

SEVENTH-DAY ADVENTIST  
THEOLOGICAL SEMINARY

Global Mission Leadership (ESD), 2017 Cohort  
2018 – Year Two

MSSN731

CULTURAL & RELIGIOUS ANALYSIS I

*Yuri Drumi, PhD*



Andrews  
University  
Seek. Affirm. Change.

# Andrews University

## MSSN 731 CULTURAL & RELIGIOUS ANALYSIS I

GLOBAL MISSION LEADERSHIP (ESD) 2017

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### **GENERAL MODULE INFORMATION**

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Intensive location: Zaoksky Adventist University, Tula Russia  
Intensive Dates: June 18-28  
Credits offered: 4

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### **INSTRUCTOR CONTACT**

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Email: yuridrumi@yahoo.com

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### **BULLETIN MODULE DESCRIPTION**

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Using the tools of cultural, social, anthropological, and religious analysis, the specific context and challenges of mission will be analyzed and described in depth as a basis for ministry. The course content will be shaped to fit the local situation.

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### **MOODLE ACCESS, 365-DAY LIMIT**

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Moodle access for this module is limited to 365 days. Registered students generally have access to Moodle 60 days prior to the first day of the intensive. All module assignments are to be submitted through Moodle according to the due dates outlined in this syllabus.

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## MODULE MATERIALS

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### Required:

1. Penner, Peter. (2014). *Missiologiya i germeneytika. Prochtenie bibleiskikh tekstov v kontekste missii* (Missiology and Hermeneutics. Reading the Bible Texts in the Context of Mission). Cherkassy: Kolloquium.
2. Penner, Peter, ed. (2015). *Novye gorizonty missii* (New Horizons of Mission). Cherkassy: Kolloquium.
3. Schwab, Klaus. (2016). *Chetvertaia promyshlennaia revolyutsia* (The Fourth Industrial Revolution). Moscow: EKSMO, 2016.
4. Fizpatrik, Sheila. (2008). *Povsednevny stalinism. Sotsialnaia istoria Sovetskoi Rossii v 30-e gody: gorod* (Everyday Stalinism. Social History of Soviet Russia in the 30s: City). Moscow: ROSSPEN.
5. Official documents of Russian Orthodox Church: (1) «Osnovy sotsialnoi kontseptsii Russkoi Pravoslavnoi Tserkvi» (Fundamentals of Russian Orthodox Church Social Concept); (2) «Osnovy uchenia Russkoi Pravoslavnoi Tserkvi o dostoinstve, svobode i pravakh cheloveka» (Fundamentals of Russian Orthodox Church Teaching Concerning Human Dignity, Freedom, and Human Rights); (3) «Osnovnye printsipy otnosheniya Russkoi Pravoslavnoi Tserkvi k inoslavliu» (The Key Principles of Russian Orthodox Church Relations to Other Faiths); (4) «Kontseptsia missionerskoi deiatelnosti Russkoi Pravoslavnoi Tserkvi» (The Concept of Russian Orthodox Church Missionary Work); «Postanovleniya Osviashennogo Arkhiereiskogo Sobora Russkoi Pravoslavnoi Tserkvi (29 noyabrya — 2 dekabrya 2017 goda)» (Rulings of the Holy Bishop Council of Russian Orthodox Church (29 November – 2 December 2017)).  
[http://www.patriarchia.ru/db/document/anchored\\_docs/](http://www.patriarchia.ru/db/document/anchored_docs/)
6. White, Helen. (2005). *Deiania apostolov* (Acts). Zaoksky: Source of Life Publishing House.
7. *Acts* (in the biblical canon).

### Recommended:

1. Maier, Rudi. (2018). *Field Research for Community-based Ministries. Social Science Principles, Methods, and Practices for Mission and Ministry Leadership* (Department of World Mission, Andrews University, Berrien Springs, MI).
2. Хиберт, Пол. (2013). *Культурная антропология в помощь служителю Евангелия*. СПб.: Библия для всех.
3. Чацкий, А., Д. Овертон. (2001). *Миссиология. Библейский, исторический, культурный, стратегический аспекты*. М.: «Духовное возрождение».
4. Сальникова, Екатерина. (2017). «Визуальная культура в медиасреде». М.: Прогресс-Традиция.

For ISBN and price information, please see the listing at the Bookstore [www.andrews.edu/bookstore](http://www.andrews.edu/bookstore).

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## PROGRAM LEARNING OUTCOMES

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The following program learning outcomes reflect the intended impact of the Doctor of Ministry Program:

1. Critically reflect on, articulate, and apply biblically based principles and values for excellence in mission and ministry.
2. Conduct research and implement an intervention in response to ministry challenges and trends in a global context, related to the primary field of service
3. Integrate knowledge and skills acquired into an effective ministry practice and evaluate the resultant impact on one's personal experience and ministry.

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## PRIMARY EDUCATIONAL OBJECTIVES

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The Doctor of Ministry program seeks to develop the person, knowledge, and practice of its students.

**Being:**

- a) Seek deeper Christ-like biblical spirituality
- b) Experience enrichment of personal and family life
- c) Intensify commitment to ministry
- d) Develop an Adventist perspective of discipleship, evangelism, mission, and ministry

**Knowing:**

- a) Acquire exceptional theoretical knowledge that contributes to advanced ministry
- b) Foster a holistic view of society and its needs
- c) Articulate theological and theoretical understandings that advance global ministry
- d) Understand the biblical model of servant leadership

**Doing:**

- a) Enhance the ability to evaluate ministerial practices through theological reflection
- b) Use appropriate tools to analyze the needs of churches and communities
- c) Refine skills that facilitate ministerial effectiveness
- d) Reinforce habits of study that contribute to lifelong learning

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## STUDENT LEARNING OBJECTIVES

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The Doctor of Ministry in Global Mission Leadership Concentration seeks to develop the person (Being), knowledge (Knowing), and practice (Doing) of its participants. Following are objectives that are important to the student development. These objectives should be reflected in the Ministry Development Plan developed by the participant.

The graduate will

1. Have deeper knowledge of the cultural settings of ESD territories and people
2. Acquire knowledge and skills for using tools for doing cultural and religious analysis
3. Develop SDA perspective on cultural and religious context of his ministry
4. Be able to interpret the current cultural trends in the society
5. Strengthen collegial relations in the face of significant mission challenges in ESD
6. Be able to better interpret and apply SDA theological narrative in view of specific features of ESD cultural legacies
7. Learn how to help local churches and SDA organizations to become better aware of the importance of their cultural and religious contexts

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## THE COHORT

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This module is open to members of this cohort, who take the sequence of modules and the project seminar together. Cohort members will meet in groups between intensives and pursue projects that advance their competencies. On completion, they will have completed a Global Mission Leadership Concentration in their DMin program.

Participants in the Global Mission Leadership 2017 Concentration take the following modules and the project seminar in the following sequence:

### **Year One – 2017**

- MSSN706 Biblical, Theological and Spiritual Foundations of Mission (6 cr) Kleber Gonçalves and Bruce Bauer, May30-June 4, 2017 Zaoksky, Tula, Russia
- GSEM790 DMin Project Seminar (4 cr) David Penno June 5-14, 2017 Zaoksky, Tula Russia

### **Year Two – 2018**

- MSSN741 Mission Strategy Development I (4 cr) Boubakar Sanou, June 4-15, 2018, Zaoksky, Tula, Russia
- MSSN731 Cultural & Religious Analysis I (4 cr) Yuri Drumi, June 18-28, 2018, Zaoksky, Tula, Russia

### **Year Three – 2019**

- MSSN742 Mission Strategy Development II (4 cr) Bruce Bauer, June 3-14, 2018, Zaoksky, Tula, Russia
- MSSN732 Cultural & Religious Analysis II (4 cr) Yuri Drumi, June 17-28 2019 Zaoksky, Tula, Russia

### **Year Four – 2020**

- GSEM796 DMin Project (6 cr) Bruce Bauer, Boubakar Sanou, and Yuri Drumi; May 25 – June 19 (To be confirmed)

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## MODULE REQUIREMENTS

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### I. Pre-Intensive

Pre-Intensive Reading:

A journal is due the first day of the teaching intensive for each of the first four books required pre-session titles. The journal (there will be four, one for each book) is an informal reflection of your thoughts as you read the book. Reflection in this context suggests a cognitive and imaginative process. Examine what you read in the article and “bounce it off” what you have experienced or imagined. Consider the text in the light of your values, experiences, ideas, and hopes. The result is your “reflection” on the text. Give deliberate and intentional attention to how the text relates to your life and relate it with written clarity. Journals are usually four to six pages, need not follow any particular style, and will not be graded for grammar, writing, etc. Begin the journal for each book with a simple statement that you have read the required book or state what you have read of the book.

As far as the books 2-4 are concerned, in your report include (1) the title of the book and its author, (2) your general *impression* of the book, (3) what have you *understood* from it, (4) what you *think* of the book, (5) how what you have read *describes* you and other people of your culture, (6) how what you have read *explains* to you the context of your ministry, (7) your summary of the book and its importance for your ministry. Student’s reflection on the first book, *Missiologia i Germenevtika*, will be as follows: (1) title of the book, (2) your general impression of the book, (3) which chapter do you find most relevant to your ministry and why? (4) list 10 missiological lessons you learned from the book, (5) your summary and statement of how this book has taught you to read the New Testament from a missiological point of view.

Books can be purchased in any manner convenient to the participant.

### II. The Intensive

- A. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed.
- B. On some evenings a daily journal will be required.
- C. Participation in discussion, group activities, journaling, and compilation of notes is expected.
- D. A cohort field experience (will or may) be planned for Saturday and Sunday.

During the intensive, it is expected that each student will read the following five official documents of Russian Orthodox Church:

- (1) «Osnovy sotsialnoi kontseptsii Russkoi Pravoslavnoi Tserkvi» (Fundamentals of Russian Orthodox Church Social Concept);
- (2) «Osnovy uchenia Russkoi Pravoslavnoi Tserkvi o dostoinstve, svobode i pravakh cheloveka» (Fundamentals of Russian Orthodox Church Teaching Concerning Human Dignity, Freedom, and Human Rights»;

- (3) «Osnovnye printsipy otnoshenia Russkoi Pravoslavnoi Tserkvi k inoslaviu (The Key Principles of Russian Orthodox Church Relations to Other Faiths);
- (4) «Kontseptsia missionerskoi deiatelnosti Russkoi Pravoslavnoi Tserkvi» (The Concept of Russian Orthodox Church Missionary Work);
- (5) «Postanovlenia Osviashennogo Arkhiereiskogo Sobora Russkoi Pravoslavnoi Tserkvi (29 ноября – 2 декабря 2017 года)» (Rulings of the Holy Bishop Council of Russian Orthodox Church (29 November – 2 December 2017)).

For each document students will write reflection report according to the following structure:

- (1) Title of the document and the date it was voted,
- (2) Your general impression of the document,
- (3) How this document helps to understand religious and cultural context of your ministry,
- (4) Your conclusion about the document and its importance for understanding of your ministry context.

Each reflection must be 5-7 pages. The dead line is **28 June 2018**.

### III. Post Intensive

A. Journal and report the following two books in the same manner as for the pre-intensive books.

1. White, Hellen. (2005). *Acts*. Zaosky: Source of Life Publishing House.  
It is expected that in the journal a student will spell out at least 20 lessons/principles/ideas/concepts useful for his understanding of the ministry context. List them and by 2-3 precise sentences state the essence of each lesson learned.

There should be 4-5 pages or 1500 words for this assignment.

2. Read all 28 chapters of Acts of the Apostles (in biblical canon). Take note of specific challenges arising when the Good News was penetrating a given ancient culture and/or when it exposed sinful practices of people, their amoral behavior and questionable values of that particular culture. There should be 15 such cases. Then
  - a. Explain problematic situations related to the cultural context, as Luke presented them;
  - b. Briefly, in 3-4 sentences describe each situation (a habit, set of values, religious beliefs, etc.);
  - c. Explain what solution was provided by the early church and its apostles;
  - d. As a conclusion, write down what are the parallels you see between those situations and the context of your ministry.

There should be 4-5 pages for this assignment.

B. Meet with your context support group of five to seven persons and review your Ministry Development Plan (MDP) of five to seven pages, double spaced. The Ministry Development Plan will have four

sections; a description of your current situation, your vision for your life and ministry following the program, the steps you propose to move in the direction of that vision during your program, and a listing of the helping as well as hindering forces. The Ministry Development Plan should include spiritual, personal, relational, and professional context, vision, and activities to accomplish the vision in those areas. The MDP will serve the context support group and form the foundation for a reflection paper at the time of your assessment at the end of the program.

C. Chapter three of your project document, a paper of 25 pages, will be required providing an analysis of the political, cultural, and religious context of your project challenge.

*The Doctor of Ministry Project Writing Manual 2<sup>nd</sup> Edition* (or more recent edition) will provide the standards for all written work. Doctor of Ministry papers are done in Turabian Parenthetical style.

D. Meet again with your context support group of five to nine persons from your specific ministry context and review your MDP. The meeting should center on personal and professional progress. The meeting must occur on or before 26 August 2018. The group will review the MDP and its role with materials provided during the intensive.

E. Students will participate in a minimum of two sessions of a work group for peer support and sharing of experience.

1. A journal and attendance record of the group meetings will be required from a secretary for each group by 26 March 2019.
2. The first group meetings must occur on or before 26 September 2018, and review the work of each student on their chapter four.
3. The second group meeting must occur on or before 24 December 2018, and review the case study done by each student.
4. Groups may meet by phone conference, face-to-face, or via electronic conference.

F. Continue your work with an appropriate field mentor, be involved in at least monthly sessions with your mentor, and report the 1) name, 2) contact information, and 3) a one page journal of session dates and reactions to the sessions to the lead teacher on the final assignment due date.

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## **GRADING AND ASSESSMENT**

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### A. Credit-hour definitions and calculations

The Doctor of Ministry program requires 56 hours of study for each semester credit. Professor contact time is to be 15 hours per credit within that number. This course of the module is 4 hours, so the entire course module is to require 224 hours. Following is a rule of thumb to help guide your reading, research, and writing for Seminary courses:



- Average reading speed 15-20 pages/hr.
- Average writing speed 3 hr./page

The time for this module is calculated as follows:

Ministry Development Plan	16 h
Reading and journaling	115 h (92 for the reading; 23 for the journaling)
Intensive	60 h
Journaling during the intensive	2 h
Context support group	2 h
Peer group attendance and report	3 h
Case study	20 h
Mentoring	6 h
<b>TOTAL</b>	<b>224 h</b>

Obs: Post intensive paper – (60 hours relate to the project credits registered in years three and four)

#### B. Criteria for Grades

Assessment is accomplished by evaluating participation and assignments around the outcomes of the concentration. There are four outcomes in the area of being, four in the area of knowing, and four outcomes in the area of doing. The chart below describes the process of judging the integration of those outcomes. Distinctions become vague when the contribution of all experience to the cyclical process of true learning in the areas of being, knowing, and doing are considered. See the chapter rubric guidelines at the Doctor of Ministry web site for further information.

Competency of the Concentration	Learning Resources Provided in This Module	Process of Assessment
Understands and applies critical thinking; understands and applies social science research methods; gain theoretical knowledge that contributes to advanced ministry; use appropriate tools to analyze the needs of churches and communities	-Research including current literature, assigned readings, field research -A dissertation project chapter that includes field research, and an intervention involving a specific challenge in a ministry context	Classroom consultation including didactic and experiential learning  Classroom interaction and discussion

Able to reflect on and analyze one's own culture and the surrounding culture; develop an Adventist perspective of evangelism, mission, and ministry; develop a global view of society and ministry	Power Point Presentations, lectures, class and group discussion	-Book reports and reflections -Classroom interactions and discussion
Becomes more culturally sensitive, open, and caring to those outside one's own group: develop skills that facilitate more culturally sensitive and effective ministry	-Context support group -Learning groups including collective assignments, consultations, and accountability - Mentoring as a professional relationship	-Reading -Book reviews -Journaling

### C. Grade Points

Reading Journals and Reports	100 points
Ministry Development Plan (MDP)	30 points
Context Support Group	30 points
Journaling During Intensive	40 points
Chapter 3	200 points
<b>TOTAL</b>	<b>400 points</b>

- 96 - 100% - A
- 93 - 95% - A-
- 90 - 92% - B+
- 85 - 89% - B
- 82 - 84% - B-
- 79 - 81% - C+
- 75 - 78% - C
- 72 - 74% - C-

### D. Assignment Submission deadlines will be applied as follows:

Assignment due date: (possible A grade)

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Late up to 30 days: (no more than A- grade)

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Late 31 to 60 days: (no more than B+ grade)

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Late 61 to 90 days: (no more than B grade)

Late 91 days or more: (no credit for the assignment)

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive. If submitted late, the work will be discounted 10%. The remainder of the assignments are due **December 20<sup>th</sup> 2018**. They are to be submitted electronically to the Andrews University Learning Hub. Always keep copies. The grade of DG (deferred grade) will be given until the due date.

#### E. Assignment Submission

Submit assignments electronically to the Andrews University Learning Hub. Always keep a copy, and confirm submissions after 30 days.

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### ASSESSMENT GUIDELINES

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#### Chapter Assessment Rubric for Mechanics of the Post Intensive Paper

Category	4.00 Target	3.00 Needs Improvement	2.00 Unsatisfactory	1.00 Unacceptable
<b>Format</b>	The chapter formatting follows proper Andrews Standards for Written Work.	There is 1 formatting mistake.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.
<b>Style</b>	The chapter follows Turabian Parenthetical Style in-text referencing to cite sources.	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes.
<b>Language Conventions</b>	There are no spelling, grammar, or punctuation errors.	There is spelling, grammar, or punctuation error.	There are 2 spelling, grammar, or punctuation errors.	There are 3 or more spelling, grammar, or punctuation errors.
<b>Clearly Written</b>	The chapter is written in a reader-friendly manner that models clarity of expression.	The statement is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
<b>Length</b>	25 pages	26-30 pages	31-40 pages	More than 40 pages

## **Chapter 3 Should, More or Less, follow the following Outline**

### **Chapter 3: Political, Cultural, and Religious Analysis**

[Context Analysis needs to relate to the topic of your Dissertation]

#### **Introduction:**

[The importance of a contextual analysis for your strategic planning? State the outstanding issues of the context: Country, church leadership models, people group within the country etc.]

#### **Description of the place:**

Geographic description of the location

#### **History of Location**

[Short history of the country/region, some of the historical changes which took place because of certain events, and reflection on the past to see implications for the present and its future]

#### **Political Context**

[Past and present political issues: role of political parties, election and election results, types of government; the country's political role in the region, etc.]

#### **Social Context**

[Leadership patterns, social differences, demographic picture etc.]

#### **Cultural Context**

[Cultural difference between the people groups and social/economic strata: cultural activities/beliefs/practices found in the area which have an impact on the issues you want to target in your proposal etc.]

#### **Religious Context**

[A general description of the religious life in your country, such as religious faiths, regional differences, religious organizations, youth and religion, influence of religion in society, etc.]

#### **SDA Church in the Location**

##### **History**

##### **Growth Patterns for the last 10 years**

##### **Pastoral Leadership in the Area**

##### **Finance for at least 5 years**

##### **Church Attendance**

##### **Church Activities**

##### **Felt Needs of the Church**

##### **Summary**

[Summarize the most significant issues for your project]

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## **UNIVERSITY POLICIES**

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#### **Disability Accommodations**

If you need special attention, please contact Zaoksky Adventist University as soon as possible so that accommodations can be arranged.

#### **Late Assignment Submission**

See page 10.

### **Class Attendance**

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements.”

*AU Bulletin*

### **Class Absences**

“Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records”.

*AU Bulletin*

### **Excused Absences**

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher”.

*AU Bulletin*

The above Andrews University policy is for students in other AU programs. **The Andrews University policy for the Doctor of Ministry program is that no absences are granted from intensives other than for deaths in an immediate household or for hospitalization.**

### **Academic Integrity**

“In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another’s work as one’s own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically allowed by the teacher or program; stealing, accepting, or studying from stolen quizzes or examination materials; copying from another student during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or

without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses”.

*AU Bulletin*

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## INSTRUCTOR PROFILE

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After receiving BTh from Zaoksky Theological Seminary (Russia) in 1994 and one year of studies at All Nations Christian College (UK), Dr. Yuri Drumi served as pastor in two churches in Moldova. In 1997 he was invited to join the faculty of the Seminary in Zaoksky and since then he has been serving the church in the setting of Zaoksky Adventist University. After receiving PhD from Andrews University (2008) Dr. Drumi has been coordinating Master and DMin programs run by AU on the campus of ZAU. With missiology in his academic background, he sees his mission in bridging the gospel (*evangel*) of Jesus Christ and contemporary Russian culture – through publications, lectures, sermons, and personal witnessing. Dr. Drumi has authored 5 books (the 6th is forthcoming) and a number of articles. He is married to Natalia and they have three children.

