

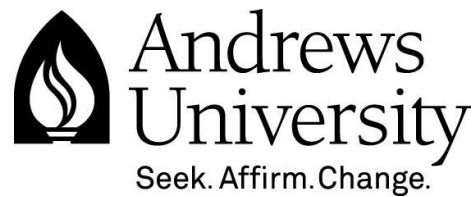
SEVENTH-DAY ADVENTIST
THEOLOGICAL SEMINARY

Global Mission Leadership (ESD), 2017 Cohort
2019, Year Three

MSSN732

CULTURAL AND RELIGIOUS ANALYSIS II

Yuri Drumi, PhD



MSSN732

RELIGIOUS AND CULTURAL ANALYSIS II

GLOBAL MISSION LEADERSHIP (ESD – 2017)

GENERAL MODULE INFORMATION

Intensive location: Zaoksky Adventist University, Tula Russia
Intensive Dates: June 17-28, 2019
Credits offered: 4

INSTRUCTOR CONTACT

Instructor: Yuri Drumi, PhD
Telephone: (8) 905-119-4561
Email: yuridrumi@yahoo.com

BULLETIN MODULE DESCRIPTION

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.

MOODLE ACCESS, 365-DAY LIMIT

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.

MODULE MATERIALS

REQUIRED READING:

Pre-Intensive:

1. Паулин, Дж. 2010. Вечное Евангелие в вечно меняющемся мире. Заокский: ИИЖ.
2. Соловий, Роман. 2014. Появляющаяся церковь. Евангелическое христианство перед вызовом постмодернизма. Черкассы: Коллоквиум.
3. Хайдеггер, М. 1990. «Слова Ницше “Бог мертв”». Вопросы философии (7:143-176).
4. Бачинин, В.А. 2007. «Постмодернизм и христианство. Три этапа эволюции модерна». Общественные науки и современность (4:162-171).
5. Волков, В.Н. 2014. «Постмодернистская этика и эстетика: отказ от ценностно-нормативного». Context and Reflection: Philosophy of the World and Human Being (3:9-31).
6. Филянова, В.Н. «На пути к "абсолютной свободе": постмодернизм и христианство». Религия и политика, стр. 167-181.

For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore. (this statement must remain in the syllabus)

Post Intensive:

1. Гобозов, И. А. «Постмодернизм – эпоха медиократов». Вопросы философии, 12/2015. http://vphil.ru/index.php?option=com_content&task=view&id=1307
2. Горбунова, Л.И. «Постмодерн как тенденция развития культуры XX века». Вестник МГТУ, том 14, No2, 2011 г. стр. 265-271
http://vestnik.mstu.edu.ru/v14_2_n44/articles/07_gorbun.pdf
3. Губанов, Н.И. «Нищета философии постмодернизма». Философия и общество 1/2007, стр. 54-69.
4. Бачинин, В. «Ницше-динамит и предсмертный танец белой медведицы». Нева 12/2016, стр. 187-194.
5. Ратников, В.П. «Постмодернизм: истоки, становление, сущность». Философия и общество 4/2002, стр.120-132.
6. Черникова, В.Е. «Культура постмодерна в условиях информатизации современной реальности». Исторические, философские, политические и юридические науки, культурология и искусствоведение. Вопросы теории и практики. Тамбов: Грамота, 2016. No 7(69): в 2-х ч. Ч. 1. С. 201-204.
http://scjournal.ru/articles/issn_1997-292X_2016_7-1_57.pdf
7. «Дамаскин», 5 (46), декабрь 2018. Христианство и постмодерн.
http://www.seminary.nne.ru/images/Damaskin/Дамаскин_1805_web.pdf

For ISBN and price information, please see the listing at the Bookstore
www.andrews.edu/bookstore.

DMIN PROGRAM LEARNING OUTCOMES

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.

DMIN PRIMARY EDUCATIONAL OBJECTIVES

The Doctor of Ministry program seeks to develop the person, knowledge, and practice of its students. While the program is structured around certain areas of concentration, there are outcomes we feel are important to evaluate as outcomes for all students. The following are those program outcomes.

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

STUDENT LEARNING OBJECTIVES

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 a deeper knowledge of post-modern features in the cultural fabric of Russian society
 2. Acquire knowledge for using tools for doing cultural and religious analysis
 3. Develop SDA perspective on cultural and religious trends on ESD territories
 4. Be able to interpret modern and post-modern currents within ESD contexts
 5. Strengthen collegial relations in the face of significant mission challenges in ESD
 6. Be able to better interpret and apply SDA theological narrative to ESD cultural legacies
 7. Learn how to help local churches and SDA organizations to become better aware deep cultural shifts taking place in their cultural and religious contexts.
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THE COHORT

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 cohort take the following modules and the project seminar in the following sequence:

Doctor of Ministry (DMin) - Andrews University				
Global Mission Leadership (ESD - 2017)				
Coordinator: Dr. Bruce B. Bauer				
Course/Credits Professors	2017	2018	2019	2020
MSSN706 Biblical, Theological and Spiritual Foundations of Mission (6 credits)	May 30-June 4 June 15-26 Zaoksky University			

Dr. Kleber Gonçalves Dr. Bruce B. Bauer				
GSEM790 DMin Project Seminar (4 credits) Dr. David Penno	June 5-14 Zaoksky University			
MSSN741 Mission Strategy Development I (4 credits) Dr. Boubakar Sanou		June 4-15 Zaoksky University		
MSSN731 Cultural and Religious Analysis I (4 credits) Dr. Yuri Drumi		June 18-28 Zaoksky University		
MSSN742 Mission Strategy Development II (4 credits) Dr. Bruce B. Bauer			June 3-14 Zaoksky University	
MSSN732 Cultural and Religious Analysis II (4 credits) Dr. Yuri Drumi			June 17-28 Zaoksky University	
GSEM796 DMin Project (6 credits)				May 25- June 19 Zaoksky University

Always consult the Doctor of Ministry program planner at www.doctorofministry.com for possible adjustments to the date and locations of future teaching intensives.

MODULE REQUIREMENTS

I. Pre-Intensive

Pre-Intensive Reading:

A. A journal is due the first day of the teaching intensive for each of the three required pre-session titles. The journal (there will be six, 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.

1. Паулин, Дж. 2010. Вечное Евангелие в вечно меняющемся мире. Заокский: ИИЖ.
2. Соловий, Роман. 2014. Появляющаяся церковь. Евангелическое христианство перед вызовом постмодернизма. Черкассы: Коллоквиум.
3. Хайдеггер, М. 1990. «Слова Ницше “Бог мертв”». Вопросы философии (7:143-176).
4. Бачинин, В.А. 2007. «Постмодернизм и христианство. Три этапа эволюции модерна». Общественные науки и современность (4:162-171).
5. Волков, В.Н. 2014. «Постмодернистская этика и эстетика: отказ от ценностно-нормативного». Context and Reflection: Philosophy of the World and Human Being (3:9-31).
6. Филянова, В.Н. «На пути к "абсолютной свободе": постмодернизм и христианство». Религия и политика, стр. 167-181.

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

B. Attend virtually the Implementation Symposium on (*dates supplied by the project coach*). This symposium will help you finalize your project proposal, obtain DMin Committee and IRB approval, and prepare you to implement your project in year three of the program. The lead faculty for this module cannot enter a final grade until affirmation is provided by the project coach that you attended the symposium.

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.

III. Post Intensive

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

1. Гобозов, И. А. 2015. «Постмодернизм – эпоха медиократов». Вопросы философии. http://vphil.ru/index.php?option=com_content&task=view&id=1307
2. Горбунова, Л.И. 2011. «Постмодерн как тенденция развития культуры XX века». Вестник МГТУ (2:265-271). http://vestnik.mstu.edu.ru/v14_2_n44/articles/07_gorbun.pdf
3. Губанов, Н.И. 2007. «Нищета философии постмодернизма». Философия и общество (1:54-69).
4. Бачинин, В. 2016. «Ницше-динамит и предсмертный танец белой медведицы». Нева (12:187-194).
5. Ратников, В.П. 2002. «Постмодернизм: истоки, становление, сущность». Философия и общество (4:120-132).
6. Черникова, В.Е. 2016. «Культура постмодерна в условиях информатизации современной реальности». Исторические, философские, политические и юридические науки, культурология и искусствоведение. Вопросы теории и практики. Тамбов: Грамота, No 7(69): в 2-х ч. Ч. 1. С. 201-204. http://scjournal.ru/articles/issn_1997-292X_2016_7-1_57.pdf
7. «Дамаскин», 5 (46), декабрь 2018. Христианство и постмодерн. http://www.seminary.nne.ru/images/Damaskin/Дамаскин_1805_web.pdf

B. Review the Ministry Development Plan (MDP) of five to seven pages, double spaced. The Ministry Development Plan should have four sections; a description of your situation when you began the program, your vision for your life and ministry following the program, the steps you have been taking and propose to take 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 four of your project document, a paper of at least 16 but no more than 22 pages, will be required providing the methodology of your project challenge. **This is the work required in year three that partially integrates your 6 credits of project learning into the program.**

- Average writing speed 3 hr./page

The time for this module is calculated as follows:

Ministry Development Plan	3 hours
Reading and journaling (approx.. 2700 pages)	150 hours reading & 40 for journaling=190 hours
Intensive	75 hours
Journaling during the intensive	2 hours
Context support group	2 hours
Peer group attendance and journaling	3 hours
Mentoring	5 hours
Total	280 hours

*The 280 hours are not including the project credits

Post intensive paper (**the writing time - 60 hours, plus experiential and research time - 64 hours, satisfies the 124 hours for 2 project credits**)

Implementation Symposium assignments: attendance, proposal completion and approval, and IRB approval-(15 hours relate to the project seminar credits)

B. Criteria for Grades

Assessment is accomplished by evaluating participation and assignments around the outcomes of the concentration. There are (provide the number) outcomes in the area of being, (provide the number) in the area of knowing, and (provide the number) 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.

C. Grade Points

Reading Journals and Reports	100 points
Ministry Development Plan	30 points
Methodology paper	90 points
Context Support Group	30 points
Small Group Meetings	30 points
<u>Journal During Intensive</u>	<u>120 points</u>
Total	400 points

- 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

Give a brief description of how you would like your assignments submitted to you. Do you prefer hard copies, email, Moodle.

E. Assignment submission deadlines:

Assignment due date: (possible A grade)

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

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

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

Late 91 days or more: (DN deferred and not completable*)

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, **June 17, 2019**. If submitted late, the work will be discounted 10%. The remaining assignments are due **Feb. 28, 2020**.

F. Student grades will be recorded by **May 1, 2020**.

* Graduation requires a 3.0 or better program GPA. Students who receive a DN must seek permission from the DMin office to restart with another cohort and seek a new program time limit. Such requests are considered by the DMin program committee and not guaranteed. No tuition refunds are considered.

ASSESSMENT GUIDELINES

Chapter Assessment Rubric for the Post Intensive Paper

CATEGORY	4.00 Target	3.00 Needs Improvement	2.00 Unsatisfactory	1.00 Unacceptable
Introduction	The chapter begins with an introduction that invites the reader into the topic and presents a bird's eye view of what the chapter will cover.	Same as Target, the bird's eye view is incomplete.	The reader is invited into the topic but no bird's eye view is given of what the chapter will cover.	There is no introduction or no clear connection between the introduction and the body of the chapter.
Profile of the Ministry Context	A concise profile is given of the ministry context that relates specifically to the task of the project.	A concise profile is given of the ministry context that relates to the task of the project.	A profile of the ministry context is given that does not relate specifically to the task of this project.	There is no profile of the ministry context.
Development of the Intervention	An intervention is developed that clearly builds upon the theological foundation and the literature review.	An intervention is developed that seems to build upon the theological foundation and the literature review.	An intervention is developed, but no clear relationship is shown between it and the theological foundation and the literature review.	No intervention is developed.
Description of the Intervention	A concise description of the intervention is given, including how participants were recruited, what kind of sessions, how many, objectives, and content.	A description of the intervention is given, including how participants were recruited, what kind of sessions, how many, objectives, and content.	An intervention is described, but it is unclear or lacks a logical flow.	No intervention is described.
Conclusion	The chapter ends with a conclusion that clearly reiterates the main points, and acknowledges directions for further research and reflection.	The chapter ends with a conclusion that reiterates the main points and acknowledges directions for further research and reflection.	One of the main points is not reiterated in the conclusion. Or in addition to reiterating what was discovered in the body of the chapter the conclusion presents new evidence or makes claims that are not substantiated in the body of the chapter.	There is no conclusion or the conclusion does not capture the main points of the chapter.
Format	The chapter formatting follows proper <i>Andrews Standards for Written Work</i> .	There is 1 formatting mistake.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.
Style	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.
Language Conventions	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.
Clearly Written	The chapter is written in a reader-friendly manner that models clarity of expression.	The chapter 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.
Length	16-25 pages	26-30 pages	31-40 pages	More than 40 pages

UNIVERSITY POLICIES

Disability Accommodations

If you qualify for accommodation under the American Disabilities Act, please contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Late Assignment Submission

Place your policy on late submission here.

Examinations

“Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time”.

AU Bulletin

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

Emergency Protocol

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

INSTRUCTOR PROFILE

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 6 books and a number of articles. He is married to Natalia and they have three children.

5/16/2019