

SEVENTH-DAY ADVENTIST
THEOLOGICAL SEMINARY

MSSN 546
MISSION IN CULTURAL AND
RELIGIOUS CONTEXT
March 18-22, 2018

Wagner Kuhn, PhD



Andrews
University
Seek. Affirm. Change.

Andrews University

MSSN 546 MISSION IN CULTURAL AND RELIGIOUS CONTEXT

MARCH 18-22, 2018
Spring 2018
MA in Pastoral Ministry

GENERAL CLASS INFORMATION

Class acronym: MSSN 546-116
Class name: Mission in Cultural and Religious Context
Year & Semester: Spring 2018
Class location: Southeastern California Conference Office, Riverside, CA
Class time/day: **Sunday, 5 p.m. – 8 p.m.**
Mon. – Thurs. 8 a.m. –12:30 p.m.; 1:30 p.m. –6 p.m.
Credits offered: 3 Semester Credits

INSTRUCTOR CONTACT

Instructor: Wagner Kuhn, PhD
E-mail: kuhn@andrews.edu
Telephone: (269) 471-6973
Office Hours: By Appointment
Office Location: Andrews University; Seminary Room: S211
Course Web: <http://learninghub.andrews.edu>

Administrative Assistant/GA: Andrew Tompkins
Telephone: (269) 471-6505
Email: tompkina@andrews.edu
Office Location: Seminary Building Room# S203

BULLETIN COURSE DESCRIPTION

MSSN 546 Mission in Cultural and Religious Context:

Explores missiological principles with an emphasis on the cultural and religious context, and the development of cultural sensitivity and cross-cultural communication skills for Christian witness.

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.

GENERAL COURSE OBJECTIVES

- The aim of this course is to provide a Christian and biblical framework for the understanding of the relationship between Adventist mission within cultural and religious contexts. Biblical principles and models, historical examples, and contemporary case studies in cross-cultural missions are explored.
 - The course explores concepts of intercultural communication with emphasis on the challenges Adventist missionaries face as they witness in cross-cultural contexts. Attention is also given to the fundamentals of culture, group organization, and social change. The class aims at promoting the development of cultural sensitivity for effective communication of the gospel to all people and nations of the world.
 - Furthermore, the incarnational model of Christ is assumed to be the basis for cross-cultural mission. The mandate of the Great Commission of Matthew 28:19-20 cannot be fully accomplished in one-to-two-week mission trips by touring evangelists. God's mission is a long-term process that must be undertaken by committed believers who live with, understand, and serve the people they minister to. This course aims to provide a biblical and holistic worldview for cross-cultural mission based on the incarnational, servant model of Christ. Moreover, it seeks to promote an Adventist mission philosophy and practice that is biblically shaped and culturally sensitive. Thus, people will be empowered to live out the gospel message in their cultural and social contexts.
-

MAPM PROGRAM OUTCOMES

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

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 REQUIREMENTS

Required Textbooks and Readings: For ISBN and price information, please see the listing at the Andrews University Bookstore www.andrews.edu/bookstore.

- Elmer, Duane. 2006. *Cross-Cultural Servanthood: Serving the World in Christlike Humility*. Downers Grove, Ill.: IVP Books.
- Winter, Ralph D., and Steven C. Hawthorne, eds. 2009. *Perspectives on the World Christian Movement: A Reader*. Fourth edition. Pasadena, CA: William Carey Library.
- Cheryl Doss, editor. 2009. *Passport to Mission*. Third edition. Berrien Springs, MI: Institute of World Mission, Andrews University.
- *Standards of Excellence in Short Term Mission*, <http://www.soe.org/explore/the-7-standards>; http://www.soe.org/explore/wp-content/uploads/2011/07/SOE_Booklet_Online.pdf
- Other specific articles posted on Moodle and/or as assigned by instructor.

Class Attendance and Policies

Since this class is offered as a graduate course, regular attendance is required. Class meets for four days (Sunday-Thursday; Sun, 5pm–8pm; Mon.–Thurs. 8am–12:30pm; 1:30pm–6pm) during 5 consecutive days each week. Absences and tardiness are only for emergencies. You need to follow the published attendance policy of the university. For other classroom issues see class policies in this syllabus (further below), and also the *AU Student Handbook* and the *AU Bulletin*.

PRE-INTENSIVE REQUIREMENTS

1. Critical Book Review: **Due Monday, March 19.**

One book review of Duane Elmer's (*Cross-Cultural Servanthood: Serving the World in Christlike Humility*- CCS) will be submitted; 4-5 pages are required (1500 words). It is important to note that this is NOT a book report. The majority of content in the review is for critique and analysis of the books; you can summarize the main points of the book, but must engage in analysis and critique of the main ideas. A sheet with formatting instructions and guidelines and a grading rubric is posted on Moodle. The paper will be single-spaced, font 12, with the following heading and no cover page (*see example below). Also, follow the format below* for the other assignments. Just substitute the heading (title of assignment) and date: **Due Monday, March 19.**

*Your Full Name (Example)

MSSN 546 Mission in Cultural and Religious Context

Critical Book Review (Due Monday, March 19)

Electronic submission into Moodle (**LearningHub**) is preferred

2. Journal/Annotated Reading of the Book: *Passport to Mission (PPM)*: **Due Monday, March 19.**

Each student will read the book *Passport to Mission* and write a report in form of a journal entry (reviewing/interacting) for the six parts (sections) of the book (total of 6 parts – 28 chapters). The report is due as per set schedule. The report/journal entry is to be 2000-2500 words (6-8 pages), and will respond to and interact with the subject of the parts of the book being revised.

One journal / report will be prepared and submitted. The journal entry/report should include (but not limited to) the following elements:

- A candid, energetic engagement and interaction with the material in each part of the book.
- Points that stood out or that were new (“Aha!” moments)

- Points of agreement or disagreement, and/or points needing clarification
- Statements of syntheses and conclusion that tie together with concepts dealt with in the classroom and/or studied in other required readings
- Applications of concepts to personal life and ministry
- General remarks about the material, affirming or suggesting possible changes/additions

Reports will be single-spaced with the following heading and no cover page. Please follow the format above for #1. Report: *PPM*: Parts 1-6 (chapters 1-28; pages 1-238). **Due Monday, March 19.**

REQUIREMENTS DURING INTENSIVES

1. Web Resource List: **Due Wednesday, March 21.**
Each student will prepare a two (2) pages list of web mission resources. Try to list as many websites containing important resources dealing with cross-cultural missions, church and mission, mission strategies and resources, etc. **Due Wednesday, March 21.** Follow format example above #1.
2. Four Culture Game: **Due Thursday, March 22.**
Place and time to be announced. The class will meet for 2 and ½ hours to play the “Four Cultures Game.” Afterwards, a one page (300-400 word) report will be submitted by each student. The one page report will be single-spaced with the Four Culture Game title heading. **Due Thursday, March 22.**

POST-INTENSIVE REQUIREMENTS

1. Intercultural Visit Report: **Due Sunday, April 15.**
Each student will pair-up with one other student for a cross-cultural visit. Maximum cultural difference should be sought in choosing partners for the visits. Each 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 one or two others. However, the visit is not intended to be a large potluck because that would diminish the depth of learning. A one page (300-400 word) report about the visit will be submitted. The paper will be single-spaced with the following heading and no cover page. **Due Sunday, April 15.**
2. Mid-Term and Final Exams
A-The mid-term exam will be an area study (**Due Sunday, April 15**). This project will encompass a type of ethnographic research carried out by each student on a specific region (country) of the world assigned by the instructor. An area study template will be provided (to guide each student on completing this assignment). (**Due Sunday, April 15**)

B-The final exam will be a take-home (**Due Monday, April 30**), and will be a sermon based on an idea or theme from the book *Perspectives (PWCM)*. You must center the content of the sermon in the Bible and also quote from Ellen G. White for the sermon. (**Due Monday, April 30**).

Schedule for class meetings: March 18-22, 2018			
			Running total
Sunday	5-8 p.m.	3 hours	3
Monday	8:00-12:30 p.m. 1:30-6:00 p.m.	4.5 hours 4.5 hours 9	12
Tuesday	8:00-12:30 p.m. 1:30-6:00 p.m.	4.5 hours 4.5 hours 9	21
Wednesday	8:00-12:30 p.m. 1:30-6:00 p.m.	4.5 hours 4.5 hours 9	30
Thursday	8:00-12:30 p.m. 1:30-6:00 p.m.	4.5 hours 4.5 hours 9	39
Pre-session and Post-session	Lectures to be viewed on-line	6 hours 6	45

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—MAPM---3 credit (135 hours)		
Class Lectures face to face	39	45 hours total
Pre/Post Online	6	
Independent Completion of Assignments		
Book review and reading (<i>Cross-cultural Servanthood</i>)	15 hours	
Intercultural visit & report	5 hours	
Four culture game & report	5 hours	
Journal/annotated reading (<i>Passport to Mission</i>)	15 hours	
Web resources list	5 hours	
Mid-term exam (area study)	20 hours	
Final exam—take home and reading on <i>Perspectives</i>	25 hours	
Total Hours	135 hours	

OUTLINE OF TOPICS AND ASSIGNMENTS

Day	Date	Class Schedule – Topics	Readings / Tasks	Assignments Due
1	Sunday March 18	Overview of course & assignments; Introduction to the study of mission; The contemporary context of world mission	<i>CCS</i> : chapter 1: pages 11-20 <i>PPM</i> : chapters 1-5; pages 10-45; <i>PWCM</i> : chapters 1-5; pages 3-33	
2	Monday March 19	Status of Christianity in the world Challenges and opportunities for SDA mission	<i>CCS</i> : chapters 2-3: pages 21-34; <i>PPM</i> : chapters 6-8; pages 48-69	Critical Book Review: Elmer--Cross-Cultural Servanthood (CCS)
2	Monday March 19	Adventist Missiological Education The Mission of God (<i>Missio Dei</i>) concept in the Bible and in missions; Biblical basis for mission	<i>CCS</i> : chapter 4: pages 37-56 <i>PPM</i> : 9-13; pages 72-110; <i>JAMS</i> : Vol. 7, No 1:28-47	Journal Report: Passport to Mission (PPM) Parts 1-6 Chapters 1-28
2	Monday March 19	The Bible as God’s grand mission narrative – mission history Lessons from the history of Christian / Adventist mission – case study	<i>PWCM</i> : chapters 7-13; pages 42-95; <i>CCS</i> : chapters 5-6: pages 57-88	
2	Monday March 19	SDA Church mission history Current trends in SDA mission	<i>PWCM</i> : chapters 17-23; pages 112-145; and chapters 25-35; pages 149-206	
3	Tuesday March 20	Mission studies and social sciences Culture, values, and mission	<i>PPM</i> : chapters 14-19; pages 112-158; <i>CCS</i> : chapter 7: pages 89-106	
3	Tuesday March 20	Culture and worldview Culture shock and transition in mission	<i>PPM</i> : chapters 20-24; pages 160-194; <i>PWCM</i> : chapters 36-37; 39-40; pages 209-238; 244-262	
3	Tuesday March 20	The world, culture, and mission Four Culture Game	<i>PPM</i> : chapters 25-28; pages 196-238; <i>CCS</i> : chapter 8: pages 107-124; <i>PWCM</i> : chapters 41-47; pages 263-311	
3	Tuesday March 20	Culture, Worldview and our view and understanding of Scriptures Critical contextualization Practical contextualization	<i>CCS</i> : chapter 9: pages 125-143; <i>PWCM</i> : chapters 48-54; 62; pages 312-360; 393-394	
4	Wednesday March 21	Mission practice: case studies The excluded middle Studying the Bible for mission	<i>PWCM</i> : chapters 63-69; 71-72; pages 397-436; 440-450	Web resource list
4	Wednesday March 21	The incarnation as mission model Cross-cultural communication Building bridges of understanding	<i>CCS</i> : chapter 10: pages 144-152 <i>PWCM</i> : chapters 74-76; 79-83; pages 460-476; 486-528	
4	Wednesday March 21	Cross-cultural witnessing Roles and relationships in mission The local church as mission basis	<i>CCS</i> : chapter 11: pages 155-168; <i>PWCM</i> : chapters 84-90; pages 531-582	
4	Wednesday March 21	Building a multi-cultural team Conflict management in cross-cultural mission	<i>CCS</i> : chapter 12: pages 169-179; <i>PWCM</i> : chapters 93-102; pages 592-642	

5	Thursday March 22	Strategic perspectives in mission – Mission career; Long term service Missionary Vocation	CCS: chapter 13-14: pages 180-198	Four Culture Game report
5	Thursday March 22	Short-term mission (STM) STM training; STM challenges, pitfalls, benefits	PWCM: chapters 126; 128; pages 742-768	
5	Thursday March 22	Long term Partnerships Strategic perspectives in mission – Tentmaking as mission	PWCM: chapters 131-136; pages 742-768	
5	Thursday March 22	Tentmaking: business as mission Strategic perspectives in mission – Holistic ministries (Ex.: ADRA)		

GRADING AND ASSESSMENT

*Assignments Due Date: Read Carefully

Late Submission - The following penalties will be applied for late submission of assessment items:

Assessments received by due date:	(possible A grade)
Delay up to 10 days:	(no better than an A- grade)
Delay up to 20 days:	(no better than a B grade)
Delay up to 30 days:	(no better than a C grade)

9. Grading

The final grade will be based on the following assignments (for 3 credits):

Attendance and participation	10%
Book review and reading (CCS)	10%
Intercultural visit & report	5%
Four culture game & report	5%
Journal entries and reading (PPM)	10%
Web resources list	5%
Mid-term exam (area study)	25%
Final exam (take home) and reading on <i>Perspectives: PWCM</i>	30%
Total	100%

The following scale is used in evaluating assignments and determining grades:

A = 95-100	B+ = 87-89	C+ = 77-79		
A- = 90-94	B = 83-86	C = 73-76	D = 60-69	F = 0-59
	B- = 80-82	C- = 70-72		

RECOMMENDED READING

- Bauer, Bruce L., editor. 2005. *Faith Development in Context: Presenting Christ in Creative Ways*. Berrien Springs, MI: Department of World Mission, Andrews University.
- _____. 2006. *Adventist Responses to Cross-Cultural Mission: Global Mission Issues Committee Papers, Vol. 1, 1998-2001*. Berrien Springs, MI: Department of World Mission, Andrews University.
- _____. 2007. *Adventist Responses to Cross-Cultural Mission: Global Mission Issues Committee Papers, Vol. II, 2002-2005*. Berrien Springs, MI: Department of World Mission, Andrews University.
- _____. 2005-2013. *Journal of Adventist Mission Studies*, Vols. 1-9. Berrien Springs, MI: Department of World Mission, Andrews University.
- _____. 2011. *A Man of Passionate Reflection: A Festschrift Honoring Jerald Whitehouse*. Berrien Springs, MI: Department of World Mission, Andrews University.
- Bauer, Bruce L. and Wagner Kuhn, editors. 2015. *Biblical Principles for Missiological Issues in Africa*, Berrien Springs, MI: Department of World Mission, Andrews University.
- Backman, Richard. 2004. *Bible and Mission: Christian Witness in a Postmodern World*. Grand Rapids, MI: Baker.
- Bosh, David J. 1992. *Transforming Mission: Paradigm Shifts in Theology of Mission*. Maryknoll, NY: Orbis Books.
- Bradshaw, Bruce. 2002. *Change Across Cultures*. Grand Rapids, MI: Baker.
- Damsteegt, P. Gerard. 1977. *Foundations of the Seventh-day Adventist Message and Mission*. Grand Rapids, MI: Eerdmans.
- Dennett, Jo Anne. 1999. *Thriving in Another Culture: a Handbook for Cross-Cultural Missions*. Brunswick East, Australia: Acorn Press.
- Dybdahl, Jon L. editor. 1999. *Adventist Mission in the 21st Century*. Hagerstown, MD: Review and Herald Publishing Association.
- Doss, Cheryl. Editor. 2009. *Passport to Mission*. Institute of World Mission, Andrews University.
- Elmer, Duane. 2006. *Cross-Cultural Servanthood: Serving the World in Christlike Humility*. Downers Grove, IL: IVP Books.
- _____. 2002. *Cross-Cultural Connections: Stepping out and Fitting in Around the World*. Downers Grove, IL: InterVarsity Press.
- _____. 1993. *Cross-Cultural Conflict: Building Relationships for Effective Ministry*. Downers Grove, IL: InterVarsity Press.
- Filbeck, David. 1985. *Social Context and Proclamation: A Socio-cognitive Study in Proclaiming the Gospel Cross-culturally*. Pasadena, CA: William Carey Library.
- Gallagher, Robert L. and Paul Hertig, editors. 2004. *Mission in Acts. Ancient Narratives in Contemporary Context*. Maryknoll, NY: Orbis Books.
- Greenway, Roger S. 1999. *Go and Make Disciples: An Introduction to Christian Mission*. Phillipsburg, New Jersey: P&R Publishing Company.
- Grunlan, Stephen A. and Marvin K. Mayers. 1988. *Cultural Anthropology: A Christian Perspective*. Grand Rapids, MI: Zondervan.
- Hexham, Irving. 2011. *Understanding World Religions: An Interdisciplinary Approach*. Grand Rapids, MI: Zondervan.
- Hiebert, Paul. 1983. *Cultural Anthropology*. Grand Rapids, MI: Baker.
- _____. 1985. *Anthropological Insights for Missionaries*. Grand Rapids, MI: Baker.
- _____. 1994. *Anthropological Reflections on Missiological Issues*. Baker Academic.
- _____. 1999. *Missiological Implications of Epistemological Shifts: Affirming Truth in a Modern / Postmodern World*. Harrisburg, PA: Trinity Press International.

- _____ . 2008. *Transforming Worldviews: An Anthropological Understanding of How People Change*. Grand Rapids, MI: Baker Books.
- _____ . 2009. *The Gospel in Human Context: Anthropological Explorations for Contemporary Mission*. Grand Rapids, MI: Baker.
- Hiebert, Paul, Daniel Shaw and Tite Tiénou. 1999. *Understanding Folk Religion*. Grand Rapids, MI: Baker.
- Hiebert, Paul G. and Eloise Hiebert Meneses. 1995. *Incarnational Ministry: Planting Churches in Band, Tribal, Peasant, and Urban Societies*. Grand Rapids, MI: Baker.
- Hiebert, Paul G. and Frances F. Hiebert. 1987. *Case Studies in Missions*. Baker Books.
- Klingbeil, Gerald A., editor. 2005. *Misión y Contextualización: Llevar el Mensaje Bíblico a un Mundo Multicultural*. Libertador San Martín, Entre Ríos, Argentina: Editorial Universidad Adventista del Plata.
- Kraft, Charles H. 2008. *Worldview for Christian Witness*. Pasadena, CA: William Carey Library.
- _____ . 2007. *Anthropology for Christian Witness*. Maryknoll, NY: Orbis Books.
- _____ . 1979. *Christianity in Culture*. Mayknoll, NY: Orbis Books.
- Kuhn, Wagner. 2013 *Redemption and Transformation Through Relief and Development: Biblical, Historical, and Contemporary Perspective of God's Holistic Gospel*. Berrien Springs, MI: Department of World Mission, Andrews University.
- _____ . 2016. *Transformacao Radical: Em Busca do Evangelho Integral*. Engenheiro Coelho, SP, Brazil: UNASPRESS.
- Lingenfelter, Judith E. and Sherwood G. 2003. *Teaching Cross-culturally: An Incarnational Model for Learning and Teaching*. Grand Rapids, MI: Baker Books.
- Lingenfelter, Sherwood. 1998. *Transforming Culture: A challenge for Christian Mission*. 2nd ed. Grand Rapids, Mich.: Baker Books.
- _____ . 1998. *Agents of Transformation*. Grand Rapids, MI: Baker.
- Lingenfelter, Sherwood and Marvin K. Mayers. 2003. *Ministering Cross-Culturally: An Incarnational Model for Personal Relationships*. Grand rapids, MI: Baker Academic.
- Luzebetak, Louis. 1988. *The Church and Cultures*. Mayknoll, NY: Orbis Books.
- _____ . 1989. *The Church & Cultures: An Applied Anthropology for the Religious Worker*. Pasadena, CA: William Carey.
- Maier, Rudi, editor. 2010. *Encountering God in Life and Mission: a Festschrift Honoring Jon L. Dybdahl*. Berrien Springs, MI: DWM, Andrews University.
- _____ . 2005. *A Man with a Vision. Mission: A Festschrift Honoring Russell L. Staples*. Berrien Springs, MI: Department of World Mission, Andrews University.
- Maier, Rudi, editor. 2015. *Church and Society*. Berrien Springs, MI: Department of World Mission, Andrews University.
- Myers, Bryant L. (editor). *Working with the Poor: New Insights and Learnings from Development Practitioners*. Monrovia, CA: World Vision, 1999.
- _____ . *Walking with the Poor: Principles and Practices of Transformational Development*. Maryknoll, NY: Orbis Books. 2011.
- Moreau, A. Scott, Gary R. Corwin, and Gary B. McGee. 2004. *Introducing World Missions: A Biblical, Historical, and Practical Survey*. Grand Rapids, MI: Baker.
- Moreau, A. Scott, Harold A. Netland, Charles Edward van Engen, and David Burnett. 2000. *Evangelical Dictionary of World Missions*. Grand Rapids, MI.
- Ott, Craig, and Harold A. Netland, editors. 2006. *Globalizing Theology: Belief and Practice in an Era of World Christianity*. Grand Rapids, MI: Baker Academics.
- Pocock, Michael, Gailyn Van Rheenen, and Douglas McConnell. 2005. *The Changing Face of World Missions: Engaging Contemporary Issues and Trends*. Grand Rapids, MI: Baker Academics.

- Robinson, Anthony B. and Robert W. Wall. 2006. *Called to be Church: the Book of Acts for a New Day*. Grand Rapids, MI: Eerdmans.
- Schantz, Borge. 1983. "The Development of Seventh-day Adventist Missionary Thought: a Contemporary Appraisal." Doctoral Dissertation. Pasadena, CA: Fuller Theological Seminary.
- Smalley, William A., editor. 1978. *Readings in Missionary Anthropology II* (Enlarged edition). Pasadena, CA: William Carey Library.
- Smith, Gordon H. 1945. *The Missionary and Anthropology*. Chicago, IL: Moody Press.
- Souza, Elias Brasil, editor. 2011. *Teologia e Metodologia da Missão*. Cachoeira, BA, Brasil: CePLiB.
- Spradley, James and David McCurdy. 1980. *Anthropology: The Cultural Perspective*. 2nd edition. New York: Wiley.
- Steffen, Tom and Lois McKinney Douglas. 2008. *Encountering Missionary Life and Work: Preparing for Intercultural Ministry*. Grand Rapids, MI: Baker Academic.
- Stearns, Richard. *The Hole in Our Gospel*. Nashville, TN: Thomas Nelson, 2009.
- Tennent, Timothy. 2008. *Theology in the Context of World Christianity*. Grand Rapids, MI: Zondervan.
- Terry, John Mark, Ebbie C. Smith, and Justice Anderson. 1998. *Missiology: An Introduction to the Foundations, History, and Strategies of World Missions*. Nashville, Tenn.: Broadman & Holman Publishers.
- Van Engen, Charles E., Darrell Whiteman, and J. Dudley Woodberry. 2008. *Paradigm Shiftsin Christian Witness*. Orbis Books.
- Van Rhee, Gailyn. 1991. *Communicating Christ in Animistic Context*. Grand Rapids, MI: Baker.
- Walls, Andrew. 2002. *The Cross-Cultural Process in Christian History: Studies in the Transmission and Appropriation of Faith*. Maryknoll, NY: Orbis Books.
- White, Ellen G. *Acts of the Apostles*. Hagerstown, MD: Review and Herald Publishing Association.
- _____. *Christ's Objects Lessons*. 1941. Hagerstown, MD: Review and Herald Publishing Association.
- _____. *The Desire of Ages*. 1898. Boise, Idaho: Pacific Press Publishing Association.
- _____. *Education*. 1903. Boise, Idaho: Pacific Press Publishing Association.
- _____. *Gospel Workers*. 1915. Hagerstown, MD: Review and Herald Publishing Association.
- _____. *The Great Controversy*. 1911. Boise, Idaho: Pacific Press Publishing Association.
- _____. *Ministry of Healing*. 1905. Boise, Idaho: Pacific Press Publishing Association.
- _____. *Patriarchs and Prophets*. 1958. Boise, Idaho: Pacific Press Publishing Association.
- _____. *Testimonies to Ministers*. 1923. Boise, Idaho: Pacific Press Publishing Association.
- Winter, Ralph D., and Steven C. Hawthorne, eds. 2009. *Perspectives on the World Christian Movement: A Reader*. Fourth edition. Pasadena, CA: William Carey Library.
- Wright, Christopher J. H. 2010. *The Mission of God's People: a Biblical Theology of the Church's Mission*. Grand Rapids, MI: Zondervan.
- _____. 2006. *The Mission of God: Unlocking the Bible's Grand Narrative*. Downers Grove, IL: InterVarsity Press.

GRADING RUBRIC FOR WRITTEN SERMON (Take Home Exam)
MSSN546 MISSION IN CULTURAL AND RELIGIOUS CONTEXT

Unsatisfactory	Needs Improvement	Good	Very Good – Excellent	Outstanding	Suggested Points	Score
Paper/sermon is poorly written, lacks relevance and thoughtfulness. Has multiple mistakes in grammar, spelling and style	Paper/sermon is not well-focused on the subject, is full of grammatical, spelling and style errors	Paper/sermon is generally well-written, but sometimes lacks relevance to the topic. Has many spelling, grammatical, style errors	Is articulate, holds the reader’s attention – no more than three spelling, grammatical or style errors per page	Very interesting, inspiring, thought provoking, well articulated; no more than two spelling mistake and grammatical or style error per page.	Communication and language Up to 40 Points	
Thesis and reflections are unclear, references to reading and research poor and ideas irrelevant to topic	Reflections are well organized and demonstrate thoughtful evaluation of the sermon indicating the thesis and also transitional sentence are included	Thesis is unclear, demonstrates limited reading and research. Not all ideas flow logically, transitions weak and not clear evidence of sermon outline	Thesis is clear, insightful and demonstrates extensive reading and research of topic. Ideas flow logically, with good transitions, follows sermon outline well	Succinct thesis, creative, unique insights making reading inviting. Demonstrates attention to sermon outline; independent insight, comprehensive reading and research of the topic. Ideas flow logically with excellent transitions	Development Up to 40 Points	
Conclusion and reflections not well thought out, they lack appeal	Conclusion and reflection lack personal reaction / responses	Conclusion has some merit, but appeal could be improved	Conclusion is persuasive and appeal good	Conclusion is a clear summary with persuasive appeal	Conclusion Up to 20 Points	
					Total Score = 100 Points	

CLASS POLICIES

Classroom Seating

Give a statement about your policy on classroom seating (e.g. To facilitate the instructor in learning each student's name, please select a permanent seat (for at least the first half of the semester) in the classroom.)

Disability Accommodations

If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations

Emergency Protocols

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout the 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.

Other Policies

Include additional statements about any other policies relevant to your class.

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.” (*Current 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.” (*Current 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. 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.” (*Current AU Bulletin.*)

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.” (*Current AU Bulletin.*)

Language and Grammar

There is an expectation that a student enrolled in a graduate program possesses advanced written language skills, particularly in the language in which the degree is acquired. Thus, no special consideration will be given to English as a second language learners or native-English speakers who have yet to obtain mastery in written English. Such students are advised to seek the assistance of the campus writing lab or procure the services of an editor prior to the submission of their assignments. *Tips for success* include reading your assignments aloud and having someone else do likewise prior to submission. This practice will provide you with immediate feedback on your written assignments.

Late Submission - The following penalties will be applied for late submission of assessment items:

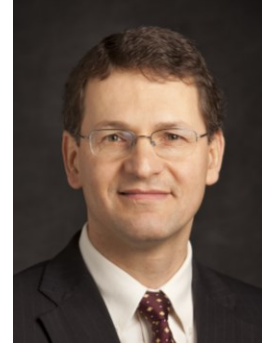
Assessments received by due date:	(possible A grade)
Delay up to 10 days:	(no better than an A- grade)
Delay up to 20 days:	(no better than a B grade)
Delay up to 30 days:	(no better than a C grade)

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.” (*Current AU Bulletin*)

INSTRUCTOR PROFILE

Originally from Brazil, Wagner Kuhn has extensive cross-cultural experience. He has worked in three continents and in various capacities with the SDA Church, and traveled in the other three. In Brazil, he started his pastoral career working for the Publishing Department, and later he served as professor of Mission and Theology for the SDA Theological Seminary in São Paulo.



His first missionary post as a pastor was in the United States where he helped establish the Framingham SDA Portuguese Speaking Church, Massachusetts. A couple of years later Wagner worked in Central Asia, first as ADRA's regional and program director in the Autonomous Republic of Naxçivan and later as Country Director for ADRA Azerbaijan (1994-2003). In this capacity, he coordinated several large relief and development programs and learned from and interacted with dozens of expatriate colleagues from various nationalities as well as hundreds of national co-workers.

In 1986, Wagner graduated with a B.Th. degree from Seminário Adventista Latino-Americano de Teologia (IAE - São Paulo). His major study interest has been missions, and in 1994 he obtained a Master of Arts degree in Religion (Mission Studies) from Andrews University. Ten years later he completed his PhD in Missiology (2004), from the School of Intercultural Studies, Fuller Theological Seminary. His dissertation: "Toward a Holistic Approach to Relief, Development, and Christian Witness: with Special Reference to ADRA's Mission to Naxçivan, 1993-2003," won the Missiology Award from Fuller.

From his studies the book *Christian Relief and Development: Biblical, Historical and Contemporary Perspectives of the Holistic Gospel* was published in English by UNASPRESS in 2005, and in Portuguese by CePLiB in 2008. Kuhn has written several scholarly and seminal articles, which have been published in academic journals, magazines, and books. In 2012 Kuhn contributed a couple of articles and also edited the volume, *The Book and the Student: Theological Education as Mission*, published by the Department of World Mission. Kuhn has also authored the book, *Redemption and Transformation Through Relief and Development* (2013), and co-edited the book *Biblical Principles for Missiological Issues in Africa* (2015), both published by the Department of World Mission, Andrews University. In 2016 *Transformação Radical: Em Busca Do Evangelho Integral* was published in Portuguese by UNASPRESS (SP, Brazil).

Wagner Kuhn has worked for Andrews University since 2005, first as Associate Director of the Institute of World Mission, General Conference, and Associate Professor of the Department of World Mission. In June 2011, he became a fulltime faculty (Professor of Mission and Intercultural Studies), and served as Director of the Doctor of Missiology from 2014-2016. He is now the Chair of the Department of World Mission and also the Director of the Post-Doctoral Programs, at the Seventh-day Adventist Theological Seminary, Andrews University. He has also been the director of Global Partnerships for the General Conference from 2007 to 2015, an initiative that provides cross-cultural training for tentmakers (self-supporting missionaries) in restricted access countries.

His particular areas of interest are missiological education, holistic ministries, tentmaking training, and cross-cultural communication and witnessing. For hobbies he likes to travel, language learning, cooking, counseling, walking, swimming, and some gardening. Wagner is married to Gisele Kuhn (a full-time faculty of the AU Nursing Department). The couple has two daughters, Gielle and Gillian, fruit of the mission field, with much love. His life's purpose is to honor and serve God by ministering, teaching, and serving the people of this world, God's people.