

SEVENTH-DAY ADVENTIST
THEOLOGICAL SEMINARY

MSSN 546
MISSION IN CULTURAL &
RELIGIOUS CONTEXTS

Sep 30 – Oct 4, 2018

Boubakar Sanou



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MSSN 546
MISSION IN CULTURAL AND RELIGIOUS CONTEXTS
SEP 30 – OCT 4
FALL SEMESTER
MA in Pastoral Ministry

GENERAL CLASS INFORMATION

Class acronym: MSSN 546
Class name: Mission in Cultural and Religious Contexts
Semester & year: Fall 2018
Class location: Forest Lake SDA Church, Apopka, Florida
Class time/day: **Sunday, 6 p.m. – 8 p.m.**
Mon. – Thurs. 8 a.m. – 12:30 p.m.; 1:30 p.m. – 6 p.m.
Credits offered: 3

INSTRUCTORS CONTACT

Instructor: Boubakar Sanou, PhD
Telephone: 269-815-2110
Email: sanou@andrews.edu
Office location: S209
Office hours: Monday-Thursday 8-12am

COURSE DESCRIPTION

This class explores missiological principles with an emphasis on the cultural and religious context, the development of cultural sensitivity, and cross-cultural communication skills for Christian witness. Required of all MDiv students.”

SYLLABUS REVISION STATEMENT

The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

OUTCOMES

Masters of Divinity (MDIV) Program Outcomes

The MDiv Program has six desired outcomes. This course may contribute to all outcomes indirectly but the Department of World Mission believes the course contributes to two outcomes directly:

3. Organize, equip, and mobilize congregations for effective inter-ethnic and cross-cultural mission and ministry.
6. Engage in biblical and theological reflection as the basis for ministry.

***MA in Pastoral Ministry (MAPM) English & Spanish Program Outcomes* (Updated)**

1. Delivers effective biblically based sermons.
2. Demonstrates proper biblical interpretation skills.
3. Understands the historical–theological development of the Adventist Church.
4. Capable of training church members for evangelism.
5. Demonstrates an understanding of how to empower church members for leadership.
6. Capable of reaching specific social groups.

STUDENT LEARNING OUTCOMES (SLO)

Upon completion of this course students should be able to:

- SLO #1** Understand and explain major demographic dimensions of the unfinished task of world mission
- SLO # 2** Summarize assigned chapters and specified class lectures
- SLO # 3** Analyze reading and lecture content and state reasons for agreement or disagreement
- SLO # 4** Demonstrate ability to apply concepts and principles to ministry situations
- SLO # 5** Value cultural differences and show sensitivity to those of other cultures
- SLO # 6** Explain basic mission principles

COURSE MATERIALS

Required Textbooks: All the required textbooks are available at the AU Bookstore

Winter, Ralph D., and Steven C. Hawthorne, editors. 2009. *Perspectives on the World Christian Movements: A Reader*. **Fourth edition**. Pasadena, CA: William Carey Library. ISBN 9780878083909. (360 pages)

Elmer, Duane. 2006. *Cross-Cultural Servanthood: Serving the World in Christlike Humility*. Downers Grove, Ill.: IVP Books. ISBN 9780830833788. (198 pages)

PRE-INTENSIVE REQUIREMENTS

Please, **DO NOT** email any assignment to me. Submit the reports on LearningHub in pdf format. Assignments lose 10% for each late day up to 50% of the total. After the last class day assignments have no value.

1. *Perspectives on the World Christian Movements* Chapter Reviews—A total of 360 pages—Due on September 30, 2018.

Read the following 45 chapters: 1, 2, 4, 7, 10, 12, 13, 15, 17, 18, 19, 20, 21, 24, 25, 27, 28, 30, 32, 34, 64, 65, 69, 71, 72, 74, 75, 77, 78, 83, 84, 85, 86, 95, 96, 97, 98, 99, 100, 101, 102, 106, 109, 110, 111

2. Report on the chapters read using the format below:

Chapter number and title:

Summary—A brief, straight to the point summary of concepts developed in each chapter

Reflection— A candid, energetic engagement and interaction with the material in each chapter; Points that stood out or that were new (“Aha!” moments); Points of agreement or disagreement, and/or points needing clarification.

Application—Practical applications of concepts to personal life and ministry

Reports will be single-spaced

POST-INTENSIVE COURSE REQUIREMENTS

1. Intercultural Visit Report (20 points) Due on October 18, 2018.

Each student will pair-up with one or two other students for a cross-cultural visit. Maximum cultural difference should be sought in choosing partners for the visits. Each student will contribute food, entertainment, and cultural orientation. The food should be ordinary, everyday food from your home culture. Single students who cannot readily entertain colleagues alone can make an arrangement with two other students. However, the visit is not intended to be a large potluck because that would diminish the depth of learning. A one page (300-400 words) report about the visit will be submitted.

2. Critical Book Review (48 points) Due on October 25, 2018.

Each student will submit a critical book review on: Elmer, Duane. 2006. *Cross-Cultural Servanthood: Serving the World in Christlike Humility*. Downers Grove, Ill.: IVP Books (198 pages). Two thousand (2,000) words are required. Please note that this is NOT a book report. The content in the review is for critique and analysis of the book. Follow carefully the instruction in the rubric on page 9. The paper should be single-spaced, font 12, with the heading (**Critical Book Review**).

3. Mission-Focused Sermon (100 points)—Due on December 6, 2018.

Each student will submit a mission-focused sermon following the instruction in the rubric on page 10.

MAPM Intensive Class Schedule			
Schedule for class meetings: September 30 – October 4, 2018			
			Running total
Sunday	6-8 p.m.	2 hours	2
Monday	8:00-12:30 p.m.	4.5 hours	11
	1:30-6:00 p.m.	4.5 hours	
		9	
Tuesday	8:00-12:30 p.m.	4.5 hours	20
	1:30-6:00 p.m.	4.5 hours	
		9	
Wednesday	8:00-12:30 p.m.	4.5 hours	29
	1:30-6:00 p.m.	4.5 hours	
		9	
Thursday	8:00-12:30 p.m.	4.5 hours	38
	1:30-6:00 p.m.	4.5 hours	
		9	
Pre/Post-session	Guest lectures to be viewed on-line	7 hours	45
		7	

Credit-Hour Definitions

A professional 3-credit course taken at the SDA Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments.

Estimated Time for this Class:

Include the following chart, adapted to your class:

Estimated Time for this Class—MAPM---3 credit (135 hours)		
Class Lectures face to face	38	45 hours total
Pre/Post Online	7	
Independent Completion of Assignments		
Reading	30 hours	
Perspectives Chapter Reviews	30 hours	
Intercultural Visit and Report	5 hours	
Critical Book Review	15 hours	
Final Exam (Mission-focused sermon)	10 hours	
Total Hours	135 hours	

TOPICS TO BE COVERED

Theology	History	Culture	Strategy
<ul style="list-style-type: none"> • Introduction to the discipline of missiology • Grand narrative • Models: Jesus, Paul • Missio Dei • Kingdom of God • SDA theology of mission 	<ul style="list-style-type: none"> • Paradigms of mission • Modern missionary movement • Exemplar missionaries • Case studies • Stages of SDA mission 	<ul style="list-style-type: none"> • Introduction to culture • Theology of culture • Topics in culture <ul style="list-style-type: none"> ○ Form and meaning ○ Set theory ○ People groups • Worldview and worldview transformation • Contextualization • Intercultural communication • Intercultural competence • Intercultural conflict resolution • Ethnocentrism, racism, tribalism 	<ul style="list-style-type: none"> • Context and demographics • Introduction to strategy <ul style="list-style-type: none"> ○ Church growth • Two structures • Urban • Migration, refugees, immigrants • Long term service • Short term service • Education • Health • Mass media • Music and arts

GRADING CRITERIA AND COURSE ASSESSMENT ITEMS

Letter Grade Assignment

	B+ =88-91	C+ = 77-80		
A = 96-100	B = 84-87	C = 73-76	D 61-68	F 0-60
A- = 92-95	B- = 80-83	C- = 69-72		

Grading and Time Distribution

Assignments	% of Grade	Time Estimate
Class attendance	10	45
Perspectives Chapter Reviews	25	60
Intercultural Visit and Report	5	5
Critical Book Review	15	15
Final Exam (Mission-focused sermon)	25	10
Total	100%	135 hours

Time formula: 3 credits = 45 hours in class + 90 hours out of class = 135 hours

Incomplete Grades

“I” (Incomplete), grades will be assigned in keeping with Andrews University policy. “I” grades will be given for students who need more time to complete assignments because of documented major illness, family emergency or other situations arranged in advance with the teacher. To receive such consideration a student must have shown good faith through a pattern of on-time attendance and assignments. “I” grades are not given because of typical life stresses or minor illnesses.

Late Submission

Assignments lose 10% for each late day up to 50% of the total. After the last class day assignments have no value.

CLASS POLICIES

Classroom Seating

To facilitate the instructor in learning each student's name, please select a permanent seat.

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.

Eating and Drinking

Because eating and drinking can distract oneself and others and dirty desks and floors, in-class consumption must be limited to water.

Use of Computers and Other Devices

Computers are not to be used in class except for taking notes or if web searches are part of the class. "Multi-tasking" in class (doing email, surfing the web, etc.) diminishes participation and learning. Please keep cell phones off or on the silent setting.

Special Circumstances

Students with special situations should inform the instructor before the event or as soon as possible after the event. The teacher values verbal explanations but a written request will ensure consideration at grading time.

Changes

The teacher reserves the right to change elements of the course outline, assuming that timely and adequate notification is given in writing.

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." *Andrews University Bulletin 2010, page 29*

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. Whenever the number of absences exceeds 10% 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." *Andrews University Bulletin 2010, page 29-30*

Attendance is recorded on sign-in sheets mounted on clipboards and placed near the door. Students are responsible to see that their attendance is recorded. Points are awarded for daily attendance as follows: On-time—3 points; Late—2 points.

Excused Absence

“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.” *Andrews University Bulletin 2010, page 30*

Teacher Tardiness

“Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean.” *Andrews University Bulletin 2010, page 30*

Academic Integrity

Andrews University takes seriously all acts of academic dishonesty. Academic dishonesty includes (but is not limited to) falsifying official documents; plagiarizing; misusing copyrighted material; violating licensing agreements; using media from any source to mislead, deceive or defraud; presenting another’s work as one’s own; using materials during a quiz or examination other than those specifically allowed; stealing, accepting or studying from stolen examination materials; copying from another student; or falsifying attendance records. For more details see the *Andrews University Bulletin 2010, page 30*.

“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.” *Andrews University Bulletin 2010, page 30*

Emergency Protocol:

Andrews University takes the safety of its students 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'S PROFILE



Boubakar Sanou is an Assistant Professor of Mission and Leadership at the Seventh-day Adventist Theological Seminary, Andrews University. He served as a pastor for twelve years in Burkina Faso before attending Andrews University for his PhD. He holds a BA in Theology (Andrews University, 1999), a Masters of Arts in Pastoral Theology (Newbold College, 2005), a Doctor of Ministry in Global Mission Leadership (Andrews University, 2010), and a PhD in Missiology and Christian Leadership (Andrews University, 2015). His research interest is in studying the impact of culture on leadership behaviors and practices and how all these influence Christian witness.

MSSN546—Ministry in Cultural and Religious Context

Rubric for Book Review

Name: _____

<i>Elements</i>	Excellent	Proficient	Satisfactory	Unsatisfactory	Weight	Score
	4	3	2	1		
<i>Summary</i> (not more than ½ page)	Clearly communicates the author’s thesis/main idea and succinctly summarizes the content of the book.	Adequately communicates the author’s thesis and summarizes the content of the book.	Modestly communicates the author’s thesis and summarizes the content of the book.	Does not clearly communicate the author’s thesis and/or summarize the content of the book.	3	
<i>Critique</i>	Interacts with and critiques the author’s ideas at a high level	Adequately interacts with and critiques the author’s ideas	Modestly interacts with and critiques the author’s ideas	Does not offer a helpful critique, and/or focuses too much on personal reviewer’s bias	4	
<i>Application</i>	Shares clear and practical application of the author’s ideas for Christian ministry	Adequately applies the author’s ideas for Christian ministry	Modestly applies the author’s ideas for Christian ministry	Does not show how the author’s ideas can be applied to Christian ministry	3	
<i>Recommendation</i>	Clearly and strongly recommends whether to read the book, those who should read it, including a summary of reasons why	Adequately recommends whether to read the book, those who should read it, including a summary of reasons why	Modestly recommends whether to read the book, those who should read it, including a summary of reasons why	Does not recommend whether to read the book, those who should read it, including a summary of reasons why	2	

MSSN546—Mission in Cultural and Religious Contexts

Grading Rubric for Written Sermon

Name _____

Elements	Description	Excellent	Proficient/Good	Satisfactory/Average	Unsatisfactory/Poor	Weight	Points	
		4	3	2	1			
Introduction	<ul style="list-style-type: none"> Main idea of the sermon Specific expected outcomes 	<ul style="list-style-type: none"> Well-defined and concise thesis with detailed supporting evidence in the sermon Expected outcomes concisely stated 	<ul style="list-style-type: none"> Well-defined thesis with good supporting evidence in the sermon Expectations well stated 	<ul style="list-style-type: none"> Modestly-defined thesis with satisfactory supporting evidence in the sermon Expectations modestly stated 	<ul style="list-style-type: none"> Poorly-defined thesis with poor supporting evidence in the sermon Expectations poorly stated 	2		
Relevance to Missiology & Course Content	<ul style="list-style-type: none"> Awareness of contemporary issues in relation to the Bible text Connection between the biblical world and contemporary context Use of illustrations and examples 	<ul style="list-style-type: none"> Excellent proof of awareness of contemporary issues in relation to the Bible text Excellent connection between the biblical world and contemporary context Excellent supporting stories, examples and/or illustrations 	<ul style="list-style-type: none"> Good proof of awareness of contemporary issues in relation to the Bible text Good connection between the biblical world and contemporary context Good supporting stories, examples and/or illustrations 	<ul style="list-style-type: none"> Adequate proof of awareness of contemporary issues in relation to the Bible text Adequate connection between the biblical world and contemporary context Adequate supporting stories, examples and/or illustrations 	<ul style="list-style-type: none"> Poor proof of awareness of contemporary issues in relation to the Bible text Poor connection between the biblical world and contemporary context Inadequate supporting stories, examples and/or illustrations 	10		
Missiological Application	<ul style="list-style-type: none"> Use and application of course content Practical application to ministry context and the mission of the church 	<ul style="list-style-type: none"> Excellent use of course-related concepts Detailed and practical application of reflections to ministry & mission 	<ul style="list-style-type: none"> Good use of course-related concepts Good practical application of reflections to ministry & mission 	<ul style="list-style-type: none"> Adequate use of course-related concepts Adequate practical application of reflections to ministry & mission 	<ul style="list-style-type: none"> Poor use of course-related concepts Poorly suggests practical application of reflections to ministry & mission 	10		
Conclusion	Summary of reflections	Clear summary with persuasive appeal	Good summary with good appeal	Adequate summary and appeal	Poor summary and appeal	2		
Spelling & Grammar	Use of grammar and spelling	No spelling mistakes + excellent use of English grammar	1 spelling mistake + minor grammatical errors	2 spelling mistakes + significant grammatical errors	3 or more spelling mistakes + major grammatical errors	1		
Total								