### Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
99-100 Graham: Inductive Bible Study Toolkit

#### Optional

Moreau, ed: *Evangelical Dictionary of World Missions*  
706-709 Old Testament Theology of Mission

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
562-563 Maldives  
171-173 Brunei

#### Language

##### Greek Lessons

Greek 1

##### Hebrew Lessons

Hebrew 1NWC Students, please note that the Hebrew Lessons listed in your study guide for Module Two are optional. You will not be graded for completing these Hebrew Lessons and it is not mandatory that you do them.

### Personal Response, Intellectual Journal, Notes

#### Administrative Note:

All persons taking WCF as a student enrolled in an institution should make sure to follow instructions and read all forms that are given to you by your institution. These Daily Study Guide pages may not contain all the information you need in order to successfully complete your program. Contact your institution for more information. Also note that Study Guides are school-specific. If you have purchased a hard copy of the study guide then ensure that you have purchased the correct version by reading the front cover of your book.

If you are relying mostly on the hard copy of the study guide and lesson overviews, note that the lesson overviews are in the back of the book.

Plan ahead and begin working on major assignments which will be due at the end of the half-module.

***From First Things to Formulation*****Reflection Questions**

1. What is the rationale for the use of the word "formulation" as the WCF name for Module 2?

2. Based on your knowledge of the New Testament and on today's readings, what was the role that the Old Testament had in buttressing Paul's missionary task?

3. Why does mission outreach by the church suffer when a) exegesis of the Scripture is devoid of hermeneutics, and b) hermeneutics is divorced from exegesis?

**Notes**

## Creation in Missiological Perspective

**Objectives:** To be able to...

- Identify the 20th century equivalent of the Copernican revolution.
- Distinguish between uses of the word "evolution."
- Examine common features among the four "mysteries."

**Personal Response, Intellectual Journal, Notes**

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
5-7      Lesson 02 Introduction

#### General

Winter, ed: *WCF Program: Classical World Reader*  
17-20      Ross: *Cosmology's Holy Grail*  
21-28      Hummel: *Greek Science: Aristotle and Archimedes*  
29-45      Jaki: *The Beacon of the Covenant*  
47-49      Wiester: *How Science Works: The Views of*  
                Gingerich and Johnson  
51-52      Winter: *The Mystery of the Four Mysteries*

Moreau, ed: *Evangelical Dictionary of World Missions*  
1034-1035      Worship

Snodderly: *The Goal of International Development*  
73-90      Snodderly: *The Warfare Worldview of Ralph D.*  
                Winter

Winter, ed: *WCF Module Two Lesson Overviews*  
7-9      Lesson 02 Review

#### Inductive Bible Study

*The Bible*  
                Zechariah 1-14 *Skim through the book of*  
                *Zechariah.*

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
462-463      Irian Jaya (West Papua)

#### Language

*Greek Lessons*  
                Greek 2

*Hebrew Lessons*  
                Hebrew 2

**Creation in Missiological Perspective****Reflection Questions**

1. What is the twentieth century equivalent of the Copernican revolution?
2. Why could the incredible complexity of life inspire one to worship God?
3. In what two strikingly different ways can the word "evolution" be used? Give examples.
4. In what ways do the first four "mysteries" testify to an increase in knowledge, and to an even more rapid increase in confusion?

**Notes**

## Review 1: Genesis 1–50 and the World

**Objectives:** To be able to...

- Explain how Genesis chapters 1 and 2 relate to science, theology and missions.
- Describe the unique aspects of the type of society that one would expect to see arise from the Abrahamic covenant.
- Discuss the missionary importance of communication and trade systems of the ancient world.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
10-12      Lesson 03 Introduction

#### General

Johnson: *A History of the Jews*  
1-24      Israel: The Patriarchs

Winter, ed: *WCF Program: Classical World Reader*  
53-57      Slager: The Use of Divine Names in Genesis

O'Brien: *Oxford Atlas of World History*  
12-13      The Ancient World (general)  
18-27      From Hunting to Farming (specific regions)  
28-30      The First Civilizations: Mesopotamia and the Indus  
Region 4000-1800 BC

Winter and Hawthorne, eds.: *Perspectives on the World Christian  
Movement (4th edition)*  
3-9      #1 Stott: The Living God is a Missionary God  
718-721      #125 Bryant: Beyond Loving the World

Snodderly: *The Goal of International Development*  
19-28      Teague: Old Testament Law: Three Views

Winter, ed: *WCF Module Two Lesson Overviews*  
12-14      Lesson 03 Review

#### Inductive Bible Study

*The Bible*

Zechariah 1 *Apply the method in Dr. Bruce  
Graham's article "Inductive Bible Study Tool Kit"  
located in the Appendix of this Study Guide to the  
book of Zechariah, starting with chapter 1. Other  
chapters of Zechariah are assigned in the following  
lessons.*

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation  
7th Edition*  
497-500      Kazakhstan

#### Language

*Greek Lessons*

Greek 3

*Hebrew Lessons*

Hebrew 3

**Personal Response, Intellectual Journal, Notes**



## Review 2: The Ancient World: Israel and Other Nations

### Objectives: To be able to...

- Demonstrate the uniqueness of Israel's religion, law, and society in comparison to outsiders in regard to conversion and monotheism.
- Hypothesize the reason for the tension in Israelite religion between polytheism and monotheism.
- Identify the cause and effect linkage that exists between worship and the missionary outreach of the church.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
15-17 Lesson 04 Introduction

#### General

Johnson: *A History of the Jews*

- |         |  |
|---------|--|
| 26-32a  | ch. 1 Israelites: Moses                              |
| 37-42b  | ch. 1 Israelites: The Laws, The Democratic Theocracy |
| 54c-65a | ch. 1 Israelites: David, Solomon                     |

#### Alphabet Makers

Ethiopic Alphabet  
<http://www.jaars.com/museum/alphabet/galleries/ethiopic.htm>

O'Brien: *Oxford Atlas of World History*

- |       |   |
|-------|---|
| 30-31 | The First Civilizations: China 1700-1050 BC |
| 50-51 | Peoples of Central Asia 6000-500 AD         |
| 20-21 | From Hunting to Farming: Europe 8000-200 BC |

Winter and Hawthorne, eds.: *Perspectives on the World Christian Movement (4th edition)*

- |         |  |
|---------|--|
| 742-745 | #131 Hoke/ Taylor: Charting Your Journey to the Nations              |
| 722-724 | #126 Winter: Reconsecration to a Wartime, not a Peacetime, Lifestyle |

Winter, ed: *WCF Module Two Lesson Overviews*  
17-18 Lesson 04 Review

Partridge, ed: *Introduction to World Religions*

- |         |                                |
|---------|--------------------------------|
| 140-142 | Ruparell: Philosophy           |
| 146-152 | King: Beliefs                  |
| 153-156 | Warrior: Worship and Festivals |

#### Inductive Bible Study

*The Bible*

Zechariah 2-4

#### Optional

Smart, ed: *Sacred Texts of the World*

- |           |                        |
|-----------|------------------------|
| 231-232   | Buddhism: Introduction |
| 241b-243  | Teachings              |
| 247-250   | Zen Enlightenment      |
| 251d-252  | Relics                 |
| 253d-254a | Confession             |
| 254b-255a | Tantric Means          |

### Personal Response, Intellectual Journal, Notes

Assignments (continued)

Language

*Greek Lessons*

Greek 4

*Hebrew Lessons*

Hebrew 4



**Overview: Creation to 800 BC****Objectives:** To be able to...

- a. Compare the biblical account of creation with those of other cultures.
- b. Compare and contrast the Islamic approach to Scripture and its presentation with a biblical approach.

**Personal Response, Intellectual Journal, Notes****Assignments:****Introduction**

Winter, ed: *WCF Module Two Lesson Overviews*  
19-26      Lesson 05 Introduction

**General**

Smart, ed: *Sacred Texts of the World*  
15-16      Plato: Timaeus on Creation  
17      Quetzalcoatl Creates Man  
125-141      Islam: Introduction, Muhammad, Quran, Prophets  
179-84      Hinduism: Introduction, Creation

Moreau, ed: *Evangelical Dictionary of World Missions*  
239-340      Creation

**Alphabet Makers**

The Early Greek Alphabet  
<http://www.jaars.com/museum/alphabet/galleries/greek1.htm>, [/greek2.htm](http://www.jaars.com/museum/alphabet/galleries/greek2.htm)

Greidanus: "The Necessity of Preaching Christ Also from Old Testament Texts"

188-197      CTJ (1999) 34ATLA Religion Database

**Hiebert: Cultural Anthropology**

1-18      Introduction to Cultural Anthropology  
19-44      Anthropological Points of View

**Inductive Bible Study***The Bible*

Zechariah 5–6

**Optional**

Smart, ed: *Sacred Texts of the World*  
1-4a      The Powerful Dead: Intro  
9-11      Hesiod: Theogony, Popol Vuh

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
7th Edition

872-875      Uzbekistan

**Language***Greek Lessons*

Greek 5

*Hebrew Lessons*

Hebrew 5

**Overview: Creation to 800 BC****Reflection Questions**

1. How does the biblical account of creation compare with stories from two other cultures?

2. What are the similarities and differences in the Islamic approach to Scripture and its presentation as opposed to a biblical approach?

**Notes**

## Review 3: The Prophets and World Opinion

**Objectives:** To be able to...

- Speculate about why polytheistic religions were attractive to the people of Israel.
- Identify the boundaries between religious tolerance and syncretism.
- Apply the moral lessons learned from Israel's history to the missionary vitality of the church today.

**Personal Response, Intellectual Journal, Notes**

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
27-28      Lesson 06 Introduction

#### General

Smart, ed: *Sacred Texts of the World*  
277-290      Jainism

Moreau, ed: *Evangelical Dictionary of World Missions*  
705-706      Old Testament Prophets  
819-820      Religious Freedom

O'Brien: *Oxford Atlas of World History*  
24-25      From Hunting to Farming: The Americas  
            12,000-1,000 BC  
32-35      Civilizations of Mesoamerica 1200 BC- 700 AD  
            and Cultures of South America 1400 BC-1000 AD  
84-85      Civilizations in Mesoamerica and South America  
            500-1500  
108-109      Cultures in North America 500-1500

Hiebert: *Cultural Anthropology*  
113-138      Symbolism and Communication

Winter, ed: *WCF Module Two Lesson Overviews*  
28-30      Lesson 06 Review

Partridge, ed: *Introduction to World Religions*  
173-177      Salter: Beliefs

#### Inductive Bible Study

*The Bible*  
                    Zechariah 7-8

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
579-584      Mexico

#### Language

*Greek Lessons*  
                    Greek 6

*Hebrew Lessons*  
                    Hebrew 6



## Review 4: Changing Cultures 600–500 BC

**Objectives:** To be able to...

- Analyze changes in Judaism and Jewish culture after the exile.
- Compare beliefs of early Zoroastrianism, Judaism, and Christianity.
- Discuss the significance of the exile and postexilic experience of the Jews for missions.

**Personal Response, Intellectual Journal, Notes**

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
31-32 Lesson 07 Introduction

#### General

Johnson: *A History of the Jews*  
81-87 ch. 2 Judaism: Ezekiel, Nehemiah

Smart, ed: *Sacred Texts of the World*

4b-5 Zoroastrianism: The Primordial Choice  
14 The Cinvat Bridge  
19 Zoroastrian Sun Sacrifice  
43b Scriptures  
after 44 (photo)  
354a Gabon Pygmies on Exile

Winter, ed: *WCF Program: Classical World Reader*

57-77 Choksy: Zoroastrian Purity and Pollution  
*Look especially at the charts and prayers.*

Moreau, ed: *Evangelical Dictionary of World Missions*  
1045-1046 Zoroastrianism

"*The Parsees: The Oldest Unreached People in the World*"  
75-77 IJFM (April-June 1997) 14:2

[http://www.ijfm.org/PDFs\\_IJFM/14\\_2\\_PDFs/04\\_Parsees.pdf](http://www.ijfm.org/PDFs_IJFM/14_2_PDFs/04_Parsees.pdf)

Winter, ed: *WCF Module Two Lesson Overviews*  
32-34 Lesson 07 Review

Hiebert: *Cultural Anthropology*

335-370 World Views

#### Inductive Bible Study

*The Bible*

Zechariah 9–10

#### Optional

*Zoroastrians in Iran and India (Parsees)*

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
7th Edition  
464-469 Iran

#### Language

*Greek Lessons*

Greek 7

*Hebrew Lessons*

Hebrew 7



## Persia and Its World

**Objectives:** To be able to...

- Locate the areas where the Jewish Diaspora was taking root.
- Describe the genius of the Persian Empire and its influence on other countries.
- Discuss the missiological problems associated with the influence of long-standing cultures, and consider contemporary examples.
- Relate the importance of genealogies to exegesis and missionary work.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
35-36 Lesson 08 Introduction

#### General

Winter, ed: *WCF Program: Classical World Reader*  
79-84 Dorraj: The Primordial Significance of Pre-Islamic Iranian Religiopolitical Traditions  
85-88 Snodderly: Parallels to Zoroastrian Theology in Biblical Literature

Christian: *Maps of Time*

319 Trends in Era of Agrarian "Civilizations" *Notice that the rise of universal religions, such as Zoroastrianism, is associated with the expansion of empires and exchange networks.*

Moreau, ed: *Evangelical Dictionary of World Missions*  
275 Diaspora(s)

Evans: *Dictionary of New Testament Background*  
282-285 Diaspora Judiasm: A Geographical Survey of Diaspora Communities  
616-617 Judea Under Persian Rule  
574-576 Jewish History: Persian Period

O'Brien: *Oxford Atlas of World History*  
38-39 Empires and Traders 1200-600 BC  
42-43 The Achaemenid an Hellenistic World 600-30 BC

Winter, ed: *WCF Module Two Lesson Overviews*  
36-37 Lesson 08 Review

#### Inductive Bible Study

*The Bible*  
Zechariah 11

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
728-730 Saudi Arabia

### Personal Response, Intellectual Journal, Notes

Assignments (continued)

Language

*Greek Lessons*  
Greek 8

*Hebrew Lessons*  
Hebrew 8



## Pre-Alexandrian Greece

**Objectives:** To be able to...

- Analyze the influence of the major philosophers, Plato and Aristotle, on later Greek thinking and on Christian thought.
- Apply Plato's concept of ideas to linguistic analysis.
- Describe Greek concepts of mankind and their importance for cross-cultural communication today.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
38-39 Lesson 09 Introduction

#### General

Smart, ed: *Sacred Texts of the World*  
39c-42a Plotinus: Enneads See p. 41 middle section on soul/body/God.

Moreau, ed: *Evangelical Dictionary of World Missions*  
754-756 Philosophy of Religion

Evans: *Dictionary of New Testament Background*  
119-121 Aristotle, Aristotelianism  
804-806 Plato, Platonism

O'Brien: *Oxford Atlas of World History*  
20-21 From Hunting to Farming: Europe 8000-200 BC  
40-43 Classical Greece 750-400 BC and The Achaemenid and Hellenistic World 600-30 BC

McNeill: *A World History*  
133-155 The Flowering of Greek Civilization 500-336 BC and The Spread of the Hellenistic Civilization 500 BC-AD 200.

Winter, ed: *WCF Module Two Lesson Overviews*  
39-41 Lesson 09 Review

#### Inductive Bible Study

*The Bible*  
Zechariah 12-13

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
73-77 Europe

#### Language

*Greek Lessons*  
Greek 9

*Hebrew Lessons*  
Hebrew 9

### Personal Response, Intellectual Journal, Notes



**Review: The Near East and Mediterranean Worlds 800–400 BC****Objectives:** To be able to...

- Articulate the implications of the Hebrew's linear view of history for understanding God's missionary mandate to the nations.
- Evaluate the Schnabel article, "Israel, the People of God, and the Nations" based on Kaiser's and Filbeck's books.

**Assignments:****Introduction**

Winter, ed: *WCF Module Two Lesson Overviews*  
42-45      Lesson 10 Introduction

**General**

Evans: *Dictionary of New Testament Background*  
793-796      Philosophy

Schnabel: "*Israel, The People of God, and the Nations*"  
35-57      JETS (March 2002) 45, 1ATLA Religion Database

Mafico: "*The Ancient and Biblical View of the Universe*"  
3-14      Journal of Theology for Southern Africa (March  
1986) 54, 1ATLA Religion Database

Li: "*Platonic Cosmology: A Terrestrial Pedagogy*"  
130-138      Philosophy of Education Yearbook (2004) Wilson  
Select Plus Database

Hiebert: *Cultural Anthropology*  
191-219      Marriage and Family

**Inductive Bible Study**

*The Bible*  
Zechariah 14

**Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
495-497      Jordan

**Language**

*Greek Lessons*  
Greek Practice Quiz #1

*Hebrew Lessons*  
Hebrew 10

**Personal Response, Intellectual Journal, Notes**

**Review: The Near East and Mediterranean Worlds 800–400 BC****Reflection Questions**

1. The Jews had a linear view of history. How did this affect their understanding and exposition of God's missionary mandate to the nations?

2. Critique the Schnabel article, "Israel, the People of God, and the Nations," using information from the Module 1 Kaiser materials and Filbeck's book.

**Notes**

## Getting Fitted with Mediterranean Glasses

**Objectives:** To be able to...

- Describe at least three underlying assumptions of Mediterranean culture.
- Contrast the assumptions of Mediterranean culture with those of modern Western culture.
- Utilize your understanding of the Mediterranean worldview to more accurately interpret the Scriptures and reflect upon Christian doctrine.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
46-47      Lesson 11 Introduction

#### General

Winter, ed: *WCF Program: Classical World Reader*  
89-97      Russell: Getting Fitted with Mediterranean Glasses  
*Notice that Western cultural assumptions are not necessarily biblical assumptions.*

Malina: *The New Testament World: Insights from Cultural Anthropology*  
28-55      ch. 2 Honor and Shame: Pivotal Values of the  
First-Century Mediterranean World(Skip pages  
43-44)

Hiebert: "Spiritual Warfare and Worldviews"  
114-124      Direction (Fall 2000) 29,2ATLA Religion Database

Hellerman: "Challenging the Authority of Jesus: Mark 11:27-33 and  
Mediterranean Notions of Honor and Shame"  
213-228      JETS (June 2000) 43,2ATLA Religion Database

Snodderly: *The Goal of International Development*  
13-18      Snodderly: The Big Picture of Scripture

Winter, ed: *WCF Module Two Lesson Overviews*  
47-49      Lesson 11 Review

#### Inductive Bible Study

*The Bible*  
Zechariah 1-14(Review)

#### Optional

Ferneau: *Guests of the Sheik: An Ethnography of an Iraqi Village*  
ix      Introduction  
3-23      ch. 1 Night Journey: Arrival in the Village  
24-39      ch. 2 The Sheik's Harem

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
7th Edition  
295-297      Cyprus  
568-570      Malta

### Personal Response, Intellectual Journal, Notes

Assignments (continued)

Language

*Greek Lessons*  
Greek 11

*Hebrew Lessons*  
Hebrew 11

**Getting Fitted with Mediterranean Glasses****Reflection Questions**

1. Explain in your own words three assumptions encompassed by the Mediterranean worldview.

2. How would a person who views the world through the lens of Mediterranean glasses critique the cultural assumptions of a modern Western missionary?

3. From the standpoint of Mediterranean culture, explain the events surrounding the story of Ananias and Sapphira in Acts 5.

**Notes**

## The Times of the Gentiles

**Objectives:** To be able to...

- a. Suggest ways Westerners can be effective in a group-oriented society.
- b. Discuss the effect of cultural understandings of personhood and security on the presentation of the gospel.
- c. Apply Malina's hypothesis to interpretations of specific passages of Scripture.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
50-51      Lesson 12 Introduction

#### General

Winter, ed: *WCF Program: Classical World Reader*  
99-104      Russell: The Times of the Gentiles

Malina: *The New Testament World: Insights from Cultural Anthropology*  
63-89      ch. 3 The First-Century Personality: The Individual  
and the Group

Evans: *Dictionary of New Testament Background*  
752-755      Old Testament Versions, Ancient

Winter, ed: *WCF Module Two Lesson Overviews*  
51-53      Lesson 12 Review

#### Inductive Bible Study

*The Bible*  
Malachi(Skim)

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
72-81      Europe

#### Language

*Greek Lessons*  
Greek 12

*Hebrew Lessons*  
Hebrew 12

**Personal Response, Intellectual Journal, Notes**



# Reshaping History: Alexander the Great and Global Civilization

## Objectives: To be able to...

- Evaluate the contribution of Alexander the Great to the unification of the Roman Empire and the diffusion of Christianity.
- Examine the role of the single world system in the leadership of both Alexander and Jesus Christ.

## Personal Response, Intellectual Journal, Notes

## Assignments:

### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
54-56 Lesson 13 Introduction

### General

Winter, ed: *WCF Program: Classical World Reader*  
105-109 Sedlar: Greek Civilization in India

### Alphabet Makers

The Cyrillic Alphabet  
<http://www.jaars.com/museum/alphabet/galleries/cyrillic.htm>

Evans: *Dictionary of New Testament Background*

20-23 Alexander the Great  
467b Hellenism: 3.1. The Hellenistic Period  
617-618 Conquests of Alexander the Great  
918-921 Religion: 2. Greek Religion  
1009-1101 Septuagint/Greek Old Testament

Peters: *"Hellenism and the Near East"*

33-39 Biblical Archeologist (Winter 1983) 46,1ATLA  
*Religion Database*

O'Brien: *Oxford Atlas of World History*

40-43 Classical Greece 750-400 BC and the  
Achaemenid and Hellenistic World 600-30 BC  
52-53 Eurasian Trade 150 BC-500 AD

McNeill: *A World History*

130-131 Chronological Chart: 400-300 BC  
149-155 The Spread of the Hellenistic Civilization 500  
BC-200 AD

Winter, ed: *WCF Module Two Lesson Overviews*

56-57 Lesson 13 Review

### Inductive Bible Study

*The Bible*

Malachi 1:1-2:16

Apply the method in Graham's article "[Inductive Bible Study Tool Kit](#)"  
to the book of Malachi.

### Optional

Ferneau: *Guests of the Sheikh: An Ethnography of an Iraqi Village*

40-48 ch. 3 Women of the Tribe  
49-56 ch. 4 Women of the Town  
57-64 ch. 5 Gypsies  
65-82 ch. 6 Housekeeping in El Nahra

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
7th Edition

545-547 Macedonia

### Language

*Greek Lessons*

Greek 13

*Hebrew Lessons*

Hebrew 13

***Reshaping History: Alexander the Great and Global Civilization*****Reflection Questions**

1. Use your reading to evaluate this statement from a history book that was used in earlier versions of WCF: "... neither the Roman Empire nor the diffusion of Christianity would have been conceivable ... without Philip and Alexander's achievements."

2. Compare and contrast the role of the single world system of Macedonia in the development of Alexander's influence and the role of Galilee in the development of Jesus' influence?

**Notes**

## The Effect of Hellenistic Culture on Jewish Life

**Objectives:** To be able to...

- Define syncretism and critique it in the context of missions.
- Explain the biblical term "nation" as it applies to Israel.
- Describe what is meant by "Hellenism".

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
58-59 Lesson 14 Introduction

#### General

Winter, ed: *WCF Program: Classical World Reader*  
111-118 Russell: The Effect of Hellenistic Culture on Jewish Life  
119-137 Kurinsky: Hellenization or Judaization?

Green, ed: *Dictionary of Jesus and the Gospels*  
312-17 Hellenism

Malina: *The New Testament World: Insights from Cultural Anthropology*  
90-116 ch. 4 The Perception of Limited Good: Maintaining One's Social Status

Johnson: *A History of the Jews*  
96-107 ch. 2 Judaism: Ezra ... Second Commonwealth

Moreau, ed: *Evangelical Dictionary of World Missions*  
924 Syncretism

Evans: *Dictionary of New Testament Background*  
477-479 Hellenistic Judaism

Winter, ed: *WCF Module Two Lesson Overviews*  
59 Lesson 14 Review

#### Inductive Bible Study

*The Bible*  
Malachi 2:17-4:6

#### Optional

Green, ed: *Dictionary of Jesus and the Gospels*  
434-44 Languages of Palestine

Ferneau: *Guests of the Sheikh: An Ethnography of an Iraqi Village*  
83-94 ch. 7 Problems of Purdah  
95-102 ch. 8 I Meet the Sheikh  
105-115 ch. 9 Ramadan

Johnson: *A History of the Jews*  
86-95 ch. 2 Judaism: Ezra ... Second Commonwealth

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
7th Edition  
173-176 Bulgaria

#### Language

*Greek Lessons*  
Greek 14

*Hebrew Lessons*  
Hebrew 14

Personal Response, Intellectual Journal, Notes

***The Effect of Hellenistic Culture on Jewish Life*****Reflection Questions**

1. Define "syncretism." Is syncretism good from the viewpoint of a missionary? Why or why not?

2. Respond to Walt Russell's question: "How can Israel be a nation of priests if she no longer exists as a nation?" using the biblical definition of "nation."

**Notes**

## Review: The Hellenistic World: History, Religion, Literature

**Objectives:** To be able to...

- Describe historical methods of procuring information on the ancient world.
- Identify redemptive analogies in the mystery religions.
- Describe the relationship of the Apocrypha to the Old Testament.

**Personal Response, Intellectual Journal, Notes**

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
60-65      Lesson 15 Introduction

#### General

Winter, ed: *WCF Program: Classical World Reader*  
139-142      Christensen: The Apocrypha

Moreau, ed: *Evangelical Dictionary of World Missions*  
812-813      Redemptive Analogies

Evans: *Dictionary of New Testament Background*  
468-473      Hellenism  
723-725      Mysteries  
58-64      Apocrypha and Pseudepigrapha

Winter, ed: *WCF Module Two Lesson Overviews*  
65-68      Lesson 15 Review

Partridge, ed: *Introduction to World Religions*  
80-83      Smith: Hellenistic world-state

#### Inductive Bible Study

*The Bible*  
Malachi (all chapters)(Review)

#### Optional

Ferneau: *Guests of the Sheik: An Ethnography of an Iraqi Village*  
116-125      ch. 10 The Feast  
126-135      ch. 11 Moussa's House  
136-149      ch. 12 Weddings  
150-160      ch. 13 Salima

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
370-373      Greece

#### Language

*Greek Lessons*  
Greek 15

*Hebrew Lessons*  
Hebrew Practice Quiz #1



## The Political Landscape and Jewish Messianism

**Objectives:** To be able to...

- Explain the socio-political context within which Jewish messianism and mission expressed itself.
- List various types of resources useful for unpacking and understanding ancient history.
- State how Jewish messianism failed to reflect the biblical concern for the salvation of all peoples.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
69-70      Lesson 16 Introduction

#### General

Winter, ed: *WCF Program: Classical World Reader*  
143-156      Russell: The Political Landscape and Jewish  
Messianism  
157-159      Winter: Some Thoughts on the Significance of the  
Post-Exilic Period

Malina: *The New Testament World: Insights from Cultural Anthropology*  
126-148      ch. 5 Kinship and Marriage: Fusing Families  
Together

Loewen: *The Bible in Cross-Cultural Perspective*  
261-265      Appendix B: Pseudepigrapha

Evans: *Dictionary of New Testament Background*  
902-907      Rabbinic Literature: Targumim  
995-999      Roman Political System

O'Brien: *Oxford Atlas of World History*  
40-43      Classical Greece 750-400 BC and The  
Achaemenid and Hellenistic World 600-30 BC

Winter, ed: *WCF Module Two Lesson Overviews*  
70-71      Lesson 16 Review

#### Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
55-58      Hollingsworth-Haile: Discovering the Gospel of  
Mark: Study Suggestions

*The Bible*  
Mark 1–16(*Skim*)

#### Optional

Malina: *The New Testament World: Insights from Cultural Anthropology*  
117-126      ch. 5 Kinship and Marriage: Fusing Families  
Together

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
361-364      Israel

#### Language

*Greek Lessons*  
Greek 16

*Hebrew Lessons*  
Hebrew 16

**Personal Response, Intellectual Journal, Notes**



## Muslim Religious Beliefs

This lesson is incomplete. Use this time to work on the Teaching Assignment.

### Personal Response, Intellectual Journal, Notes

**Objectives:** To be able to...

- a. Explain various aspects of Muslim religious beliefs

### Assignments:

#### Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
58-59 Hollingsworth-Haile: *Discovering the Gospel of Mark: Lesson 1*

#### Optional

Ferneau: *Guests of the Sheik: An Ethnography of an Iraqi Village*  
161-170 ch. 14 One Wife or Four  
173-187 ch. 15 Summer  
188-193 ch. 16 Hussein  
194-215 ch. 17 Muharram

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
7th Edition  
889-891 Yemen

#### Language

*Greek Lessons*

Greek 17

*Hebrew Lessons*

Hebrew 17 *Skip exercises, but enjoy indented paragraph in exercise #2, p. 411.*

## ***Muslim Religious Beliefs***

### **Reflection Questions**

1. There are no reflection questions for this lesson.

### **Notes**

## Library Research: Computerized Indexes and Databases

**Objectives:** To be able to...

- a. Use electronic databases to locate relevant readings in professional journals.

### LEARNING ACTIVITY: SEARCHING THE WEB

#### Introduction

You need to know how to access valuable information available from specialized databases and directories that cannot be retrieved from searching web general search engines and directories.

#### Surface Web:

Most people who use the web to retrieve information use search engines (e.g. Alta Vista, Google) or search directories (e.g. Yahoo). Some use web-based encyclopedias (e.g. Encyclopedia Britannica) or library catalogs.

We call these resources the "surface" web. The Surface Web is comprised of a variety of web documents, pictures, and video and audio clips that can be retrieved by using search engines or search directories.

#### Invisible/Deep Web:

There is also an invisible/deep web. The invisible/deep web is information and records retrieved from specialized searchable databases or directories that can be searched via the web. These documents cannot be retrieved from searching the search engines/directories found on the surface web. The information you find in the invisible web tends to be of a higher quality because you are tapping into specialized resources.

The following databases index invisible web resources. These can be used as you search your research topic.

\* Infomine (<http://infomine.ucr.edu>)—Scholarly Internet Resources Collection developed by the University of California, Riverside.

\* The Invisible Web Catalog (<http://www.invisibleweb.com>)—developed by Lycos

\* AcademicInfo (<http://www.academicinfo.net/>)—Gateway to quality educational resources

\* Google Scholar (<http://scholar.google.com>)—Gateway to scholarly documents that may be citations, abstracts, or complete documents.

#### Public Library Resources:

Libraries in large cities have electronic catalogues and other databases available on their web site (e.g. Los Angeles Public Library: <http://www.lapl.org/>; Chicago Public Library: <http://chipublib.org/>).

#### Task

Complete the following research exercise in order to prepare for writing your research paper for this module.

1. Create a research vocabulary for your search.

a. What are the key terms or concepts in your research question or topic statement? (There should be at least two.)

b. Write at least three terms related to your first key concept. (Follow the guidelines for broader, related, and narrower.)

BROADER:

RELATED:

NARROWER:

### Personal Response, Intellectual Journal, Notes

Task (continued)

c. Write at least three terms related to your second key concept. (Follow the guidelines for broader, related, and narrower.)

BROADER:

RELATED:

NARROWER:

d. Write at least three terms related to your third key concept, as appropriate. If you have other key concepts, follow the same format below. (Follow the guidelines for broader, related, and narrower.)

BROADER:

RELATED:

NARROWER:

2. Use the research vocabulary to search for materials using:

\* one of the invisible web databases listed above, and

\* a general search engine or directory (e.g. AltaVista, Google, Northernlight, Yahoo).

3. Write down some results and then explain the differences found between using the two types of resources.

4. Based on the discipline (anthropology, history, etc.) you choose as the foundation for your research, list the names of four databases you think should have information useful to your research, and list your reasons for selecting each. Your answer should reflect what you know about a database's coverage and disciplinary orientation.

***Library Research: Computerized Indexes and Databases***

Notes

## The Rise of Rome

### Objectives: To be able to...

- Compare religious practices between Roman and other societies.
- Show parallels between Roman society and the present-day non-Western world, and draw missiological lessons from these parallels.
- State the unique contributions of Roman religion to the world that facilitated the spread of the gospel.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
74-75      Lesson 19 Introduction

#### General

Green, ed: *Dictionary of Jesus and the Gospels*  
710-714      Rome

Smart, ed: *Sacred Texts of the World*  
29c-30      The Powerful Dead: Augustus and the New Age

Winter, ed: *WCF Program: Classical World Reader*  
161-172      Selected Authors: The Third World Poor

#### Alphabet Makers

Ulfi <http://www.jaars.com/museum/alphabet/people/ulfilas.htm>

Evans: *Dictionary of New Testament Background*  
921-923      Religion: 3. Roman Religion  
567-580      Jesus History: Roman Period

O'Brien: *Oxford Atlas of World History*  
54-57      The Roman Empire 500 BC - 400 AD and  
Barbarian Invasions of the Roman Empire 100-500  
AD

McNeill: *A World History*  
130-131      Review Chronological Chart: 200 BC-300 AD  
156-160      The Rise of Rome

Winter, ed: *WCF Module Two Lesson Overviews*  
75-77      Lesson 19 Review

#### Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
59-60      Hollingsworth-Haile: Discovering the Gospel of  
Mark: Lesson 2

#### Optional

Ferne: *Guests of the Sheik: An Ethnography of an Iraqi Village*  
216-248      Pilgrimage to Karbala

Green, ed: *Dictionary of Jesus and the Gospels*  
548-549      Military  
804-806      Taxes

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
481-485      Italy  
725-726      San Marino

### Personal Response, Intellectual Journal, Notes

Assignments (continued)

Language

*Greek Lessons*  
Greek 19

*Hebrew Lessons*  
Hebrew 19



## Review: The Roman and Jewish Worlds Before Christ

### Objectives: To be able to...

- Give examples of the dangers of disciplinary fragmentation.
- Explain the value of the Dead Sea Scrolls to the study of Scripture and to a Christian apologetic.
- Identify cultural factors that may account for the acceptance or rejection of writings such as the Septuagint.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
78-84      Lesson 20 Introduction

#### General

Winter, ed: *WCF Program: Classical World Reader*  
173-174      Winter: History, Arithmetic, and Feldman

Green, ed: *Dictionary of Jesus and the Gospels*  
137-46      Dead Sea Scrolls

Hawthorne, ed: *Dictionary of Paul and His Letters*  
777-783      Qumran and Paul

Moreau, ed: *Evangelical Dictionary of World Missions*  
769-770      Population, Population Explosion, Population Planning

Evans: *Dictionary of New Testament Background*  
252-264      Dead Sea Scrolls: General Introduction

Hogg: "The Scriptures in the Christian World Mission: Three Historical Considerations"  
389-404      Missiology (October 1984) 12ATLA Religion Database

O'Brien: *Oxford Atlas of World History*  
44-45      The Birth of World Religions 1500-600 AD

Winter, ed: *WCF Module Two Lesson Overviews*  
84-86      Lesson 20 Review

#### Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
60      Hollingworth-Haile: Discovering the Gospel of Mark: Lesson 3

#### Optional

Paget: "Jewish Proselytism at the Time of Christian Origins: Chimera or Reality?"  
65-82      JSNT (1976) 62ATLA Religion Database  
*This is only half of the article. The remainder will be assigned in lesson 22.*

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*  
28-40      Africa

### Personal Response, Intellectual Journal, Notes

Assignments (continued)

Language

*Greek Lessons*  
Greek Practice Quiz #2

*Hebrew Lessons*  
Hebrew 20

**Review: The Roman and Jewish Worlds Before Christ****Reflection Questions**

1. Illustrate the danger of disciplinary fragmentation. Name two disciplines in your educational experience that were fragmented in the curriculum of your formal training. Describe the consequences of having studied them in a disjointed fashion.

2. What is the value of the Dead Sea Scrolls to the study of the Scriptures and to a Christian apologetic?

3. What are some cultural forces that may explain modern Protestant and Catholic inattention to the Septuagint?

**Notes**

## Jewish Sects, Scriptures, and Missions

### Objectives: To be able to...

- Explain Old Testament ceremonial laws using an anthropological model.
- Describe models of discipleship found in first century Judaism.
- Use original sources for understanding the sect of Pharisaism of first century AD Judaism.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
87-88      Lesson 21 Introduction

#### General

Malina: *The New Testament World: Insights from Cultural Anthropology*  
149-166      ch. 6 Clean and Unclean: Understanding Rules of Purity

Winter, ed: *WCF Program: Classical World Reader*  
175-185      Russell: Jewish Sects, Scriptures and Missions

Green, ed: *Dictionary of Jesus and the Gospels*  
398-405      Judaism  
728-732      Sanhedrin  
732-735      Scribes

Evans: *Dictionary of New Testament Background*  
590-595      Josephus: Interpretive Methods and Tendencies

Winter, ed: *WCF Module Two Lesson Overviews*  
89-90      Lesson 21 Review

Partridge, ed: *Introduction to World Religions*  
265-269      Cowling: Judaism, a Historical Overview

#### Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
60-61      Hollingsworth-Haile: Discovering the Gospel of Mark: Lesson 4

#### Optional

Green, ed: *Dictionary of Jesus and the Gospels*  
17-20      Apocalyptic  
125-131      Clean and Unclean  
633-636      Priest, Priesthood  
636-642      Prophets, Prophecy

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
7th Edition  
28-32      Africa (a)

### Personal Response, Intellectual Journal, Notes

Assignments (continued)

Language

*Greek Lessons*  
Greek 21

*Hebrew Lessons*  
Hebrew 21

(Skip exercises.)

***Jewish Sects, Scriptures, and Missions*****Reflection Questions**

1. Using an anthropological model, describe Old Testament ceremonial laws in your own words.

2. Describe, in your own words, three of the discipleship models used by first century Jews.

3. Write a one-page, first person monologue that can help a listener learn about the most significant characteristics of a first century AD Pharisee.

**Notes**

## Jewish Life and Missions in the Diaspora and Palestine

### Objectives: To be able to...

- Cite four ways the consolidation of the Roman Empire helped to advance missionary activity.
- Defend a specific view of Jewish missionary activity in the second century BC to the second century AD.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
91-92 Lesson 22 Introduction

#### General

Latourette: *A History of Christianity, Vol. 1: Beginnings to 1500*  
20-30 Graeco-Roman World

Hawthorne, ed: *Dictionary of Paul and His Letters*  
211-213a Diaspora

Moreau, ed: *Evangelical Dictionary of World Missions*  
794 Proselytism

Evans: *Dictionary of New Testament Background*  
610-612 Judaism and the New Testament: 4.2 Judaism Under Roman Rule  
612-613 Judaism and the New Testament: 5. Early Judaism and the New Testament  
789-793 Philo  
974-978 Roman Empire  
1050-1052 Sadducees

Green, ed: *Dictionary of Jesus and the Gospels*  
609-614 Pharisees  
811-817 Temple

Glasser: *Announcing the Kingdom*  
163-179 God Works through the Jewish Diaspora

[http://www.livius.org/a/1/maps/diaspora\\_map.gif](http://www.livius.org/a/1/maps/diaspora_map.gif)<BR><http://www.pb.org/wgbh/pages/frontline/shows/religion/maps/jewish.html>

Please familiarize yourself with these maps of the Jewish Diaspora during the reign of the Roman Empire.

Winter, ed: *WCF Module Two Lesson Overviews*  
92-94 Lesson 22 Review

#### Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
61-62 Hollingsworth-Haile: Discovering the Gospel of Mark: Lesson 5

#### Optional

Read quickly, pay particular attention to pp. 256-266 on the problems arising from a simple excursion.

Ferneau: *Guests of the Sheik: An Ethnography of an Iraqi Village*  
251-255 ch. 19 Autumn  
256-266 ch. 20 Excursion into the Country  
269-280 ch. 21 Winter  
281-288 ch. 22 Jabbar Becomes Engaged

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*  
33-38 Africa (b)

### Personal Response, Intellectual Journal, Notes

Assignments (continued)

Optional (cont.)

Paget: "Jewish Proselytism at the Time of Christian Origins: Chimera or Reality?"  
83-102 JSNT (1976) 62 *ATLA Religion Database*

Language

Greek Lessons

Greek 22

Hebrew Lessons

Hebrew 22

***Jewish Life and Missions in the Diaspora and Palestine*****Reflection Questions**

1. In what ways did the consolidation of the Roman Empire help to advance missionary activity?

2. Select and defend the view of Jewish missionary activity in the second century BC to the second century AD that seems most plausible to you.

**Notes**

## Religious Leaders: Rabbis, Messiahs, Gurus, Avatars

**Objectives:** To be able to...

- Explain similarities and differences between Jewish, Christian, and Hindu concepts of religious leadership.
- Compare the Christian idea of incarnation with the Hindu concept of avatar.
- Discuss appropriate leader/follower relationships in Christian circles today.

**Personal Response, Intellectual Journal, Notes**

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
95-97      Lesson 23 Introduction

#### General

Green, ed: *Dictionary of Jesus and the Gospels*  
651-659      Rabbinic Tradition and Writings

Johnson: *A History of the Jews*  
126-130b      ch. 2 Judaism: Jesus

Evans: *Dictionary of New Testament Background*  
698-703      Messianism

*Compare with biblical teachings about God.*

Smart, ed: *Sacred Texts of the World*  
193b-95a      Hinduism: Bhakti and the Availability of God  
218-22      Hinduism: Sacrifice, The Absolute

Cook: "Rabbinic Judaism and Early Christianity: From the Pharisees to the Rabbis"  
201-220      Review and Expositor (Spring 1987) 84,2ATLA  
Religion Database

Raman: "The Effects of Sikh Diaspora on the Indian Religious Situation"  
53-64      Dialogue and Alliance (Fall 1991) Vol. 5, No. 3  
ATLA Religion Database

al-Sadr and Muthahhari: "The Awaited Savior, Prologue"  
<http://al-islam.org/awaited/index.htm> Use the internet to access this url. The contents of this publication are listed on the left of the screen. Click on the prologue section for the assigned reading.

Winter, ed: *WCF Module Two Lesson Overviews*  
97-99      Lesson 23 Review

#### Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
62-63      Hollingsworth-Haile: Discovering the Gospel of Mark: Lesson 6

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
7th Edition  
415-416      India #12, 13

#### Language

*Greek Lessons*

Greek 23

*Hebrew Lessons*

Hebrew 23

**Religious Leaders: Rabbis, Messiahs, Gurus, Avatars****Reflection Questions**

1. Identify three guidelines for religious leadership that seem to be held in common by Jews, Christians, and Hindus.

2. Briefly describe the Christian idea of *incarnation* and the Hindu concept of *avatar*. How are the two concepts alike?

3. Review the three guidelines you identified earlier. To what degree is each appropriate or inappropriate for today's Christian leaders? Why?

**Notes**

## The Gospels as a Teaching Medium

**Objectives:** To be able to...

- Explain in detail the nature of the genre gospel.
- Compare two views of the origins of the synoptic Gospels.
- Use Greek reference tools to explore the nature of Jesus' teaching methods.

**Personal Response, Intellectual Journal, Notes**

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
100-101      Lesson 24 Introduction

#### General

Fee: *How to Read the Bible for All Its Worth*

127-130a      Gospels: A  
143b-148      Hermeneutical Observations

Moreau, ed: *Evangelical Dictionary of World Missions*

403-404      The Gospel

Green, ed: *Dictionary of Jesus and the Gospels*

276-282      Gospel (Genre)  
570-571      Narrative Exegesis  
784-792      Synoptic Problem  
807-810      Teacher

Bruce: *The New Testament Documents: Are They Reliable?*

1-15      Chapters 1 & 2

Winter, ed: *WCF Module Two Lesson Overviews*

101-103      Lesson 24 Review

#### Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*

63-64      Hollingsworth-Haile: Discovering the Gospel of Mark: Lesson 7

#### Optional

Steffen: *Reconnecting God's Story to Ministry: Crosscultural Storytelling at Home and Abroad*

6-14      Foreword, Introduction  
15-25      Storylands  
29-38      Story Analyst

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*

38-40      Africa (c)

#### Language

*Greek Lessons*

Greek 24

*Hebrew Lessons*

Hebrew 24

## ***The Gospels as a Teaching Medium***

### **Reflection Questions**

1. Write an encyclopedia citation that explains the nature of the genre *gospel*.

2. Create a chart that compares the significant points about the origins of the synoptic Gospels.

3. Using Greek reference tools to study the word for "teach", explain Jesus' teaching methods.

### **Notes**

## Review: Cultural Background to the Gospels

**Objectives:** To be able to...

- Discuss implications of the cultural focus on family and groups for disciples in biblical and modern times.
- Describe the "oral tradition" behind the Gospel records, and note the problems and conflicts that arise from it.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
104-105      Lesson 25 Introduction

#### General

Malina: *The New Testament World: Insights from Cultural Anthropology*  
55-58      Contrasting Childrearing Approaches  
65-73      Group-Oriented personality

Fee: *How to Read the Bible for All Its Worth*  
130b-143a      Gospels: B

Green, ed: *Dictionary of Jesus and the Gospels*  
226-229      Family

Evans: *Dictionary of New Testament Background*  
518-522      Honor and Shame  
1127-1134      Social Values and Structures

Bruce: *The New Testament Documents: Are They Reliable?*  
25-60      Chapter 4

Winter and Hawthorne, eds.: *Perspectives on the World Christian Movement (4th edition)*  
440-441      #71 Steffen: Why Communicate the Gospel through Stories

#### Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
64-65      Hollingsworth-Haile: Discovering the Gospel of Mark: Lesson 8

#### Optional

Ferneau: *Guests of the Sheik: An Ethnography of an Iraqi Village*  
289-293      ch. 23 Death in the Tribe  
294-302      ch. 24 At Home in El Nahra  
305-314      ch. 25 Back to Baghdad  
315-331      ch. 26 Leave-taking  
332-333      Post Script

Green, ed: *Dictionary of Jesus and the Gospels*  
192-198      Divorce  
201-203      Elder

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*  
365-369      Ghana

#### Language

*Greek Lessons*

Greek 25

*Hebrew Lessons*

Hebrew Practice Quiz #2

**Personal Response, Intellectual Journal, Notes**



## Jesus' Birth and Early Life

**Objectives:** To be able to...

- Relate the significance of the genealogies in the Gospel accounts of Jesus' birth.
- Describe the missionary aspect of the Christian faith as seen in the accounts of Jesus' birth.
- Assess the distinctives of discipleship in Matthew.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
106-107 Lesson 26 Introduction

#### General

Green, ed: *Dictionary of Jesus and the Gospels*  
65-72 Birth of Jesus  
253-59 Genealogy  
383-391 John the Baptist  
756-767 Simeon's Song  
895-896 Zechariah's Song

Glasser: *Announcing the Kingdom*  
183-199 Jesus Inaugurates the Kingdom

Bruce: *The New Testament Documents: Are They Reliable?*  
61-74 Chapter 5

Jacob: "Discipleship and Mission: A Perspective on the Gospel of Matthew"  
102-110 International Review of Mission (January 2002)  
91,360ATLA Religion Database

Winter, ed: *WCF Module Two Lesson Overviews*  
107-108 Lesson 26 Review

#### Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
65 Hollingsworth-Haile: Discovering the Gospel of Mark: Review Lesson

#### Optional

Moreau, ed: *Evangelical Dictionary of World Missions*  
109-110 Baptism

Green, ed: *Dictionary of Jesus and the Gospels*  
55-58 Baptism  
199-200 Dreams  
571-574 Nazarene  
821-827 Temptation of Jesus

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
7th Edition  
201-205 Central African Republic

#### Language

*Greek Lessons*

Greek 26

*Hebrew Lessons*

Hebrew 26

**Personal Response, Intellectual Journal, Notes**



## Jesus' Messianic Mission

**Objectives:** To be able to...

- Use Isaiah 61:1-2 to explain who Jesus was.
- List the type of activities that Jesus used to validate his ministry and mission to the whole of mankind, not just to the Judeans.
- Describe some of the problems that arose for people of Jesus' day in understanding who he was.

**Personal Response, Intellectual Journal, Notes**

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
109-110 Lesson 27 Introduction

#### General

Moreau, ed: *Evangelical Dictionary of World Missions*  
517-519 Jesus and Mission

982-983 Uniqueness of Christ

Green, ed: *Dictionary of Jesus and the Gospels*

106-109 Christ (Messiah)

241-243 Forgiveness of Sins

299-306 Healing

549-559 Miracles and Miracle Stories

Glasser: *Announcing the Kingdom*

200-212 Jesus' Ministry Demonstrates the Kingdom

Bruce: *The New Testament Documents: Are They Reliable?*

75-79 Chapter 6

Turner: *"The Work of the Holy Spirit in Luke-Acts"*

146-153 Word and World (Spring 2003) 23, 2ATLA Religion Database

Winter and Hawthorne, eds.: *Perspectives on the World Christian Movement (4th edition)*

112-117 #17 Goerner: Jesus and the Gentiles

Winter, ed: *WCF Module Two Lesson Overviews*

110-112 Lesson 27 Review

#### Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
65-66 Hollingsworth-Haile: Discovering the Gospel of Mark: Lesson 9

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*

896-900 Zimbabwe

#### Language

*Greek Lessons*

Greek 27

*Hebrew Lessons*

Hebrew 27

**Jesus' Messianic Mission****Reflection Questions**

1. In what ways did Jesus fulfill the prophecy in Isaiah 61:1-2?  
In what ways did he not fulfill it?

2. From the readings, how do you know that Jesus' mission was to the whole of mankind, not just to the Judeans? Cite arguments for and against this interpretation.

3. What problems in the understanding of who Jesus was presented themselves to a Jew of Jerusalem or Nazareth as Jesus began his ministry?

**Notes**

## Jesus' Messianic Teaching

**Objectives:** To be able to...

- a. Use hermeneutical principles to discover the nature of the kingdom as Jesus taught it through parables.
- b. Demonstrate the importance of the title "Christ" in discussing who Jesus is.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
113-114 Lesson 28 Introduction

#### General

Fee: *How to Read the Bible for All Its Worth*  
149-162 Parables

Green, ed: *Dictionary of Jesus and the Gospels*  
594-600 Parable (1-5, 8-9)

Moreau, ed: *Evangelical Dictionary of World Missions*  
411-412 Great Commandment  
781-782 Prayer

Green, ed: *Dictionary of Jesus and the Gospels*  
307-311 Heaven and Hell  
574-576 New Birth  
735-744 Sermon on the Mount/Plain

Winter and Hawthorne, eds.: *Perspectives on the World Christian Movement (4th edition)*  
598-600 #94 Moffet: Evangelism: The Leading Partner

Winter, ed: *WCF Module Two Lesson Overviews*  
114-115 Lesson 28 Review

Winter and Hawthorne, eds.: *Perspectives on the World Christian Movement (4th edition)*  
159-162 #27 Wells: Prayer: Rebelling Against the Status Quo

#### Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
66 Hollingsworth-Haile: Discovering the Gospel of Mark: Lesson 10

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*  
247-248 China: Tibet

#### Language

*Greek Lessons*

Greek 28

*Hebrew Lessons*

Hebrew 28

### Personal Response, Intellectual Journal, Notes

## ***Jesus' Messianic Teaching***

### **Reflection Questions**

1. Apply the hermeneutical principles of Fee & Stuart's chapter on Parables to a short exegesis of one of the kingdom parables.

2. How does the title 'Christ' inform Jesus' mission, and how was the term contextualized?

### **Notes**

## Language and Christology

**Objectives:** To be able to...

- a. Discuss the significance of the logos concept in the New Testament.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
116-118 Lesson 29 Introduction

#### General

##### Logos

Green, ed: *Dictionary of Jesus and the Gospels*  
481-484 Logos

##### Demon Possession

Moreau, ed: *Evangelical Dictionary of World Missions*  
267-268 Demon, Demonization

Evans: *Dictionary of New Testament Background*  
269-273 Demonology

##### Exorcism

Winter, ed: *WCF Program: Classical World Reader*  
187-191 Pattison: Psychosocial Interpretations of Exorcism

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
75 Baker: Exercise on Exorcism

Kysar: "Christology and Controversy: The Contributions of the Prologue of the Gospel of John to New Testament Christology and Their Historical Setting"

348-364 Currents in Theology and Mission (December 1978) 5ATLA Religion Database

Ward and Beaubrun: "The Psychodynamics of Demon Possession"  
201-207 Journal for the Scientific Study of Religion (1980) 19,2ATLA Religion Database

Winter, ed: *WCF Module Two Lesson Overviews*  
118 Lesson 29 Review

#### Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
66-67 Hollingsworth-Haile: Discovering the Gospel of Mark: Lesson 11

#### Optional

Green, ed: *Dictionary of Jesus and the Gospels*  
75-77 Blasphemy

Asamoab-Gyadu: "Mission to 'Set the Captives Free': Healing, Deliverance, and Generational Curses in Ghanaian Pentecostalism"  
384-400 International Review of Mission (July/October 2004) 93,370/371ATLA Religion Database

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*

24 Map  
442-443 India: Uttar Pradesh and Uttaranchal

### Personal Response, Intellectual Journal, Notes

Assignments (continued)

Language

*Greek Lessons*  
Greek 29

*Hebrew Lessons*  
Hebrew 29

**Language and Christology****Reflection Questions**

1. Drawing on Scripture and the assigned reading concerning the word *logos*, discuss briefly several implications for cross-cultural workers in regard to translating and contextualizing names for God, titles for Christ, and so forth.

**Notes**

## Review: Missiological Perspectives on the Gospels

### Objectives: To be able to...

- Explain similarities between the Gospel of Matthew and the Old Testament.
- Discuss the relevance of the social background of the New Testament to understanding the text.
- Analyze mission strategies in the New Testament and discuss the implications for today.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
119-125      Lesson 30 Introduction

#### General

Moreau, ed: *Evangelical Dictionary of World Missions*  
630-631      Miracles in Mission  
682-686      New Testament Theology of Mission  
774-775      Power Encounter  
875-876      Signs and Wonders

Green, ed: *Dictionary of Jesus and the Gospels*  
579-589      Old Testament in the Gospels

Glasser: *Announcing the Kingdom*  
213-227      Jesus Announces the Kingdom among the Nations

Hagner: "Balancing the Old and the New: The Law of Moses in Matthew and Paul"  
20-30      Interpretation (January 1997) 51, 1ATLA Religion Database

Winter and Hawthorne, eds.: *Perspectives on the World Christian Movement (4th edition)*  
78-79      #12 Bosch: Witness to the World  
100-105      #16 Boyd: God at War

Winter, ed: *WCF Module Two Lesson Overviews*  
125-128      Lesson 30 Review

#### Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
67-68      Hollingsworth-Haile: Discovering the Gospel of Mark: Lesson 12

#### Optional

Green, ed: *Dictionary of Jesus and the Gospels*  
3-6      Abraham  
13-17      Anti-Semitism  
234-241      Feasts  
396-397      Jubilee  
450-461      Law, Fulfillment of the Law  
560-562      Moses

45-47      Americas: Latin America and Caribbean

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*  
45-47      Americas: Latin America and Caribbean

#### Language

*Greek Lessons*  
Greek Midterm Test

*Hebrew Lessons*  
Hebrew 30

### Personal Response, Intellectual Journal, Notes



## **Christology in Missiological Perspective**

**Objectives:** To be able to...

- Discuss the relationship between understanding the concept of the "kingdom of God" and missionary activity.
- Consider missiological applications of Jesus' approach to sinful cultural practices and social barriers.
- Improve word analysis and exegetical skills.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module Two Lesson Overviews*  
129-130 Lesson 31 Introduction

#### **General**

Winter, ed: *WCF Program: Classical World Reader*  
193-200 Harrisville: In Search of the Meaning of "the Reign of God"  
201-204 Moffett: Why We Go: Recapturing Our Motivation for Missions

Green, ed: *Dictionary of Jesus and the Gospels*  
417-430 Kingdom of God/Kingdom of Heaven  
701-709 Rich and Poor  
880-87a Women

Moreau, ed: *Evangelical Dictionary of World Missions*  
539-542 Kingdom of God

Glasser: *Announcing the Kingdom*  
242-256 Jesus Anticipates the Coming of God's Kingdom

Escobar: "*Evangelical Theology in Latin America: The Development of a Missiological Christology*"  
315-332 Missiology (July 1991) 19ATLA Religion Database

Winter and Hawthorne, eds.: *Perspectives on the World Christian Movement (4th edition)*  
64-77 #13 Ladd: The Gospel of the Kingdom  
176-182 #30: Van Engen: The Uniqueness of Christ  
607-609 #96: Myers: What is Poverty Anyway?

Winter, ed: *WCF Module Two Lesson Overviews*  
130-132 Lesson 31 Review

#### **Inductive Bible Study**

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
68 Hollingsworth-Haile: Discovering the Gospel of Mark: Lesson 13

#### **Optional**

Smart, ed: *Sacred Texts of the World*  
255b-258 Buddhism: Ordination, Women and the Order, Rules of the Order

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*  
310-313 Ecuador

#### **Language**

*Greek Lessons*

Greek 31

*Hebrew Lessons*

Hebrew 31

**Personal Response, Intellectual Journal, Notes**

***Christology in Missiological Perspective*****Reflection Questions**

1. How did Jesus break down sinful cultural practices and social barriers? Can we apply his method to mission field situations? Why or why not?

2. There is considerable debate over the translation of the Greek preposition *entos* found in Luke 17:20-21. Use your biblical reference books to translate the word. According to your translation, would you more likely say that you enter into the kingdom of God or that it enters into you? Why? What are the implications of your choice for missions activities?

**Notes**

## Jesus' Last Days and Death

**Objectives:** To be able to...

- Cite three pieces of evidence that suggest Jesus died on 3 April AD 33.
- Pinpoint two places where the disciples are portrayed as lacking understanding.
- Name and discuss two theories of the atonement.
- Demonstrate improved exegetical skills.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
133-134 Lesson 32 Introduction

#### General

Green, ed: *Dictionary of Jesus and the Gospels*

88-91	Burial of Jesus
148b-149b	Death of Jesus
157b-158b	Death of Jesus
161	Death of Jesus
265-268	Gethsemane
432-434	Lamb of God
601-604	Passion Narrative
615-616	Pontius Pilate
660-662	Ransom Saying

Smart, ed: *Sacred Texts of the World*

237-238 Buddhism: Death of Buddha

Moreau, ed: *Evangelical Dictionary of World Missions*

93-94 Atonement

Evans: *Dictionary of New Testament Background*

987-988 Roman Law: 3.1 The Trial of Jesus

von Asselt: "Christ's Atonement: A Multi-dimensional Approach"

52-67 Calvin Theological Journal (2003) 38ATLA  
*Religion Database*

Marshall: "On a Hill Too Far Away?" *Reclaiming the Cross as the Critical Interpretive Principle of the Christian Life*

247-259 Review and Expositor (1994) 91ATLA *Religion Database*

Winter, ed: *WCF Module Two Lesson Overviews*

134-136 Lesson 32 Review

#### Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*

68-69 Hollingsworth-Haile: Discovering the Gospel of Mark: Lesson 14

#### Optional

Green, ed: *Dictionary of Jesus and the Gospels*

146-163	Death of Jesus
630-633	Predictions of Jesus' Passion and Resurrection
841-84	Trial of Jesus
854-859	Triumphal Entry

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*

145-146 Belize  
397-400 Honduras

### Personal Response, Intellectual Journal, Notes

Assignments (continued)

Language

*Greek Lessons*

Greek 32

*Hebrew Lessons*

Hebrew 32



## Salvation, Death, and the Hereafter in the World's Religions

**Objectives:** To be able to...

- Distinguish Christian, Islamic, Hindu, and Buddhist views of life's goals.
- Explain key concepts such as karma, samsara, moksha, judgment, heaven, paradise, salvation, life after death, rebirth.
- Demonstrate familiarity with differences in meaning between similar concepts in different religions.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
137-138      Lesson 33 Introduction

#### General

Green, ed: *Dictionary of Jesus and the Gospels*  
719-724      Salvation

Hawthorne, ed: *Dictionary of Paul and His Letters*  
553-555      Life and Death

Smart, ed: *Sacred Texts of the World*  
18      Unas Comes to Re-Atum  
37b-38      Egyptian Book of the Dead

Moreau, ed: *Evangelical Dictionary of World Missions*  
428-429      Hell  
528      Judgment  
848-850      Salvation

See the Objectives and use the index of each of the texts listed below to research those topics and others you find that are linked to them. Read a total of about 30 pages to meet the Objectives and answer the Reflection Questions. (Smart, ed.: *Sacred Texts of the World*) (Partridge, ed.: *Introduction to World Religions*) (Earhart, ed.: *Religious Traditions of the World*)

Winter, ed: *WCF Module Two Lesson Overviews*  
138-140      Lesson 33 Review

#### Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
69      Hollingsworth-Haile: Discovering the Gospel of Mark: Lesson 15

#### Optional

##### Hinduism

Smart, ed: *Sacred Texts of the World*  
202-203      Hinduism: Ramanuja on the Atman and Body  
216b-17      Hinduism: Death  
223-224      Hinduism: Symbolism of Om

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
456-457      Indonesia: Java

#### Language

*Greek Lessons*  
Greek 33

*Hebrew Lessons*  
Hebrew 33

Personal Response, Intellectual Journal, Notes

***Salvation, Death, and the Hereafter in the World's Religions*****Reflection Questions**

1. Drawing on today's readings, respond to the statement that "All religions are different paths to the same goal."

2. Compare the Hindu doctrine of *moksha* with biblical teaching.

3. How might a Buddhist or Muslim agree or disagree with the biblical doctrine of death and the hereafter?

**Notes**

## Jesus' Resurrection and Commissioning of His Followers

**Objectives:** To be able to...

- Relate the commissions in the Gospels to the Resurrection.
- Describe the different perceptions of the Resurrection and the commissions as found in the four Gospels.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
141 Lesson 34 Introduction

#### General

Green, ed: *Dictionary of Jesus and the Gospels*  
259-65 Gentiles  
673-688 Resurrection

Winter, ed: *WCF Program: Classical World Reader*  
205-212 Russell: The Holy Spirit's Ministry in the Fourth Gospel

Moreau, ed: *Evangelical Dictionary of World Missions*  
412-414 Great Commission  
827 Resurrection of Christ

Hertig: "The Great Commission Revisited: The Role of God's Reign in Disciple Making"  
343-353 Missiology (July 2001) 29,3ATLA Religion Database

Winter and Hawthorne, eds.: *Perspectives on the World Christian Movement (4th edition)*  
90-93 #10 Dearborn: Beyond Duty  
126-131 #20 Hawthorne: Mandate on the Mountain

Winter, ed: *WCF Module Two Lesson Overviews*  
142 Lesson 34 Review

#### Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
70 Hollingsworth-Haile: Discovering the Gospel of Mark: Lesson 16

#### Optional

Green, ed: *Dictionary of Jesus and the Gospels*  
27-33 Apostle  
46-50 Ascension  
229-232 Farewell Discourse  
877-880 Witness

Evans: *Dictionary of New Testament Background*  
931-936 Resurrection

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*  
42-44 North America  
49-51 The Americas: Trends to Watch

#### Language

*Greek Lessons*

Greek 34

*Hebrew Lessons*

Hebrew 34

**Personal Response, Intellectual Journal, Notes**

***Jesus' Resurrection and Commissioning of His Followers*****Reflection Questions**

1. What is the connection between the Resurrection and the commissions found in the Gospels? Why is it impossible for a Christian to escape the mandate of the Great Commission?

2. What are the different perceptions of the Resurrection and the commissions as found in the four Gospels?

**Notes**

## The Gospels from a Global Perspective

**Objectives:** To be able to...

- Analyze the four Gospels from a global perspective.
- Explain some unique emphases in the teachings of the Fourth Gospel and their value in understanding Jesus.
- Compare differences in vocabulary between John and the Synoptics in light of the context in which they were written.
- Contrast views on salvation in different religions.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
143-145 Lesson 35 Introduction

#### General

Green, ed: *Dictionary of Jesus and the Gospels*  
354-356 "I Am" Sayings  
368-383 John, Gospel of  
769-775 Son of God  
792-795 Synoptics and John

Bruce: *The New Testament Documents: Are They Reliable?*  
102-124 Chapters 9 & 10

Okorie: "The Self-Revelation of Jesus in the 'I Am' Sayings of John's Gospel"  
486-490 Currents in Theology and Mission (October 2001)  
28,5ATLA Religion Database

Appold: "Christ Alive! Church Alive! Reflections on the Prayer of Jesus in John 17"  
365-373 Currents in Theology and Mission (December 1978) 5,6ATLA Religion Database

Cook: "The 'Glory' Motif in the Johannine Corpus"  
291-297 JETS (September 1984) 27,3ATLA Religion Database

Winter and Hawthorne, eds.: *Perspectives on the World Christian Movement (4th edition)*  
118-121 #18 Richardson: A Man for all Peoples  
565-567 #87 Grimes: From Every Language  
74-77 #11 Blackaby and Willis: On Mission with God

Winter, ed: *WCF Module Two Lesson Overviews*  
145-147 Lesson 35 Review

#### Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
70 Hollingsworth-Haile: Discovering the Gospel of Mark: Review Lesson

#### Optional

Moskowitz: "Magic Tricks, Midnight Grave Outings, and Transforming Trees: Performance and Agency in Taiwanese Religion"  
51-54 The Americas

#### Language

*Greek Lessons*

Greek 35

*Hebrew Lessons*

Hebrew Midterm Test

**Personal Response, Intellectual Journal, Notes**

## ***The Gospels from a Global Perspective***

### **Reflection Questions**

1. What kinds of massive misunderstandings appear as we look at the four Gospels from a global perspective?
2. In John's Gospel, Jesus refers to himself using images such as the "bread of life", the "living water." What value do these kinds of images have in helping to understand who Jesus is?
3. The vocabulary of John differs from that found in the Synoptic Gospels. How do you explain this? How is this germane to mission work?
4. How does Jesus' understanding of salvation break with the views found in first century Judaism? With those of Buddhism, Hinduism, or Islam?

### **Notes**

## **Complete Any Remaining Assignments**

Lessons 36-40 are set aside for completing any remaining assignments.

**Personal Response, Intellectual Journal, Notes**

**Complete Any Remaining Assignments**

Notes

## The Beginning of the Church in Jerusalem: Acts 1–2

### Objectives:

 To be able to...

- List three barriers the early Christians had to overcome to understand the universality of the gospel.
- State the missionary significance of Pentecost.
- Explain the new dimensions of the work of the Holy Spirit in the Book of Acts.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
149 Lesson 41 Introduction

#### General

*The Bible*

Acts 1-2, 8, 10-11, 19

Gallagher, ed: *Mission in Acts: Ancient Narratives in Contemporary Context*

18-28 The Launching of Mission: The Outpouring of the Spirit at Pentecost (Acts 2:1-41)  
29-36 Dismantling Social Barriers through Table Fellowship (Acts 2:42-47)

Hawthorne, ed: *Dictionary of Paul and His Letters*

369-372 Gospel  
404-413 Holy Spirit

Winter, ed: *WCF Program: Classical World Reader*

213-222 Russell: Kingdom Confusion

Glaser: *Announcing the Kingdom*

259-268 The Holy Spirit Inaugurates the Missionary Church

Winter, ed: *WCF Module Two Lesson Overviews*

150-151 Lesson 41 Review

#### Inductive Bible Study

Traina: *Methodical Bible Study*

3-22 Introduction

*The Bible*

Romans 1–2

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*

101 Graham: Inductive Bible Study Syllabus: An Inductive Study of Romans, Lesson 1

#### Optional

Hawthorne, ed: *Dictionary of Paul and His Letters*

45-51 Apostle  
60-65 Baptism  
463-474 Jerusalem

Gallagher, ed: *Mission in Acts: Ancient Narratives in Contemporary Context*

1-17 Introduction: Background to Acts

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*

89-93 Afganistan

### Personal Response, Intellectual Journal, Notes

Assignments (continued)

Language

*Greek Lessons*  
Greek 41

*Hebrew Lessons*  
Hebrew 41

NOTE:

Plan ahead and begin working on major assignments which will be due at the end of the half-module.



## ***The Growth of the Church in Judea and Samaria: Acts 3–12***

### **Objectives:** To be able to...

- Explain the mismatch between semantic structures in different languages.
- Describe how Acts 12 demonstrates a non-rational dimension of faith.
- Describe the substantiality of the pre-Christian penetration of the gospel into the Gentile world.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module Two Lesson Overviews*  
152-153      Lesson 42 Introduction

#### **General**

*The Bible*

Acts 3-12

Gallagher, ed: *Mission in Acts: Ancient Narratives in Contemporary Context*

- |         |  |
|---------|--|
| 59-72   | Cross-cultural Mediation: From Exclusion to Inclusion (Acts 6:1-7)                         |
| 103-113 | The Magical Mystery Tour: Philip Encounters Magic and Materialism in Samaria (Acts 8:4-25) |
| 114-122 | The Ethiopian Eunuch: A Key Transition from Hellenist to Gentile Mission (Acts 8:26-40)    |
| 157-166 | Hope in the Midst of Trial (Acts 12:1-11)  |

Moreau, ed: *Evangelical Dictionary of World Missions*  
291-292      Dreams and Visions

Glaser: *Announcing the Kingdom*

269-284      The Jerusalem Church Proclaims the Kingdom of God

Winter and Hawthorne, eds.: *Perspectives on the World Christian Movement (4th edition)*

- |         |  |
|---------|--|
| 113-117 | #21 Piper: Discipling All Peoples                      |
| 143-145 | #23 Thomas: The Turning Point: Setting the Gospel Free |

Winter, ed: *WCF Module Two Lesson Overviews*  
153-155      Lesson 42 Review

#### **Inductive Bible Study**

Traina: *Methodical Bible Study*

31-44a      Ch.1: Observation

*The Bible*

Romans 3–4

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*

101      Graham: Inductive Bible Study Syllabus: An Inductive Study of Romans, Lesson 2

#### **Optional**

Hawthorne, ed: *Dictionary of Paul and His Letters*

211-213      Diaspora  
812-819      Revolutionary Movements

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*

802-804      Syria

### **Personal Response, Intellectual Journal, Notes**

Assignments (continued)

Language

*Greek Lessons*  
Greek 42

*Hebrew Lessons*  
Hebrew 42

***The Growth of the Church in Judea and Samaria: Acts 3–12*****Reflection Questions**

1. Study the use of the Greek words *pneuma* and *ethnos* in the LXX concordance and the New Testament Greek concordance. What confusion is likely for English speakers when they deal with these two words?
2. The episode in Acts 12 when Peter is left standing at the gate is regarded by some as at once the most hilarious and the severest criticism of human believers to be found in the Bible. How do you account for such an appraisal?
3. In what ways is the following statement both true and not true: "Acts 3–12 portrays the first time the gospel ever penetrated the Gentile world"?

**Notes**

## The Expansion of the Church among the Gentiles: Acts 13–28

### Objectives: To be able to...

- Discuss the meaning of ecclesia and outline a basic biblical philosophy of the local church.
- Relate the importance of establishing local churches to the fulfillment of the Matt 28:18-20 commission.
- Explain and defend whether Paul's church planting methods and strategies are normative or illustrative.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
156-157 Lesson 43 Introduction

#### General

*The Bible*

Acts 13-28

Gallagher, ed: *Mission in Acts: Ancient Narratives in Contemporary Context*

183-195 Success in the City: Paul's Urban Mission Strategy (Acts 14:1-28)

Latourette: *A History of Christianity, Vol. 1: Beginnings to 1500*

65-75 Sweep of Christianity across the Graeco-Roman World: through Paul

Fee: *How to Read the Bible for All Its Worth*

107-125 Acts

Moreau, ed: *Evangelical Dictionary of World Missions*

73-74 Apostle, Apostles  
731-734 Paul and Mission

Winter and Hawthorne, eds.: *Perspectives on the World Christian Movement (4th edition)*

633-642 #102 Patterson: The Spontaneous Multiplication of Churches

Winter, ed: *WCF Module Two Lesson Overviews*

157-160 Lesson 43 Review

#### Inductive Bible Study

Traina: *Methodical Bible Study*

50-80 Ch. 1: Observation

*The Bible*

Romans 5

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*

101 Graham: Inductive Bible Study Syllabus: An Inductive Study of Romans, Lesson 3

#### Optional

Hawthorne, ed: *Dictionary of Paul and His Letters*

123-131 Church  
335-339 Gentiles  
679-691 Paul in Acts and Letters  
892-899 Social-Scientific Approaches to Paul  
945-946 Travel in the Roman World

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*

446-452 Indonesia (1-10)  
449-453 Indonesia

### Personal Response, Intellectual Journal, Notes

Assignments (continued)

Language

*Greek Lessons*  
Greek 43

*Hebrew Lessons*  
Hebrew 43



## Spirits in the World's Religions

**Objectives:** To be able to...

- Relate the concept of "trial by ordeal" to Numbers 5:11-31.
- Formulate and evaluate plans of action which are appropriate to the cultural context.
- Discuss Hiebert's "excluded middle," relating the concept to general anthropological and missiological issues.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
161-162      Lesson 44 Introduction

#### General

Loewen: *The Bible in Cross-Cultural Perspective*  
125-148      Spirit Possession and Exorcism

Gallagher, ed: *Mission in Acts: Ancient Narratives in Contemporary Context*

167-182      The Cursing Paul: Magical Contests in Acts 13 and the New Testament Apocrypha (Acts 13:6-12)

Moreau, ed: *Evangelical Dictionary of World Missions*

778-779      Powers, The  
940-941      Territorial Spirits

Winter and Hawthorne, eds.: *Perspectives on the World Christian Movement (4th edition)*

407-414      #65 Hiebert: The Flaw of the Excluded Middle  
677-681      #112 Elkins: A Pioneer Team in Zambia, Africa

Winter, ed: *WCF Module Two Lesson Overviews*  
162-164      Lesson 44 Review

Partridge, ed: *Introduction to World Religions*

108-109      Rule: The Foe of Papua New Guinea  
113-114      Loeliger: Melanesia

#### Inductive Bible Study

Traina: *Methodical Bible Study*  
93-135      Ch. 2: Interpretation

*The Bible*

Romans 6-7

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
101-102      Graham: Inductive Bible Study Syllabus: An Inductive Study of Romans, Lesson 4

#### Optional

Smart, ed: *Sacred Texts of the World*  
296-297      Taoism: Divination and the Tao

Hawthorne, ed: *Dictionary of Paul and His Letters*

209-210      Demons and Exorcism  
580-583      Magic  
746-752      Principalities and Powers  
875-877      Signs, Wonders, Miracles

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*

268-277      Congo DRC

### Personal Response, Intellectual Journal, Notes

Assignments (continued)

Language

*Greek Lessons*  
Greek 44

*Hebrew Lessons*  
Hebrew 44

***Spirits in the World's Religions*****Reflection Questions**

1. Read Num 5:11-31. Is this a "trial by ordeal"? Why or why not?

2. You are a Christian worker. You learn that members of the local church are consulting diviners. Is this a good thing? A bad thing? What is your response?

3. What is the significance of Hiebert's concept of "the excluded middle" for intercultural religious communication? What evidence can you give to support his contention that Westerners leave a large middle range of spiritual phenomena out of account? What evidence argues against his contention?

**Notes**

## Review: Missiological Perspectives on the Book of Acts

**Objectives:** To be able to...

- Distinguish between universal and cultural principles related to the Christian message.
- Trace the development of church structure through history in view of "the two structures" found in the primitive church.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
165-173      Lesson 45 Introduction

#### General

Gallagher, ed: *Mission in Acts: Ancient Narratives in Contemporary Context*

- |         |  |
|---------|--|
| 196-208 | The Jerusalem Council: Some Implications for Contextualization (Acts 15:1-35)        |
| 221-238 | Paul's Speech on the Areopagus: A Model of Cross-cultural Evangelism (Acts 17:16-34) |
| 283-296 | The Contextualization and Translation of Christianity                                |

Hawthorne, ed: *Dictionary of Paul and His Letters*

- |         |  |
|---------|--|
| 973-975 | Witness                                    |
| 306-310 | Food Offered to Idols and Jewish Food Laws |
| 713-718 | Philosophy                                 |
| 922-923 | Teaching/Paraenesis                        |

Moreau, ed: *Evangelical Dictionary of World Missions*

- |         |                    |
|---------|--------------------|
| 182-185 | Christ and Culture |
| 225-227 | Contextualization  |
| 231-232 | Conversion         |

Winter and Hawthorne, eds.: *Perspectives on the World Christian Movement (4th edition)*

- |         |  |
|---------|--|
| 244-253 | #39 Winter: The Two Structures of God's Redemptive Mission |
|---------|--|

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*

- |       |  |
|-------|--|
| 77-88 | Hesselgrave: The Theology of Mission in Acts 1:8                   |
| 89-94 | Hesselgrave: The Mission of the Church as a Witness to the Kingdom |

Winter, ed: *WCF Module Two Lesson Overviews*

- |         |                  |
|---------|------------------|
| 173-175 | Lesson 45 Review |
|---------|------------------|

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*

- |         |            |
|---------|------------|
| 548-551 | Madagascar |
|---------|------------|

#### Language

*Greek Lessons*

Greek 45

*Hebrew Lessons*

Hebrew Practice Quiz #3

**Personal Response, Intellectual Journal, Notes**

**Review: Missiological Perspectives on the Book of Acts****Reflection Questions**

1. Is it possible to speak of a "core Gospel" that applies to all peoples and cultures? If so, what is it?

2. Discuss the "two structures" found in the primitive church. How do these structures resemble/differ from each other? What are some parallels to the two structures during the last 2000 years?

**Notes**

**Paul's Early Missionary Letters: Galatians, 1, 2 Thessalonians****Objectives:** To be able to...

- Discuss the importance of Galatians to the missionary task.
- Incorporate a sophisticated view of contextualization into cross-cultural work.
- Sharpen your exegetical skills.

**Assignments:****Introduction**

Winter, ed: *WCF Module Two Lesson Overviews*  
176-177      Lesson 46 Introduction

**General**

*The Bible*

Galatians, 1 & 2 Thessalonians

Hawthorne, ed: *Dictionary of Paul and His Letters*

330-334      Galatians  
550-553      Letters, Letter Forms  
883-891      Social Setting of Mission Churches

Fee: *How to Read the Bible for All Its Worth*

55-70      The Epistles: Learning to Think Contextually

Moreau, ed: *Evangelical Dictionary of World Missions*

377-378      The Fruit of the Spirit

Glasser: *Announcing the Kingdom*

285-298      Paul Preaches the Gospel of the Kingdom in Jesus Christ

Winter and Hawthorne, eds.: *Perspectives on the World Christian Movement (4th edition)*

407-414      #65 Hiebert: The Flaw of the Excluded Middle

Winter, ed: *WCF Module Two Lesson Overviews*

177-180      Lesson 46 Review

**Inductive Bible Study**

Traina: *Methodical Bible Study*

135-167      Ch. 2: Interpretation

*The Bible*

Romans 8

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*

102      Graham: Inductive Bible Study Syllabus: An Inductive Study of Romans, Lesson 5

**Optional**

Hawthorne, ed: *Dictionary of Paul and His Letters*

1-8      Abraham  
179-182      Covenant and the New Covenant  
285-290      Faith  
512-515      Judaizers  
529-542      Law  
644-652      Opponents of Paul  
932-939      Thessalonians, Letter to the

Dockery, ed: *Holman Bible Handbook*

670-672      The Pauline Letters  
701-710      Galatians  
729-735      I & II Thessalonians

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*

266-267      Comoro Islands

**Personal Response, Intellectual Journal, Notes**

Assignments (continued)

Language

*Greek Lessons*

Greek 46

*Hebrew Lessons*

Hebrew 46

**Paul's Early Missionary Letters: Galatians, 1, 2 Thessalonians****Reflection Questions**

1. How did the law hinder the gospel in Galatia? What are some equivalents today? How does the book of Galatians contribute toward understanding the missionary task?
2. Based on your exegetical study assigned in the Greek lesson, discuss how *stoicheion* applied to Judaism.
3. Based on the readings and the Epistle to the Galatians, create a theological base for the principle of contextualization.
4. Discuss the relationship between hermeneutics, contextualization, and acculturation.

**Notes**

## Problems in the Early Churches: 1, 2 Corinthians

### Objectives:

- To be able to...
- Distinguish cultural and spiritual principles in New Testament epistles.
  - Analyze individual gifting and its practical application in voluntary organizations focusing cross-culturally.
  - Describe the standard by which Paul evaluates spiritual gifts.
  - Discuss intercultural adaptations in the multicultural milieu of the early church and their implications for today's multicultural world.

### Personal Response, Intellectual Journal, Notes

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
181-182      Lesson 47 Introduction

#### General

Hawthorne, ed: *Dictionary of Paul and His Letters*  
164-178      Corinthians, Letters to the  
309-310      Meat, Idols and the Christian Gathering  
339-347      Gifts of the Spirit  
916-917      Strong and Weak

Fee: *How to Read the Bible for All Its Worth*  
71-87      The Epistles: the Hermeneutical Questions

Winter, ed: *WCF Program: Classical World Reader*  
223-227      Winter: Dear Paul, Tell the Tongue Speakers to  
Hush Up!

Moreau, ed: *Evangelical Dictionary of World Missions*  
391-393      Gifts of the Spirit  
468-469      Idolatry

Winter, ed: *WCF Module Two Lesson Overviews*  
182      Lesson 47 Review

#### Inductive Bible Study

Traina: *Methodical Bible Study*  
167-189      Ch. 2: Interpretation

*The Bible*  
Romans 9-11

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
102      Graham: Inductive Bible Study Syllabus: An  
Inductive Study of Romans, Lesson 6

#### Optional

Hawthorne, ed: *Dictionary of Paul and His Letters*  
153-156      Conscience  
269-275      Ethics  
526-528      Knowledge, Gift of Knowledge  
755-762      Prophecy, Prophesying  
916-917      Strong and Weak  
939-943      Tongues

Dockery, ed: *Holman Bible Handbook*  
686-700      1 & 2 Corinthians

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
590-592      Moldova

#### Language

*Greek Lessons*  
Greek 47

*Hebrew Lessons*  
Hebrew 47

**Problems in the Early Churches: 1, 2 Corinthians****Reflection Questions**

1. What evidence, if any, in 1 Corinthians 12–14 suggests that the gifts mentioned are inherently spiritual?

2. What is the practical use by which Paul evaluates all gifts?

3. Give several examples of the early church's attempts at intercultural adaptations in its multicultural contexts. What lesson can today's church learn from these examples?

**Notes**

## ***Paul's Middle Missionary Letters: Romans, 1, 2 Corinthians***

### **Objectives:** To be able to...

- Explain the power of a previous Jewish movement in the growth of New Testament Christianity.
- Describe the balanced teaching in Romans regarding the law.
- Point to the missionary reflections in the book of Romans.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module Two Lesson Overviews*  
183-184      Lesson 48 Introduction

#### **General**

Winter, ed: *WCF Program: Classical World Reader*  
229-245      Winter: Paul's Letter to the Romans *Read 1-4, and skim the rest to see the perspective offered by this alternative translation.*  
247-252      Russell: An Alternative Suggestion for the Purpose of Romans  
253-257      Schirmmacher: Romans as a Charter for World Mission: Relation of Systematic Theology and Missiology

Hawthorne, ed: *Dictionary of Paul and His Letters*  
608-618      Mission  
975-978      Works of the Law

Latourette: *A History of Christianity, Vol. 1: Beginnings to 1500*  
10-19      The Immediate Background of Christianity: Judaism

Winter, ed: *WCF Module Two Lesson Overviews*  
184-185      Lesson 48 Review

#### **Inductive Bible Study**

Traina: *Methodical Bible Study*  
203-218      Ch. 3: Evaluation and Application

*The Bible*  
Romans 12–15:13

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
102      Graham: Inductive Bible Study Syllabus: An Inductive Study of Romans, Lesson 7

#### **Optional**

Moreau, ed: *Evangelical Dictionary of World Missions*  
285-286      Divine Election  
531-532      Justification

Hawthorne, ed: *Dictionary of Paul and His Letters*  
9-15      Adam and Christ  
15-18      Adoption, Sonship  
76-82      Body of Christ  
517-523      Justification  
838-850      Romans  
796-805      Restoration of Israel

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
700-704      Romania

### **Personal Response, Intellectual Journal, Notes**

Assignments (continued)

Language

*Greek Lessons*  
Greek 48

*Hebrew Lessons*  
Hebrew 48

**Paul's Middle Missionary Letters: Romans, 1, 2 Corinthians****Reflection Questions**

1. How does Romans balance a potential conflict between James and Galatians?

2. In Romans 15, Paul writes to the Christians in Rome about his missions to the Gentiles and his plans to visit them on the way to Spain. What does this chapter teach you about God's ways? What does it teach you about human nature? What does it teach you about your responsibilities as a Christian? In one sentence, sum up what the chapter teaches you about mission.

**Notes**

## Paul's Later Missionary Letters

### Objectives: To be able to...

- Compare Paul's methods of preparing leadership for the new churches with later mission practices.
- Discuss the relationships between the "cosmic" vision of Ephesians and Colossians with the practical aspects of the letters.
- Compare the explicit pleas for unity in the prison epistles with the discussions in Romans and 1 Corinthians.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
186-188      Lesson 49 Introduction

#### General

Hawthorne, ed: *Dictionary of Paul and His Letters*

183-189	Paul and His Coworkers
147-153	Colossians
238-249	Ephesians
249-253	Ephesus
703-707	Philemon, Letter to
707-713	Philippians, Letter to the
752-754	Prison, Prisoner
925-927	Tentmaking

Gallagher, ed: *Mission in Acts: Ancient Narratives in Contemporary Context*

257-273	For Missionaries and Leaders: Paul's Farewell to the Ephesian Elders (Acts 20:17-38)
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Evans: *Dictionary of New Testament Background*

827-830	Prison, Prisoner
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Winter, ed: *WCF Module Two Lesson Overviews*

188-189	Lesson 49 Review
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#### Inductive Bible Study

Trains: *Methodical Bible Study*  
235-243      Appendix A

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*

22-23	Graham: Inductive Bible Study Explained: Charts Review.
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27	Graham: Inductive Bible Study Explained: Giving a Title to the Book; Summarizing Statements and Conclusions Review.
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*The Bible*

Romans 15:14-16	Chart of Romans
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Snodderly, ed: *WCF Degree Study Programs: All Module Reader*

102	Graham: Inductive Bible Study Syllabus: An Inductive Study of Romans, Lesson 8
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#### Optional

Dockery, ed: *Holman Bible Handbook*

711-718	Ephesians
719-722	Philippians
723-728	Colossians
744-746	Philemon

### Personal Response, Intellectual Journal, Notes

Assignments (continued)

Language

*Greek Lessons*

Greek 49

*Hebrew Lessons*

Hebrew 49



## Review: Issues in the New Testament Church

**Objectives:** To be able to...

- State the most essential characteristics of the classical concept of a missionary
- Distinguish morally neutral cultural practices from those with universal or local ethical implications.
- Discuss the impact of certain Christian actions for the church in hostile societies.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
190-193      Lesson 50 Introduction

#### General

Gallagher, ed: *Mission in Acts: Ancient Narratives in Contemporary Context*

297-312      The Apostle Paul's Acts of Power (Acts 22–28)

Winter, ed: *WCF Program: Classical World Reader*

259-265      Olson: Untangling the Web: A Look at What Scripture Does and Does Not Say About Homosexual Behavior

Wright: *"Homosexuality: The Relevance of the Bible"*

291-300      The Evangelical Quarterly (1989) 61:4ATLA Religion Database

Moreau, ed: *Evangelical Dictionary of World Missions*

868      Sexual Mores  
961-962      Tithing

Hawthorne, ed: *Dictionary of Paul and His Letters*

413-415      Homosexuality  
417-419      Households and Household Codes  
881-883      Slave, Slavery

Glaser: *Announcing the Kingdom*

299-311      The Apostolic Church Embodies Christ's Mission

Winter and Hawthorne, eds.: *Perspectives on the World Christian Movement (4th edition)*

149-153      #25 Glaser: The Apostle Paul and the Missionary Task  
163-169      #28 Robb: Strategic: Prayer  
121-126      #22 Hawthorne: Acts of Obedience  
154-158      #26 Snyder: The Church in God's Plan

Winter, ed: *WCF Module Two Lesson Overviews*

193-195      Lesson 50 Review

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*

585-587      Micronesia, Federated States, Marshall Islands  
589-590      Palau

#### Language

*Greek Lessons*

Greek Practice Quiz #3

*Hebrew Lessons*

Hebrew 50

**Personal Response, Intellectual Journal, Notes**

**Review: Issues in the New Testament Church****Reflection Questions**

1. Was Paul a missionary? Explain why or why not.

2. Develop three criteria for discerning practices in any cultural context to be moral, immoral, or neutral.

3. How would you assess the impact of prayer and public witness in cross-cultural evangelism and church planting in hostile areas?

**Notes**

## Paul's Last Missionary Letters: 1, 2 Timothy, Titus

### Objectives:

 To be able to...

- Recognize the degree of monocultural thinking in most standard treatments of church structure in the Bible.
- Describe the intimate relation between family structure in the NT households or "house churches," and the nature of "church structure."

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
196-197 Lesson 51 Introduction

#### General

*The Bible*

1 & 2 Timothy, Titus

Winter, ed: *WCF Program: Classical World Reader*  
267-271 Winter: Paul to Timothy: An Interpretive Translation of 1 and 2 Timothy

Hawthorne, ed: *Dictionary of Paul and His Letters*  
417-419 Households and Household Codes  
654-658 Pastor, Paul as  
658-666 Pastoral Letters

Evans: *Dictionary of New Testament Background*  
1131-1132 Social Values and Structures: 2.1 Households and 2.2. Voluntary Associations

Fitzmeyer: "The Structured Ministry of the Church in the Pastoral Epistles"  
582-596 CBQ (October 2004) 66, *ATLA Religion Database*

Winter and Hawthorne, eds.: *Perspectives on the World Christian Movement (4th edition)*  
746-748 #132 Miley: The Awesome Potential for Mission Found in Local Churches

Winter, ed: *WCF Module Two Lesson Overviews*  
197-199 Lesson 51 Review

#### Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
26-27 Graham: Inductive Bible Study Explained: Tracing One or More Topics Through a Book *Review*.  
102 Graham: Inductive Bible Study Syllabus: An Inductive Study of Romans, Lesson 9

#### Optional

Hawthorne, ed: *Dictionary of Paul and His Letters*  
143-147 Collection for the Saints  
666-679 Paul and His Interpreters  
869-871 Servant, Service

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*  
379-380 Guam, Midway, Wake Island  
588 N. Marianas

### Personal Response, Intellectual Journal, Notes

Assignments (continued)

Language

*Greek Lessons*  
Greek 51

*Hebrew Lessons*  
Hebrew 51



## Women in the Church

**Objectives:** To be able to...

- Compare the position and roles of women in different cultures of the classical Mediterranean world.
- Explain how scholars and teachers arrive at their views on controversial subjects like the role of women in the New Testament church.
- Analyze the potential impact of different views on women's role in the church.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
200 Lesson 52 Introduction

#### General

Hawthorne, ed: *Dictionary of Paul and His Letters*  
375-377 Head  
583-592 Man and Woman

Winter, ed: *WCF Program: Classical World Reader*  
273-283 Kroeger: 1 Timothy 2:12—A Classicist's View

Evans: *Dictionary of New Testament Background*  
445-447 Women's Head Coverings

Grenz: "Anticipating God's New Community: Theological Foundations for Women in Ministry"  
595-611 JETS (December 1995) 38, *ATLA Religion Database*

Kroeger: "The Apostle Paul and the Greco-Roman Cults of Women"  
25-38 JETS (March 1987) 30, *ATLA Religion Database*

Winter, ed: *WCF Module Two Lesson Overviews*  
200-203 Lesson 52 Review

#### Optional

Ferrara and Wilson: "Ordaining Women: Two Views"  
33-42 First Things (April 2003) 132, *ATLA Religion Database*

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
617-618 Micronesia: Nauru  
384 Kiribati

#### Language

*Greek Lessons*

Greek 52

*Hebrew Lessons*

Hebrew 52

**Personal Response, Intellectual Journal, Notes**



## ***The Jewish Christian Epistles of James, Peter, and Jude***

### **Objectives:** To be able to...

- Describe the difficulties for mission work when the church is controlled by the state or by political ideologies.
- Summarize the Christians's relationship to higher authority.
- Use your exegetical skills to compare the Greek phrases for "law of liberty" in James 1:25 and 2:8.
- Apply the teaching of the Jewish epistles to missionary work.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module Two Lesson Overviews*  
204-205      Lesson 53 Introduction

#### **General**

Hawthorne, ed: *Dictionary of Paul and His Letters*  
457-461      James and Paul  
701-703      Peter

Moreau, ed: *Evangelical Dictionary of World Missions*  
195-196      Church and State

[www.bible.org](http://www.bible.org)

*Search for information about the Jewish Epistles of James, Peter, and Jude in this list of articles edited by Daniel B. Wallace, a professor from Dallas Theological Seminary.*

Forman: "*Missions and Governments: Reflections on the Record*"  
209-222      Missiology (1981) 9,4ATLA Religion Database

Haddad: "*Culture and State in Jordan: Religious Freedom and Citizenship*"  
460-463      Ecumenical Review (October 1998) 50ATLA Religion Database

Winter, ed: *WCF Module Two Lesson Overviews*  
205-207      Lesson 53 Review

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
205-209      Chad

#### **Language**

*Greek Lessons*  
Greek 53

*Hebrew Lessons*  
Hebrew 53

### **Personal Response, Intellectual Journal, Notes**

***The Jewish Christian Epistles of James, Peter, and Jude*****Reflection Questions**

1. Sometimes it appears as if the church is under the control of a hostile state or worldly/political ideology. How is such a "partnership" harmful to frontier missions?
2. How may Peter's characterization of Christians as "aliens and strangers" in 1 Peter be reconciled with his imperative to submit to worldly authority? Does Peter allow any resistance?
3. James writes about the law of liberty in 1:25 and in 2:8. Compare the Greek phrases. What do you observe? How does James' concept of the law differ from the law Paul writes about in Galatians?
4. A new missionary in your area has asked you to help him/her to apply the teaching of the Jewish epistles to his/her work as a missionary. What do you say?

**Notes**

## The Jewish Christian Epistle of Hebrews

### Objectives: To be able to...

- Analyze the significance of authorship of the book of Hebrews.
- Recognize examples of contextualization in Hebrews.
- Describe the link between faith and obedience in Hebrews 10–12.
- Discover a contrast in Hebrews 11 to the “prosperity gospel.”

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
208                      Lesson 54 Introduction

#### General

*The Bible*

Hebrews

Evans: *Dictionary of New Testament Background*

824-827                  Priests and Priesthood, Jewish  
1036-1050              Sacrifice and Temple Service

Konkel: “*The Sacrifice of Obedience*”

2-11                      Didaskalia (April 1991) 2,2ATLA Religion  
Database  
Using the *Electronic Journals database*, search in  
ATLA Religion for the phrase “Book of Hebrews”.  
Read about 20 pages from the selections  
available, that will help you meet one or more of  
the lesson objectives.

Winter, ed: *WCF Module Two Lesson Overviews*  
208-210                Lesson 54 Review

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
7th Edition

159-162                Botswana  
531-533                Lesotho  
793-795                Swaziland

#### Language

*Greek Lessons*

Greek 54

*Hebrew Lessons*

Hebrew 54

### Personal Response, Intellectual Journal, Notes

***The Jewish Christian Epistle of Hebrews*****Reflection Questions**

1. What is the practical importance of reflecting on the authorship of this document?
2. What evidence does Hebrews give as to the complexity of contextualization?
3. Read Hebrews 10–12, noting references to both faith and obedience. Write down at least two questions about the relationship between faith and obedience that stood out as you read. Using your questions as the starting point, explain the link between faith and obedience.
4. What contrast do you find to the “prosperity gospel” in chapter 11?

**Notes**

## Review: Early Religious Communities

**Objectives:** To be able to...

- Recognize Jewish and Greek influences on Christianity.
- Compare the role of houses of worship or prayer in different religious groups.
- Compare the position and roles of women in early Buddhism with those in the New Testament church.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
211-217      Lesson 55 Introduction

#### General

Latourette: *A History of Christianity, Vol. 1: Beginnings to 1500*  
1-28      Pre-Christian Course of Mankind: General Setting,  
Judaism, Graeco-Roman World

Smart, ed: *Sacred Texts of the World*  
256-257      Buddhism: Women and the Order

Winter, ed: *WCF Program: Classical World Reader*  
285-308      Pedersen: Masjid (Arabic), Mosque

Winter and Hawthorne, eds.: *Perspectives on the World Christian  
Movement (4th edition)*  
687-690      #114 Harkin & Moore: The Zaraban Breakthrough

Winter, ed: *WCF Module Two Lesson Overviews*  
217-222      Lesson 55 Review

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation  
7th Edition*  
882-886      Vietnam

#### Language

*Greek Lessons*

Greek 55

*Hebrew Lessons*

Hebrew Practice Quiz #4

**Personal Response, Intellectual Journal, Notes**

**Review: Early Religious Communities****Reflection Questions**

1. By now you have seen the Christian faith in Jewish and Greek clothing—and have noticed how different it appears in each. Please jot down 2 or 3 of the differences.

2. Explain the significance of the mosque, the church, and the synagogue in their respective religious groups, pointing out significant differences between them.

3. Compare the position and the roles of women in early Buddhism with those in the New Testament church.

**Notes**

## **Christ as Sacrifice, Christ the Fulfillment**

**Objectives:** To be able to...

- Analyze the nature of sacrifice in early Judaism, Christianity, and Hinduism.
- Discuss the concept of Christ as the fulfillment of other religions, such as biblical Judaism, and Hinduism.
- Explain concepts of God, mankind, and their interrelationship in Hinduism and biblical Christianity.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module Two Lesson Overviews*  
223 Lesson 56 Introduction

#### **General**

Smart, ed: *Sacred Texts of the World*  
211-212a Hinduism: Puja

Lemuel: "*Salvation According to Hinduism*"  
22-26 Direction (Spring 1994) 23,1ATLA Religion Database

Clooney, S.J.: "*Hindu Views of Religious Others: Implications for Christian Theology*"  
306-333 Theological Studies (2003) 64ATLA Religion Database  
*The author leans toward universalism.*

Raj: "*Adapting Hindu Imagery: A Critical Look at Ritual Experiments in an Indian Catholic Ashram*"  
333-353 Journal of Ecumenical Studies (Summer/Fall 2000)  
37,3/4ATLA Religion Database

Divakar, S.J.: "*Jesus Christ—The Life of India*"  
500-504 International Review of Mission (October 1982)  
71,284ATLA Religion Database

Winter, ed: *WCF Module Two Lesson Overviews*  
223-226 Lesson 56 Review

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
7th Edition  
418-419 Andhra Pradesh

#### **Language**

*Greek Lessons*  
Greek 56

*Hebrew Lessons*  
Hebrew 56

**Personal Response, Intellectual Journal, Notes**



## The Pastoral Letters of John: 1, 2, 3 John

### Objectives: To be able to...

- Define the concept of Christian fellowship, and see its importance in strengthening a congregation.
- Define the concept of "heresy" and describe the way in which the author of 1 John expected believers to combat false teachings.
- Apply social science concepts about "group" to both an understanding of 1 John and to present-day attempts to encourage people groups to follow Jesus as a homogeneous unit.

### Personal Response, Intellectual Journal, Notes

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
227-228 Lesson 57 Introduction

#### General

*The Bible*

1, 2 & 3 John

Hawthorne, ed: *Dictionary of Paul and His Letters*  
293-294 Fellowship, Communion, Sharing

Evans: *Dictionary of New Testament Background*  
414-417 Gnosticism  
522-525 Hospitality

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
95-98 John's Epistles Charts (Fill in both charts; Answer sheets located on subsequent pages)

*These charts, "John's Defense of the Christian Faith Against False Teachings in His First and Second Epistles" and "Tests for Assurance of the Truth of Certain Doctrines in John's First Epistle" will help you focus on the richness of 1 John and its relevance for us in this modern era.<BR>*

Lewis: *"The Church and the New Spirituality"*  
433-444 JETS (December 1993) 36,4ATLA Religion Database

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
103-108 Snodderly: A Response to Heresy in the Early Church: The First Epistle of John

Winter, ed: *WCF Module Two Lesson Overviews*  
228-230 Lesson 57 Review

#### Optional

Smart, ed: *Sacred Texts of the World*  
190-192 Hinduism: Power of the Goddess  
195-196 Yoga  
197-199 The One God and the Phenomenal World, Maya  
213-216 Householder and Sannyasin  
225-226 Ramakrishna's Enlightenment  
263-264 Buddhism: Nirvana  
264-267 Dependence, Paradise, Way to Nirvana  
272-274 Bodhisattva and Lay Ideals

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*  
185-188 Cambodia

#### Language

*Greek Lessons*

Greek 57

*Hebrew Lessons*

Hebrew 57



## Revelation: Apocalyptic Literature, Eschatology, and Missions

### Objectives: To be able to...

- List four hermeneutical/exegetical principles for apocalyptic literature, such as the book of Revelation.
- State your view of the millennium.
- Discern your motivation for Christian missions.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
231-232      Lesson 58 Introduction

#### General

##### *The Bible*

Revelation, especially 20-22

Fee: *How to Read the Bible for All Its Worth*  
249-264      Revelation

Winter, ed: *WCF Program: Classical World Reader*  
309-314      Beyerhaus: Eschatology: Does It Make a  
Difference in Missions?  
315-318      Reapsome: What's Holding Up World  
Evangelization?

Moreau, ed: *Evangelical Dictionary of World Missions*  
56-57      Amillennialism  
310      End Times  
315-316      Eschatology  
627-628      Millennial Thought  
772      Postmillennialism  
783-784      Premillennialism

Green, ed: *Dictionary of Jesus and the Gospels*  
206-209      Eschatology

Evans: *Dictionary of New Testament Background*  
40-45      Apocalyptic Literature  
1026-1030      Ruler Cult

Glasser: *Announcing the Kingdom*  
312-325      God Rules Now, Already and Not Yet

Wielenga: "Mission and the Apocalyptic: A Perspective from Matthew"  
111-119      International Review of Mission (January 2002)  
91,360ATLA Religion Database

Winter, ed: *WCF Module Two Lesson Overviews*  
232-233      Lesson 58 Review

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
830-835      Turkey

#### Language

##### *Greek Lessons*

Greek 58

##### *Hebrew Lessons*

Hebrew 58

### Personal Response, Intellectual Journal, Notes



## Review: Knowledge of the Sacred and Eschatology

**Objectives:** To be able to...

- Recognize neo-Gnostic influences in modern evangelicalism.
- Relate the eschatology of New Testament Christianity to its roots in the religion of ancient Israel.
- Indicate lines of development of angelology within Judaism between 400 BC and AD 200.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
234-238      Lesson 59 Introduction

#### General

Winter, ed: *WCF Program: Classical World Reader*

319-322	Weblowsky: Eschatology
323-333	Smith: Afterlife
335-336	Gnoli: Frashokereti
337-345	King: Angels and Ancestors- A Basis for Christology
347	Christensen: Outlines of the Book of Daniel

Green, ed: *Dictionary of Jesus and the Gospels*

8-11	Angels
163-171	Demon, Devil, Satan

Hawthorne, ed: *Dictionary of Paul and His Letters*

20-23	Angels, Archangels
253-269	Eschatology
350-354	Gnosis, Gnosticism
862-867	Satan, Devil

Moreau, ed: *Evangelical Dictionary of World Missions*

428-429	Hell
852-854	Satan

Glaser: *Announcing the Kingdom*

329-344	God's Kingdom Extends over the Powers
---------	---------------------------------------

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*

107-108	Anguilla, Antigua & Barbuda
306-307	Dominica
377-378	Guadeloupe
599-600	Montserrat
777-778	St. Kitts and Nevis

#### Language

*Greek Lessons*

Greek Practice Quiz #4

*Hebrew Lessons*

Hebrew 59

Personal Response, Intellectual Journal, Notes

**Review: Knowledge of the Sacred and Eschatology****Reflection Questions**

1. Give three examples of neo-Gnosticism in modern evangelicalism.
2. Is Christian eschatology more like that of Zoroastrianism than that of the religion of ancient Israel? Why or why not?
3. Explain the similarities and real differences between the following two statements:  
-At death, Zoroastrians believe each of us is judged according to the total goodness or evilness of our thoughts, words, and deeds. The greater the goodness, the wider the bridge to heaven, the House of Heavenly Song, the Kingdom of Light where the souls of the righteous reside. The greater the accumulated evil, the narrower the bridge, until it is so narrow that souls cannot cross. They fall into hell, the 'House of the Lie,' a murky, woeful place.  
-Enter through the narrow gate; for the gate is wide and the road broad that leads to destruction, and those who enter through it are many. How narrow the gate and constricted the road that leads to life. And those who find it are few"(Matthew 7:13-14 NAB).
4. What are some ways in which the development of angelology in Judaism during the period 400 BC to AD 200 is significant for Christology?

**Notes**

**Use This Lesson to Work on Assignments**

Use this time to work on any required assignments.

**Personal Response, Intellectual Journal, Notes**

***Use This Lesson to Work on Assignments***

**Notes**

## **Religious and Political Developments in the Roman World**

**Objectives:** To be able to...

- State why dealing with gnosticism was a major challenge for the early church, and why it is a continuing challenge for the church today.
- Identify philosophic and religious traditions upon which the Gnostics drew, in compounding their syncretistic faith.
- Relate the sharpness of the Roman persecution of the early church to features of Roman civic religion and emperor cults.

**Personal Response, Intellectual Journal, Notes**

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module Two Lesson Overviews*  
240-241      Lesson 61 Introduction

#### **General**

Hawthorne, ed: *Dictionary of Paul and His Letters*  
350-354      Gnosis, Gnosticism  
786-795      Religions, Greco-Roman

Stark: *The Rise of Christianity*  
33-47      Class Basis of Early Christianity

Evans: *Dictionary of New Testament Background*  
218-220      Civic Cults  
414-417      Gnosticism  
771-774      Pax Romana

Latourette: *A History of Christianity, Vol. 1: Beginnings to 1500*  
122-129      Threats: Hellenism, Gnosticism, Marcionism,  
Montanism

O'Brien: *Oxford Atlas of World History*  
54-57      The Roman Empire 500 BC- 400 AD and  
Barbarian Invasions of the Roman Empire 100-500  
AD

McNeill: *A World History*  
130-131      Review Chronological Chart  
158-165      Breakdown of the Republic through Christianity

Winter, ed: *WCF Module Two Lesson Overviews*  
241-243      Lesson 61 Review

#### **Language**

*Greek Lessons*  
Greek 61

*Hebrew Lessons*  
Hebrew 61

**Religious and Political Developments in the Roman World****Reflection Questions**

1. How does Paul's assertion that "if our gospel be *hid*, it is *hid* to them that are lost" (2 Cor 4:3 KJV; *veiled* NIV) speak to the issue of gnosticism? Or does it?

2. List the philosophic and religious traditions used by Gnostics to develop their syncretistic faith.

3. Why might the Roman persecution of the early church be considered a natural outgrowth of the Roman civic religion and emperor cults?

**Notes**

## The Apostolic Fathers

**Objectives:** To be able to...

- Describe the historical process whereby certain writings gained acceptance as "New Testament canon."
- Describe the wide variety of doctrinal streams that flowed in the early Christian centuries.
- Suggest modern parallels to some of the major trends and differences, good and bad, that existed in the sphere of early Christianity.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
244-245      Lesson 62 Introduction

#### General

Winter, ed: *WCF Program: Classical World Reader*  
349-363      Bruce: The Canon of Scripture

Latourette: *A History of Christianity, Vol. 1: Beginnings to 1500*  
133-135      New Testament Canon

Moreau, ed: *Evangelical Dictionary of World Missions*  
121-123      Bible  
969-971      Trinity

Winter, ed: *WCF Module Two Lesson Overviews*  
245-247      Lesson 62 Review

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
827-829      Tunisia

#### Language

*Greek Lessons*  
Greek 62

*Hebrew Lessons*  
Hebrew 62

**Personal Response, Intellectual Journal, Notes**



## Jewish Revolts, Leaders, and Writings

**Objectives:** To be able to...

- Understand the nature of early rabbinic literature in relation to the Old Testament.
- Explore the Jewish context in which the early Christian community emerged.
- Compare early Christianity and emerging rabbinic Judaism in relation to their common source in the Hebrew Bible.

**Personal Response, Intellectual Journal, Notes**

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
248-249      Lesson 63 Introduction

#### General

Johnson: *A History of the Jews*  
130-151      Judaism: Paul ... Jabneh and Rabbinical Judaism

Green, ed: *Dictionary of Jesus and the Gospels*  
544-548      Midrash  
688-697      Revolutionary Movements

Winter, ed: *WCF Program: Classical World Reader*  
365-368      Ginzberg: Elisha and Jonah

Evans: *Dictionary of New Testament Background*  
81-85      Apostolic Fathers  
580-583      Jewish Literature  
584-588      Jewish Wars with Rome

Winter, ed: *WCF Module Two Lesson Overviews*  
249-251      Lesson 63 Review

#### Optional

Moreau, ed: *Evangelical Dictionary of World Missions*  
519-521      Jew, Judaism

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*

129-130	Bahamas
150-151	Bermuda
694-696	Puerto Rico
838-839	Turks and Caicos
886-887	Virgin Islands

#### Language

*Greek Lessons*

Greek 63

*Hebrew Lessons*

Hebrew 63

## ***Jewish Revolts, Leaders, and Writings***

### **Reflection Questions**

1. Compare the use of the story of Jonah by Jesus (as reported in Matt 12:38-42) and the way in which the story of Jonah is elaborated in Jewish *midrash*. What, if anything, can Christians learn from the exegetical methods used in rabbinic Judaism?
2. Citing an encyclopedic article, in 75 words or less, describe the Jewish context from which the early Christian community emerged.
3. Write a defense of your answer to the following question: Which is closer to the religion of ancient Israel, rabbinic Judaism or early Christianity?
4. How would you describe the relationship between early Christianity and rabbinic Judaism? What would be your response to someone who claims that Christianity can be described as a Jewish sect?

### **Notes**

## Sociolinguistics and Scripture

**Objectives:** To be able to...

- Select the appropriate means to communicate the gospel, with the limitations/values of oral or written means.
- Explain the processes by which the Bible was written.
- Explain the social consequences of literacy and education.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
252-253      Lesson 64 Introduction

#### General

Winter, ed: *WCF Program: Classical World Reader*  
369-372      Wilson: What It Takes to Reach People in Oral Cultures

Evans: *Dictionary of New Testament Background*  
183-194      Canonical Formation of the New Testament

Malina: "*The Social Sciences and Biblical Interpretation*"  
229-242      Interpretation (July 1982) 36 *ATLA Religion Database*

"*Sociolinguistics and Communication*": *A Book Review*  
487-488      JETS (1987) 30 *DATLA Religion Database*

Winter and Hawthorne, eds.: *Perspectives on the World Christian Movement (4th edition)*  
715-717      #124 Ali & Woodberry: South Asia: Vegetables, Fish, and Messianic Mosques  
690-693      #155 Lewis: Planting Churches: Learning the Hard Way

Winter, ed: *WCF Module Two Lesson Overviews*  
253-254      Lesson 64 Review

#### Language

*Greek Lessons*  
Greek 64

*Hebrew Lessons*  
Hebrew 64

**Personal Response, Intellectual Journal, Notes**

## ***Sociolinguistics and Scripture***

### **Reflection Questions**

1. Your mission agency has asked you to explain your understanding of the processes by which the Bible was written. What do you say?

2. What social changes occur when a society becomes literate?

3. Historically, what effect has Bible translation had on societies? What is its relevance to evangelism?

### **Notes**

## ***Around the World: The Americas and the Pacific***

**Objectives:** To be able to...

- Discuss the main distribution of cultural groups around the South Pacific Rim (especially Polynesia and the Andes), their diversity, migrations, and contacts.
- Describe the Highland Mayan calendar and the way it controlled the religion and major aspects of an individual's life.
- Examine the effect of your own annual religious/social commitments and compare them with Mayan religion

**Personal Response, Intellectual Journal, Notes**

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module Two Lesson Overviews*  
255-256      Lesson 65 Introduction

#### **General**

##### **Americas**

##### **Pacific**

Winter, ed: *WCF Program: Classical World Reader*  
373-388      Kirch: Early Polynesia, and Open Polynesian Societies

O'Brien: *Oxford Atlas of World History*

22-23	From Hunting to Farming: Africa 10,000 BC- 500 AD
26-27	From Hunting to Farming: Australia and the Pacific 10,000 BC- 1000 AD
24-25	From Hunting to Farming: The Americas 12,000-1000 BC
32-35	Civilizations of Mesoamerica 1200 BC- 700 AD and Cultures of South America 500-1500
84-85	Civilizations of Mesoamerica and South America 500-1500
108-109	Cultures of North America

McNeill: *A World History*

278-282      The Americas

Winter, ed: *WCF Module Two Lesson Overviews*

257-258      Lesson 65 Review

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
7th Edition

724-725      Samoa  
724-725      Samoa

#### **Language**

*Greek Lessons*

Greek 65

*Hebrew Lessons*

Hebrew Practice Quiz #5



# ***Around the World: Africa and Europe Beyond the Mediterranean***

**Objectives:** To be able to...

- Give a basic summary of the Iron Age history of selected African and Northern European peoples.
- Compare the beliefs in multiple supernatural beings held by peoples of different eras and cultures.
- Express the limitations of our knowledge of peoples outside the mainstreams of ancient civilizations.

**Personal Response, Intellectual Journal, Notes**

## **Assignments:**

### **Introduction**

Winter, ed: *WCF Module Two Lesson Overviews*  
259-260      Lesson 66 Introduction

### **General**

#### **Africa**

Oliver: *The African Experience*  
102-108a      Cities of the Plain

#### **Europe**

O'Brien: *Oxford Atlas of World History*  
20-21      From Hunting to Farming: Europe 8000-200 BC  
22-23      From Hunting to Farming: Africa 10,000 bc-500 AD  
26-27      From Hunting to Farming: Australia and the Pacific  
10,000-1,000 AD

McNeill: *A World History*

113-114      African Trade Routes  
275-278      Sub Saharan Africa  
301-302      Circumnavigation

Hiebert: *Cultural Anthropology*

221-242      Kinship Systems and Groups

Winter, ed: *WCF Module Two Lesson Overviews*  
260-264      Lesson 66 Review

Partridge, ed: *Introduction to World Religions*

89-91      Hutton: The Old Gods: The Religion of the Celts  
92-95      Warmind: The Norse Gods: The Religions of  
Scandinavia

### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*

353-355      The Gambia  
730-733      Senegal

### **Language**

*Greek Lessons*

Greek 66

*Hebrew Lessons*

Hebrew 66

***Around the World: Africa and Europe Beyond the Mediterranean*****Reflection Questions**

1. Look briefly in your World History book (contents and index) to find the approximate *number of pages* devoted to the following world regions up to AD 400. How would you account for the lack of coverage of these large regions of diverse peoples:  
Sub-Saharan Africa?  
  
The Americas?  
  
Non-Mediterranean Europe?  
  
Southeast Asia?
2. Compare Yoruba and either Greek or Roman polytheism with Christian beliefs in supernatural beings, indicating similarities and differences. Write three statements that might be useful in building bridges between the gospel and polytheistic teachings.
3. Based on your studies to date, what relationship, if any, do you see between cultural achievements and race, ethnicity, linguistic group, and/or geographical location?

**Notes**

## Around the World: India

**Objectives:** To be able to...

- Understand the nature and consequences of the interaction between India and Greece during this period.
- Evaluate the influence of Ashoka's reign and his Buddhist missions on the history of India and neighboring countries.
- Identify and evaluate the development of the prominent philosophical and religious concepts during this period

**Personal Response, Intellectual Journal, Notes**

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
265-266      Lesson 67 Introduction

#### General

Draper: "*The Contribution of the Emperor Asoka Maurya to the Development of the Humanitarian Ideal in Warfare*"  
192-206      International Review of the Red Cross (1995) 305  
<http://www.icrc.org/web/eng/siteeng0.s/htlmall/57jmf2?opendocument>

Pannier: "*On the God-Mask in the Dyonyssia and Indra Jatra*"  
70-79      Marg (June 2001) 52,4 *Wilson Select Plus Database* (enter in the search field "on the god-mask marg")

Rasmussen: "*[The Shape of Ancient Thought]*"  
182-191      Philosophy East & West (January 2006) 56,1  
*Wilson Select Plus Database*

O'Brien: *Oxford Atlas of World History*  
46-49      First Empires in India and First Empires in China

McNeill: *A World History*  
166-168      Introduction and The Mauryan Empire  
175-179      New Cosmopolitan Religions

Winter and Hawthorne, eds.: *Perspectives on the World Christian Movement (4th edition)*  
703-705      #119 Hubbarb: A Movement of Christ Worshipers in India

Winter, ed: *WCF Module Two Lesson Overviews*  
266-268      Lesson 67 Review

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*  
321-322      India: Bihar and Jharkhand  
439-440      Sikkim

#### Language

*Greek Lessons*

Greek 67

*Hebrew Lessons*

Hebrew 67



## Around the World: China

**Objectives:** To be able to...

- Explain the historical factors that influenced the creation and continuance of a unified China.
- Analyze the integration of Chinese family and religious systems.
- Relate some of the major technological accomplishments of ancient China.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
269-271      Lesson 68 Introduction

#### General

O'Brien: *Oxford Atlas of World History*  
46-49      First Empires in India and First Empires in China

McNeill: *A World History*

168-175      Unification of China  
190-192      Legalism and Confucianism

Winter, ed: *WCF Module Two Lesson Overviews*  
271-274      Lesson 68 Review

Partridge, ed: *Introduction to World Religions*

394-403      Berthrong: Sages and Immortals: Chinese Religions

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
7th Edition

229-230      China: Chongqing  
237-238      Hubei, Hunan

#### Language

*Greek Lessons*

Greek 68

*Hebrew Lessons*

Hebrew 68

**Personal Response, Intellectual Journal, Notes**

## ***Around the World: China***

### **Reflection Questions**

1. After identifying the factors which enabled the Qin (221–207 BC) and Han (202 BC–AD 220) dynasties to establish and maintain a unified Chinese empire, despite their incorporation of many diverse peoples, answer the following question: How can the Chinese maintain personal integrity/integration while at the same time adhering to several religious/philosophical systems, such as Taoism, the ancestor cult, Confucianism, and Buddhism? Explain why you believe Christ can or cannot be added to this traditional “Chinese religion” without displacing all the others.
2. Indicate some ways in which family relationships and religion are related in traditional Chinese culture. What implications do these have for the communication of the gospel?
3. What were some of the major technological accomplishments of ancient China?

### **Notes**

## Around the World: Central and Southeast Asia

### Objectives: To be able to...

- Outline the numerous historical movements of peoples in Central and Southeast Asia
- Explain the effect of climate and geography on the peoples' material and religious development.
- Discuss differences in culture and religion of various peoples of Southeast Asia.
- Apply the knowledge of Central and SE Asian peoples and their history to missiological concerns.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
275-277 Lesson 69 Introduction

#### General

##### Southeast Asia

Winter, ed: *WCF Program: Classical World Reader*  
389-391 Meyers: *Chronology: Southeast Asia*

##### Central Asia

*Library of Congress Country Studies*

Cambodia: Pre-history and Early Kingdoms  
<http://lcweb2.loc.gov/frd/cs/khtoc.html>  
Thailand: Early History  
<http://lcweb2.loc.gov/frd/cs/thtoc.html>  
Vietnam: Early History, The Chinese Millennium  
<http://lcweb2.loc.gov/frd/cs/vntoc.html>

King: "*Theravada Buddhism in Burma*"

Buddhism Today  
<http://www.buddhismtoday.com/english/world/country/005-burma.htm>

Raymond: "*Regional Geographic Influence on Two Khmer Polities*"

135-150 *Journal of Third World Studies* (Spring 2005) 22,1  
*Wilson Select Plus Database*

Smith: "*Insights for Frontier Missions to Theravada Buddhists*"

125-128 *IJFM* (July 1993) 10,3 See *IJFM Archives* at [www.ijfm.org](http://www.ijfm.org), or the hard copy.

Yamauchi: "*The Scythians: Invading Hordes from the Russian Steppes*"

90-99 *Biblical Archeologist* (Spring 1983) 46,2 *ATLA Religion Database*

O'Brien: *Oxford Atlas of World History*

30-31 The First Civilizations: China 1700- 1050 BC  
50-51 Peoples of Central Asia 6000-500 AD  
40-43 Classical Greece 750- 400 BC and The Achaemenid and Hellenistic World 600-30 BC  
52-53 Eurasian Trade 150- 500 BC

Winter and Hawthorne, eds.: *Perspectives on the World Christian Movement (4th edition)*

693-696 #116 Gustafson: Pigs, Ponds and the Gospel

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*

609-614 Myanmar

### Personal Response, Intellectual Journal, Notes

Assignments (continued)

Central Asia (cont.)

Nimmanhaeminda: "Buddhism and Spirit Worship in Burma and Thailand"

The Irrawaddy (August 11, 2004)  
<http://www.irrawaddy.org/aviewer.asp?a=3782&z=11>

Winter, ed: *WCF Module Two Lesson Overviews*  
277-278 Lesson 69 Review

Optional

Moore and Pauk: "Nyaung-gan: A Preliminary Note on a Bronze Age Cemetery Near Mandalay, Myanmar (Burma)"  
35-47 *Asian Perspectives* (Spring 2001) 40,1  
*Wilson Select Plus Database*

Thomas: "Bronze Age Myanmar (Burma): A Report on the People from the Cemetery of Nyaunggan, Upper Myanmar"  
273-278 *Antiquity* (June 2001) 75,288

Stark: "Results of the 1995-1996 Archaeological Field Investigations at Angkor Borei, Cambodia"  
7-36 *Asian Perspectives* (Spring 1999) 38,1

Language

Greek Lessons

Greek 69

Hebrew Lessons

Hebrew 69

***Around the World: Central and Southeast Asia*****Reflection Questions**

1. Create a graph that shows the essential relationships that existed between Funan and the Indian and Chinese empires.

2. How would you explain the frequent change of religion in certain parts of Southeast Asia? In your opinion, would this make the people of the area more, or less responsive to Christianity?

3. How conscious does one involved in international development need to be of the ethnic, cultural, historical, and religious background of particular peoples in Central and Southeast Asia? What difference will this awareness make in addressing missiological concerns?

**Notes**

## Review: Developments in Asia

### Objectives: To be able to...

- Summarize the contributions of several ancient cultures to the development of mathematics and science.
- Explain the meaning of Chinese ancestor cult practices and compare them with methods of honoring deceased family members in other cultures.
- Discuss the relationship between kinship systems and other facets of culture in diverse societies.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
279-286 Lesson 70 Introduction

#### General

Winter, ed: *WCF Program: Classical World Reader*  
393-396 Emery: History of Mathematics  
397-410 Boehr: How We Met the Ancestor Worship  
Problem among the Hakka Speaking Chinese in  
Taiwan

Moreau, ed: *Evangelical Dictionary of World Missions*  
542-543 Kinship

Wang: *"The Rise of Modern Historical Consciousness: A Cross-Cultural  
Comparison of Eighteenth Century East Asia and Europe"*  
74-95 Journal of Ecumenical Studies (Winter/Spring  
2003) 15 (i.e.40), 1/2ATLA Religion Database

Williams: *"A Unity of Pattern in the Kami Tradition: Orienting 'Shinto'  
within a Context of Pre-Modern and Contemporary Ritual Practice"*  
34-47 Journal of Ritual Studies (2000) 14, 2ATLA  
Religion Database

Smith: *"Christianity and Ancestor Practices in Hong Kong: Toward a  
Contextual Strategy"*  
27-38 Missiology (January 1989) 17, 1ATLA Religion  
Database

Wright: *"Same Differences"*  
21-25 The New Republic (March 27, 2000) 222, 13 Wilson  
Select Plus Database  
Searching for the article, type in the title and the  
journal (i. e., "same differences, new republic") in  
the "Search for" field.

O'Brien: *Oxford Atlas of World History*  
52-53 Eurasian Trade 150 BC- 500 AD  
44-45 The Birth of World Religions 1500 BC- 600 AD

Winter and Hawthorne, eds.: *Perspectives on the World Christian  
Movement (4th edition)*  
653-656 #106 Chua: Evangelization of the Whole Families

Winter, ed: *WCF Module Two Lesson Overviews*  
286-289 Lesson 70 Review

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation  
7th Edition*  
230-231 China: Fujian  
258-262 Taiwan

### Personal Response, Intellectual Journal, Notes

Assignments (continued)

Optional (cont.)

Porras: "Doing Theology in a Chinese Context"  
53-65 IJFM (1987) 4

See IJFM Archives at [www.ijfm.org](http://www.ijfm.org), or the hard copy, if  
available.

Yuan and Mitchell: "Land of the Walking Marriage"  
58-65 Natural History (November 2000) 109,9  
Wilson Select Plus Database

Wei, Jianzhong, and Stuart: "The Xunhua Salar Wedding"  
31-76 Asian Folklore Studies (1999) 58,1  
Wilson Select Plus Database

Language

Greek Lessons  
Greek Final Test

Hebrew Lessons  
Hebrew 70

**Review: Developments in Asia****Reflection Questions**

1. Thales and Pythagoras apparently received much of their knowledge from Egypt, where it may have come from Babylon and India. The same may be said of Euclid. Discuss and give specific examples of the historical importance of the borrowing of mathematical, as well as technological ideas.

2. Do you think there are incompatibilities between the Chinese ancestor cult and biblical teachings? If so, what functional substitutes would you suggest might be used instead?

3. In cultures having organized descent groups, indicate the role of these kinship groups vis-à-vis (a) society as a whole, (b) family life, and (c) interpersonal relations. How can an understanding of kinship assist cross-cultural workers in such cultures?

**Notes**

## Achievements of Classical Civilizations

**Objectives:** To be able to...

- Reflect thoughtfully on the relation of artistic production to religious motivation.
- Become aware of multiple artistic traditions
- Articulate some of the intellectual contributions—artistic, scientific, and technological—made by non-Western societies.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
290-291      Lesson 71 Introduction

#### General

Moreau, ed: *Evangelical Dictionary of World Missions*  
79              Art

*Trends and patterns of achievements of a variety of civilizations are described in this fascinating book*

Christian: *Maps of Time*  
319d-332      Trends in the Era of Agrarian "Civilizations"

Hiebert: *Cultural Anthropology*

371-396      Religious Beliefs and Practices  
397-410      Expressive Culture

Winter, ed: *WCF Module Two Lesson Overviews*  
291-293      Lesson 71 Review

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
7th Edition

380-384      Guatemala  
318-320      El Salvador

#### Language

*Greek Lessons*

Greek 71

*Hebrew Lessons*

Hebrew 71

**Personal Response, Intellectual Journal, Notes**



## The Early Church in a Hostile Roman World

**Objectives:** To be able to...

- Discuss contextualization from an ethical perspective.
- Analyze the approach to new religions taken by various states and cultures.
- Explain readily observed causes of religious persecution.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
294-295 Lesson 72 Introduction

#### General

Latourette: *A History of Christianity, Vol. 1: Beginnings to 1500*  
81-89 Opposition, Persecution, Rapid Growth, Storms  
under Decius and Valerian (through AD 260)

Winter, ed: *WCF Program: Classical World Reader*  
411-416 Lam: Attitudes Toward Traditional Culture in the  
May Fourth Era

Moreau, ed: *Evangelical Dictionary of World Missions*  
746-747 Persecution

Evans: *Dictionary of New Testament Background*  
111-114 Arenas  
209-212 Circuses and Games  
775-778 Persecution  
976-978 Roman Empire  
984-991 Roman Law and Legal System

#### Foxe's Book of Martyrs

<http://www.ccel.org/f/foxe/martyrs/fox102.htm>  
Please use this link to find this assigned reading  
from "Foxe's Book of Martyrs". Scroll down the  
page to find the section entitled "The Fourth  
Persecution, Under Marcus Aurelius Antoninus,  
AD 162". Under this section you will find an  
account of the martyrdom of the early Christian  
Apologist, Justin Martyr.

Snodderly: *The Goal of International Development*  
41-48 Snodderly & Winter: The Purposes of the Roberta  
Winter Institute

Winter, ed: *WCF Module Two Lesson Overviews*  
295-297 Lesson 72 Review

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
7th Edition  
233 China: Guangxi Zhuang

#### Language

##### Hebrew Lessons

Hebrew 72

##### Greek Lessons

Greek 72

**Personal Response, Intellectual Journal, Notes**



## The Spread of Christianity

**Objectives:** To be able to...

- Describe how Christianity spread during the second century.
- Describe the various factors in the second century Christian experience that limited active public evangelism.
- Describe why and how Christianity expanded in the east during the second century.

**Personal Response, Intellectual Journal, Notes**

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
298-299      Lesson 73 Introduction

#### General

Moffett: *A History of Christianity in Asia, Vol. 1: Beginnings to 1500*  
1-80      The First 200 Years *Read 50 pages from this selection.*

Stark: *The Rise of Christianity*  
49-71      The Mission to the Jews: Why It Probably Succeeded

Winter, ed: *WCF Program: Classical World Reader*  
417-424      Moffett: The Spread of Christianity in Asia

O'Brien: *Oxford Atlas of World History*  
44-45      The Birth of World Religions 1500 BC- 600 AD  
62-63      Religions of the Medieval World 600-1500

Winter, ed: *WCF Module Two Lesson Overviews*  
299-300      Lesson 73 Review

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
440-441      India: Tamil Nadu

#### Language

*Greek Lessons*  
Greek 73

*Hebrew Lessons*  
Hebrew Final Test

## ***The Spread of Christianity***

### **Reflection Questions**

1. List some of the mechanisms of expansion for Christianity during the second century.

2. What forces were at work preventing the spread of the gospel, and how did these factors end up affecting the spread of the gospel?

3. What were the major factors which caused Christianity to spread eastward during the second century?

### **Notes**

# The Changing World

**Objectives:** To be able to...

- Relate military campaigns and the rise and fall of empires to long-range shifts in culture.
- Give examples of cultural dynamics from classical cultures.
- Discuss the significance of shifts in archeological theory for our understanding of ancient history.

## Assignments:

### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
301-302      Lesson 74 Introduction

### General

Stark: *The Rise of Christianity*  
73-94      Epidemics, Networks, and Conversion

McNeill: *A World History*

199      Map of Justinian's Empire c. 565  
171-173      Review Changes in Warfare and Trade

Hiebert: *Cultural Anthropology*

243-260      Associations

Winter and Hawthorne, eds.: *Perspectives on the World Christian Movement (4th edition)*

382-386      #60 Johnstone: Expecting a Harvest  
425-429      #68 Hesselgrave: The Role Of Culture in Communication

Winter, ed: *WCF Module Two Lesson Overviews*

302      Lesson 74 Review

### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*

488-494      Japan

### Language

*Greek Lessons*

Greek 74

*Hebrew Lessons*

Hebrew 74

**Personal Response, Intellectual Journal, Notes**



## Summing Up

**Objectives:** To be able to...

- Trace the continuities and discontinuities in the history of the Jews within the 600 year period of Module 2.
- Describe the functional continuity and discontinuity of Judaism in the Christian tradition.
- Describe the rationale for the period chosen for Module 2.

### Assignments:

#### Introduction

Winter, ed: *WCF Module Two Lesson Overviews*  
303-304      Lesson 75 Introduction

#### General

Moffett: *A History of Christianity in Asia*  
105-112      Clash of Religions: Christian, Zoroastrian,  
Manichean

Stark: *The Rise of Christianity*  
129-145      Christianizing the Urban Empire: A Quantitative  
Approach

Johnson: *A History of the Jews*  
108-125      Pharisees through Daniel  
126-150      Judaism: Jesus ... Jabneh and Rabbinical Judaism

Evans: *Dictionary of New Testament Background*  
570-580      Jewish History: Greek, Persian and Roman  
Periods (Review)

Winter and Hawthorne, eds.: *Perspectives on the World Christian  
Movement (4th edition)*  
64-69      #9 Piper: Let the Nations Be Glad!  
547-557      #85 Johnstone: Covering the Globe  
122-125      #19 Coleman: The Master's Plan  
531-546      #84 Winter and Koch: Finishing the Task  
397-399      #63 Kwast: Understanding Culture

Winter, ed: *WCF Module Two Lesson Overviews*  
304-306      Lesson 75 Review

Partridge, ed: *Introduction to World Religions*  
87-88      Smith: Philosophical Religion

#### Optional

Johnson: *A History of the Jews*  
81-107      Judaism: Ezekiel ... Second Commonwealth

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
705-712      Russia: Introduction

#### Language

*Greek Lessons*

Greek 75

*Hebrew Lessons*

Hebrew 75

**Personal Response, Intellectual Journal, Notes**

## Summing Up

### Reflection Questions

1. In what sense could it be said that Judaism was terminated by the twin catastrophes at Jerusalem in AD 70 and 135? According to Johnson, what succeeded Judaism?
2. List the various factors that could justify the claim that the 100 years following the death of Jesus saw "The Great Reversal" for the Jewish people.
3. How is it that a Philo could not have been accommodated by post-Jerusalem Jewry? To what extent is the devout Jew, Philo, more a friend to Christians who contemplate a global following than he is to the Jewish tradition by AD 200?
4. In what respects could it be said that by the end of the second century, Christianity was a more faithful fulfillment of Judaism than the surviving Jewish community?
5. How did the Jewish people lose an astounding advantage in the forging of an international faith and see it "purloined" by the Christians?
6. Why, in your view, is the span of time represented by Module 2 appropriate or inappropriate?

### Notes

## **Complete Any Remaining Assignments**

Lessons 76-80 are set aside for completing any remaining assignments.

**Personal Response, Intellectual Journal, Notes**

**Complete Any Remaining Assignments**

Notes